# About Middlesex Community College

mxcc.edu/catalog/about/

Founded in 1966 as a branch campus of Manchester Community College, Middlesex Community College became an independent member of the Community College System in 1968. At the outset, the college operated principally in space rented from Middletown Public Schools and loaned by Connecticut Valley Hospital. In 1973, the college moved to its present 35-acre campus, which overlooks the scenic Connecticut River and the city of Middletown. MxCC is conveniently located in central Connecticut and is easily accessible via major interstates.

Our college and our community are partners in a tradition of shaping the future, one person at a time. We believe our success depends upon our ability to treat others with respect, educate the whole person, recognize that each individual is vital to our mission, and develop programs and services responsive to the current and changing needs of our community.

MxCC believes that a college education should be available to everyone and is committed to providing excellence in teaching as well as personal support in developing the genius of each student. An open admissions college, MxCC awards associate degrees and certificates in more than 70 programs which lead to further study, employment, and active citizenship. In addition, the college shares its resources and addresses community needs through numerous credit and non-credit courses, business programs, cultural activities, and special events. Faculty and staff are dedicated to helping students achieve their academic, professional, and career potentials. This support is a continual process that recognizes

student diversity in both background and learning ability. The educational goal of the college is to promote understanding, learning, ethics, and self-discipline by encouraging critical thinking.

To fulfill its mission, MxCC has established the following objectives in its advancement of the principle of lifelong learning:

> **General Education** To provide a range of courses enabling students to achieve occupational, educational, philosophical, recreational, and personal goals for more satisfying lives.
>
> **College Transfer Education** To provide appropriate programs and courses for those desiring to continue their education at baccalaureate institutions.
>
> **Technical and Career Education** To offer associate degree and certificate programs of study for specific occupations.
>
> **Student Services** To provide personal, career, and job support services that help students reach their academic potential; to serve students with special needs; and to create an environment supportive of students from all cultural and ethnic backgrounds.
>
> **Fast Track Health Careers and Non-Credit Programming** To provide non-credit courses, workshops and conferences for skill development, career enhancement and personal enrichment.

Enrollment at Middlesex, one of 12 two-year community colleges in Connecticut, has grown from an original class of 320 to more than 3,000 full- and part-time students. Since 1968, more than 8,300 students have graduated from Middlesex. The majority of MxCC graduates, upon receiving a two-year associates degree, transfer to baccalaureate granting colleges and universities throughout the state and nation. Recent transfers include: Albertus Magnus College, Central Connecticut State University, Eastern Connecticut State University, Emerson College, Fairfield University, Quinnipiac University, Smith College, Trinity College, University of Connecticut, University of Saint Joseph, Wesleyan University, and Yale University. MxCC alumni are employed by many of the state's major businesses, industries, and government agencies including Aetna, Bristol Hospital, Comcast Corporation, CuraGen Corporation, Eversource, Middlesex Health, Raytheon Technologies, Pratt & Whitney, and Travelers.

In the 1990s, MxCC opened a satellite campus in the city of Meriden. Beginning in the Fall 2017 semester, the Meriden center moved to Platt High School, now known as "MxCC @Platt." Students have the option of enrolling in credit, non-credit, afternoon, evening, and weekend courses each semester.

One of Middlesex's most valued resources is its faculty. Recognized for their service to the local and wider geographic community, MxCC faculty have received major awards, fellowships, and grants. Members of the faculty are distinguished authors and writers, artists, communicators, Emmy-award winning broadcast designers, educators, researchers, entrepreneurs, business leaders, consultants, counselors, law enforcement and medical professionals, engineers and technicians. The goal of the faculty is to prepare students with marketable skills and fluency in verbal and mathematical languages  as well as to graduate individuals who respect themselves, others and their environment, and who have learned to act with courage, conviction, and dignity in their private and civic lives.

The four main air-conditioned and handicapped accessible buildings—Snow, Wheaton, Founders, and Chapman halls—are located on the scenic Middletown campus just minutes from the center of town. Within this complex are general purpose classrooms, a computer center and computer classrooms, art studios, the cutting-edge Center for New Media, special purpose chemistry and biology laboratories, a learning laboratory for reading and writing, an ophthalmic design and dispensing laboratory, faculty and administrative offices, cafeteria, bookstore, multi-purpose rooms, and a library. There is ample free student parking and a municipal bus stopping twice hourly at the Middletown campus. Because MxCC is a commuter college, there are no dormitories or housing agencies.

# Accreditation Statements

mxcc.edu/catalog/about/accreditation-statements/

Middlesex Community College is accredited by the New England Commission of Higher Education (NECHE). Accreditation of an institution of higher education by NECHE indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate education 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 NECHE is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Inquiries regarding the accreditation status by NECHE should be directed to the administrative staff of the institution. Individuals may also contact:

New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100,
Burlington, MA 01803-4514
781-425-7785

In addition, the following degree programs are accredited by national professional organizations:

**Early Childhood Education**
National Association for the Education of Young Children
1313 L Street, NW, Suite 500
Washington, DC 20005
*www.naeyc.org*

**Health Information Management**
Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)
200 East Randolph Street, Suite 5100
Chicago, IL 60601
info@cahiim.org
(312) 235-3255
*https://www.cahiim.org/*

**Ophthalmic Design & Dispensing**
Commission on Opticianry Accreditation
One Dupont Circle NW, Suite 510
Washington DC 20036-1135
*www.coaccreditation.com*

**Radiologic Technology**
Joint Review Committee on Education in Radiologic Technology (JRCERT)
20 N. Wacker Drive, Suite 2850
Chicago, IL 60606-3182
*www.jrcert.org*

**Veterinary Technology**
American Veterinary Medical Association, Committee on Veterinary Technician Education and Activities
1931 North Meacham Road, Suite 100
Schaumburg, IL 60173-4360
*www.avma.org*

# Welcome From The Campus CEO

mxcc.edu/catalog/about/welcome-from-the-president/

MIDDLESEX COMMUNITY COLLEGE

COLLEGE CATALOG

2021-2022

## STUDENTS ARE THE CENTER OF MIDDLESEX COMMUNITY COLLEGE

Middlesex Community College is a place where students are at the center of everything we do. We are the perfect size for most students who want a college experience not far from home. Our students, faculty, and staff, get to know one another in a true academic community – sort of like being in one big family.

The first thing people notice is our beautiful main campus, centrally located in Middletown. We have a satellite center in the city of Meriden, and a growing online campus that's available 24/7, worldwide.

At Middlesex, students have a choice of over 70 academic programs. In general, they fall into six clusters: health & life sciences, arts & media, business, technology, the humanities, and social sciences – which includes criminal justice, human services, and early childhood education. Most importantly, they find a warm and welcoming place where each and every student matters.

In fact, over 80,000 students have come to Middlesex since we first opened in the year 1966. Tens of thousands have earned their degrees and certificates, continued their education to the Bachelor's degree and beyond, entered the workforce, and led successful careers.

During our 52-year history, Middlesex has been an important step in the journey for so many people. We are defined as one community – united in our mission to help students achieve their individual goals and become productive, engaged global citizens.

Our students often bring raw talent and uncertainty. They expect college to be a place where they will discern their passion, and prepare them for what the future holds in store for them. In exchange, we offer a nurturing environment where students find faculty who are dedicated to being teachers first, student services professionals who are focused on academic and career success, an entire team of folks who keep the college running and the bills paid, administrators who defend the community college open door, and an affordable, outstanding educational experience.

In short, community colleges transform lives. I've worked at three of them – and they've transformed mine.

This fall, I will begin my seventh full year at MxCC and celebrate my 31st anniversary of working in the Connecticut Community Colleges. As the saying goes, "Time flies when you're having fun!" I'll admit, some days aren't "fun." Luckily, they're far outnumbered by the days I am inspired by the dedicated, creative work you do with each other, with me, and with our students. Every single day I am inspired by the students themselves. Their individual stories of grit, personal challenges, determination, failure, and success have brought me great joy in learning what it means to be "community college folk." I hope the same is true for you.

Best wishes to you as we enter a new academic year.

Welcome to Middlesex Community College!

**Steven Minkler, Ed.D.**
**Campus Chief Executive Officer & Dean of Academic Affairs**

# College Vision and Mission

mxcc.edu/catalog/about/college-vision-and-mission/

## Mission Statement

Students are the center of Middlesex Community College.

By creating meaningful relationships with our diverse population of students and by providing high quality, affordable, and accessible educational experiences, Middlesex Community College helps students achieve their individual goals and become productive, engaged global citizens.

## Our Vision

- Our diverse population of students are inspired by our innovative course offerings and wide range of co-curricular activities to help them become critical thinkers with curious and open minds.
- Students feel supported throughout their experience, including individualized advising, personalized services, and easy-to-navigate systems.
- Our professors and staff are our strongest asset. Together, we create a positive workplace climate, where growth and professional development are valued. The college is a “great place to work.”
- Our facilities and campus continue to be improved, including more 21st century class room spaces, professional spaces, and social spaces.

- The student experience is enriched through our wide array of partnerships and relationships with local employers, industry experts, community organizations, and our alumni.
- We are recognized as the “go-to choice” for community college by students, families, and high school advisors.
- We secure sufficient financial resources, both public and private, to continue to support our evolving curriculum and co-curricular experiences and our campus improvements.

## Sustainability Statement

MxCC is committed to environmental stewardship and to the principles of sustainable development first articulated in the Brundtland Commission Report of 1987. Simply stated, sustainable development means meeting the needs of the current generation without compromising the ability of future generations to meet their needs. At MxCC, we will practice sustainability in the operation of our buildings and grounds, we will infuse sustainability across our curriculum, and we will provide opportunities for our college community to engage in sustainable activities outside the classroom and in the community.

*MxCC does not discriminate on the basis of race, color,national or ethnic origin, religion, age, sex, marital status, sexual orientation, physical disability, mental disability (or history thereof) or criminal record in its educational and employment practices. Political beliefs and veteran status are also part of the nondiscrimination coverage in the Board of Trustees’ Policy on Student Rights.Further, racism and sexual harassment are prohibited.Inquiries regarding this policy should be directed to the Director of Human Resources at 860-343-5751, the Dean of Academic Affairs at 860-343-5706, or Dean of Students at 860-343-5759: MxCC, 100 Training Hill Road, Middletown, CT 06457.*

---

*This page was updated August 20, 2017*

# Academic Calendar

mxcc.edu/catalog/about/calendar/

Below you will find the Middlesex Community College **Academic Calendar**.

Also available are the **CSCU Common Academic Calendar**: important dates for all 17 institutions in the Connecticut State Colleges & Universities System (2017-2022) and the **MxCC Events Calendar**, which includes upcoming events on campus that may not be included in the academic calendar

Spring 2021

## Spring 2021

### Full Semester Courses (16 weeks)

- **Classes Begin:** Friday, January 22
- **Last Day to Add/Drop Last Day for 50% Tuition Refund:** Thursday, February 4
- **Presidents' Recess –** No Classes: Friday, February 12; College Closed: Monday, February 15
- **Last Day to Change from Credit to Audit Status:** Monday, February 22
- **Last Day to Withdraw from Class:** Monday, April 12
- **Spring Break – No Classes:** Monday, March 15 through Sunday, March 21
- **Day of Reflection – No Classes:** Friday, April 2
- **Reading Day – No Classes:** Thursday, May 6
- **Classes End:** Monday, May 10

- **Final Exam/Final Class Periods (Required time in class syllabus):** Tuesday, May 11 through Monday, May 17
- **Final Grades Due:** Wednesday, May 19 at 12:00pm

## Late-Start Courses (12 weeks)

- **Classes Begin:** Thursday, February 18
- **Last Day to Add/Drop Last Day for 50% Tuition Refund:** Thursday, February 25
- **Presidents' Recess – No Classes:** Not applicable
- **Last Day to Change from Credit to Audit Status:** Monday, March 22
- **Last Day to Withdraw from Class:** Monday, May 3
- **Spring Break – No Classes:** Monday, March 15 through Sunday, March 21
- **Day of Reflection – No Classes:** Friday, April 2
- **Reading Day – No Classes:** Thursday, May 6
- **Classes End:** Monday, May 10
- **Final Exam/Final Class Periods (Required time in class syllabus):** Tuesday, May 11 through Monday, May 17
- **Final Grades Due:** Wednesday, May 19 at 12:00pm

## Half-Semester Terms (7 weeks per term)

- **Classes Begin:** Term 1: Friday, January 22, Term 2: Monday, March 22
- **Last Day to Add/Drop Last Day for 50% Tuition Refund:** Term 1: Wednesday, January 27; Term 2: Thursday, March 25
- **Presidents' Recess – No Classes:** Term 1: 2/12-2/15 *On ground only; Term 2: Not applicable
- **Last Day to Change from Credit to Audit Status:** Term 1: Thursday, January 28; Term 2: Monday, March 29
- **Last Day to Withdraw from Class:** Term 1: Tuesday, March 2; Term 2: Wednesday, April 28
- **Spring Break – No Classes:** Monday, March 15 through Sunday, March 21
- **Day of Reflection – No Classes:** Term 1: Not applicable; Term 2: Friday, April 2 (*On Ground)
- **Reading Day – No Classes:** Not Applicable
- **Classes End:** Term 1: Friday, March 12; Term 2: Friday, May 7
- **Final Exam/Final Class Periods (Required time in class syllabus):** Not applicable
- **Final Grades Due:** Term 1: Wednesday, March 17; Term 2: Wednesday, May 12

## MAP Accelerated Program – All Online (5 weeks per session)

- **Classes Begin:** Session A: Sunday, January 24; Session B: Sunday, February 28; Session C: Sunday, April 11
- **Last Day to Add/Drop Last Day for 50% Tuition Refund:** Session A: Tuesday, January 26; Session B: Tuesday, March 2; Session C: Tuesday, April 13

- **Presidents' Recess – No Classes:** Not applicable
- **Last Day to Change from Credit to Audit Status:** Must be declared at time of registration
- **Last Day to Withdraw from Class:** Session A: Friday, February 19; Session B: Thursday, April 1; Session C: Friday, May 7
- **Spring Break – No Classes:** Monday, March 15 through Sunday, March 21
- **Day of Reflection – No Classes:** Not applicable
- **Reading Day – No Classes:** Not applicable
- **Classes End:** Session A: Sunday, February 28; Session B: Sunday, April 11; Session C: Sunday, May 16
- **Final Exam/Final Class Periods (Required time in class syllabus):** Not applicable
- **Final Grades Due:** Session A: Wednesday, March 3; Session B: Wednesday, April 14; Session C: Wednesday, May 19

### Other Important Dates – All Sessions

- **Faculty Semester Begins:** Wednesday, January 20
- **Last Day to Make Up Incompletes from Fall 2020:** Monday, April 12
- **Graduation Applications due for Spring (May) & Summer (August) Completers:** Wednesday, April 15
- **PTK Induction Ceremony:** April 23
- **Academic Convivium:** Friday, April 30
- **Academic Awards Night:** Friday, May 7
- **Commencement:** Friday, May 28, 2021
- **Faculty Semester Ends:** Tuesday, June 1

Summer 2021
Download Summer 2021 Calendar in Table/PDF Form

## Summer 2021

### Session I (5 weeks)

**Monday, May 24 –** Online classes begin
**Monday, May 24 –** On-campus classes begin
**Thursday, May 27 –** Last Day to Add/Register
**Thursday, May 27 –** Last Day to Declare Audit
**Thursday, May 27 –** Last Day to Drop (100% refund T&F)
**Friday, May 28-Tuesday, June 1 –** Late Drop (100% refund T&F/$50 per course fee)
**Monday, May 31 –** COLLEGE CLOSED
**Tuesday, June 1 –** Non-Participation (Through date noted/$50 per course fee)
**Monday, June 21 –** Last Day to Withdraw from classes

**Friday, June 25 –** On-campus classes end
**Sunday, June 27 –** Online classes end
**Tuesday, June 29 –** Session I Grades Due 12 p.m.

**Session II (5 weeks)**

**Monday, June 28 –** Online classes begin
**Monday, June 28 –** On-campus classes begin
**Thursday, July 1 –** Last Day to Add/Register
**Thursday, July 1 –** Last Day to Declare Audit
**Thursday, July 1 –** Last Day to Drop (100% refund T&F)
**Friday, July 2-Tuesday, July 6 –** Late Drop (100% refund T&F/$50 per course fee)
**Monday, July 5 –** COLLEGE CLOSED
**Tuesday, July 6 –** Non-Participation (Through date noted/$50 per course fee)
**Monday, July 26 –** Last Day to Withdraw from classes
**Friday, July 30 –** On-campus classes end
**Sunday, August 1 –** Online classes end
**Wednesday, August 4 –** Session II Grades Due 12 p.m.

**Session III (7 weeks)**

**Monday, June 14 –** Online classes begin
**Monday, June 14 –** On-campus classes begin
**Friday, June 18 –** Last Day to Add/Register
**Friday, June 18 –** Last Day to Declare Audit
**Friday, June 18 –** Last Day to Drop (100% refund T&F)
**Friday, June 19-Tuesday, June 23 –** Late Drop (100% refund T&F/$50 per course fee)
**Monday, July 5 –** COLLEGE CLOSED
**Tuesday, June 23 –** Non-Participation (Through date noted/$50 per course fee)
**Thursday, July 22 –** Last Day to Withdraw from classes
**Friday, July 30 –** Last Day for On-Campus classes
**Sunday, August 1 –** Online classes end
**Wednesday, August 4 –** Session III Grades Due 12 p.m.

**Session IV (10 weeks)**

**Monday, May 24 –** Online classes begin
**Monday, May 24 –** On-campus classes begin
**Monday, May 31 –** COLLEGE CLOSED
**Tuesday, June 1 –** Last Day to Add/Register
**Tuesday, June 1 –** Last Day to Declare Audit
**Tuesday, June 1 –** Last Day to Drop (100% refund T&F)
**Wednesday, June 2-Monday, June 7 –** Late Drop (100% refund T&F/$50 per course fee)
**Monday, June 7 –** Non-Participation (Through date noted/$50 per course fee)

**Monday, July 5 –** No Classes – COLLEGE CLOSED
**Monday, July 19 –** Last Day to Withdraw from classes
**Friday, July 30 –** On-campus classes end
**Sunday, August 1 –** Online classes end
**Wednesday, August 4 –** Session IV Grades Due 12 p.m.

Fall 2021
Download Fall 2021 Calendar in Table/PDF Form

# Fall 2021

## Full-Semester Courses (16-weeks)

- **Classes Begin:** August 26
- **Last Day to Add/Register:** September 1
- **Last Day to Drop (100% refund T&F):** September 1
- **Late Drop (100% refund T&F/$50 per course fee):** September 2-16
- **Labor Day – College Closed:** September 6
- **Non-Participation (through date noted/$50 per course fee):** September 16
- **Withdrawal Period (no refunds, no swaps):** September 17-November 12
- **Last Day to Declare Audit:** September 23
- **Midterm Grade Window:** October 18-29
- **Reading Day – No Classes:** October 19
- **Thanksgiving Recess – No Classes:** November 24-28 (College offices open Nov. 24 & 26)
- **Last Day of Classes:** December 8
- **Final Exam/Final Class Periods :** December 9-15
- **Final Grades Due:** December 17

## Late Start Courses (12-weeks) 9/15-12/15

- **Classes Begin:** September 15
- **Last Day to Add/Register:** September 23
- **Last Day to Declare Audit:** September 23
- **Last Day to Drop (100% refund T&F):** September 23
- **Late Drop (100% refund T&F/$50 per course fee):** September 24-October 1
- **Non-Participation (through date noted/$50 per course fee):** October 1
- **Withdrawal Period (no refunds, no swaps):** October 2-November 29
- **Midterm Grade Window:** October 18-29
- **Reading Day – No Classes:** October 19
- **Thanksgiving Recess – No Classes:** November 24-28 (College offices open Nov. 24 & 26)
- **Last Day of Classes:** December 8

- **Final Exam/Final Class Periods :** See syllabus
- **Final Grades Due:** December 17

## Half Term I (1st 7 Week) 8/26-10/15

- **Classes Begin:** August 26
- **Last Day to Add/Register:** August 30
- **Last Day to Declare Audit:** August 30
- **Last Day to Drop (100% refund T&F):** August 30
- **Late Drop (100% refund T&F/$50 per course fee):** August 31-September 3
- **Non-Participation (through date noted/$50 per course fee):** September 3
- **Withdrawal Period (no refunds, no swaps):** September 4-October 5
- **Midterm Grade Window:** N/A
- **Reading Day – No Classes:** October 19
- **Final Exam/Final Class Periods:** See syllabus
- **Final Grades Due:** October 18

## Half Term II (2nd 7 Week) 10/20-12/10

- **Classes Begin:** October 20
- **Last Day to Add/Register:** October 25
- **Last Day to Declare Audit:**October 25
- **Last Day to Drop (100% refund T&F):** October 25
- **Late Drop (100% refund T&F/$50 per course fee):** October 26-29
- **Non-Participation (through date noted/$50 per course fee):** October 29
- **Withdrawal Period (no refunds, no swaps):** October 30-November 30
- **Midterm Grade Window:** N/A
- **Thanksgiving Recess – No Classes:** November 24-28 (College offices open Nov. 24 & 26)
- **Final Exam/Final Class Periods:** See syllabus
- **Final Grades Due:** December 13

## MAP Courses A (5-weeks per session) 8/29-10/3

- **Classes Begin:** August 29
- **Last Day to Add/Register:** September 1
- **Last Day to Declare Audit:** September 1
- **Last Day to Drop (100% refund T&F):** September 1
- **Late Drop (100% refund T&F/$50 per course fee):** September 2-September 2
- **Non-Participation (through date noted/$50 per course fee):** September 3
- **Withdrawal Period (no refunds, no swaps):** September 4-27
- **Midterm Grade Window:** N/A
- **Final Exam/Final Class Periods:** See syllabus
- **Final Grades Due:** October 5

## MAP Courses B (5-weeks per session) 10/4-11/7

- **Classes Begin:** October 4
- **Last Day to Add/Register:** October 7
- **Last Day to Declare Audit:** October 7
- **Last Day to Drop (100% refund T&F):**October 7
- **Late Drop (100% refund T&F/$50 per course fee):** October 8-11
- **Non-Participation (through date noted/$50 per course fee):** October 11
- **Withdrawal Period (no refunds, no swaps):** October 12-November 1
- **Midterm Grade Window:** N/A
- **Reading Day – No Classes:** October 19
- **Final Exam/Final Class Periods :** See syllabus
- **Final Grades Due:** November 9

## MAP Courses C (5-weeks per session) 11/8-12/15

- **Classes Begin:** November 8
- **Last Day to Add/Register:** November 11
- **Last Day to Declare Audit:** November 11
- **Last Day to Drop (100% refund T&F):** November 11
- **Late Drop (100% refund T&F/$50 per course fee):** November 12-15
- **Non-Participation (through date noted/$50 per course fee):** November 15
- **Withdrawal Period (no refunds, no swaps):** November 16-December 7
- **Midterm Grade Window:** N/A
- **Thanksgiving Recess – No Classes:** November 24-28 (College offices open Nov. 24 & 26)
- **Last Day of Classes:** December 8
- **Final Exam/Final Class Periods:** See syllabus
- **Final Grades Due:** December 17

## Other Important Dates – All Sessions

- **Faculty Semester Begins:** August 25, 2021
- **Last Day to Make Up Incompletes from Spring 2021 and Summer 2021:** November 4
- **Veterans Day – Classes Held:**
- **Graduation Applications Due for December Completers:** December 1
- **Faculty Semester Ends:** December 23

Winter 2021-22
Download Winter 2021-22 Calendar in Table/PDF Form

# Winter Intersession 2021-22

- **Winter Classes Begin:** December 27, 2021
- **Last Day to Add/Register:** December 28, 2021
- **Last Day to Declare Audit:** December 28, 2021
- **Last Day to Drop (100% refund T&F):** December 28, 2021
- **Late Drop (100% refund T&F/$50 per course fee):** December 29-December 30, 2021
- **Non-Participation (Through date noted/$50 per course fee):** December 30, 2021
- **New Year's Day—COLLEGE CLOSED:** January 1, 2022
- **Last Day to Withdraw from Classes:** January 12, 2022
- **Grades Due by 12:00 noon:** January 18, 2022

## Previous Academic Calendars (PDF files)

- 2020-2021 (Summer 20, Fall 20, Winter 20-21, and Spring 21)
- 2019-2020 (Summer 18, Fall 18, Winter 19-20, and Spring 20)
- 2018-2019 (Summer 18, Fall 18, Winter 18-19, and Spring 19)
- 2017-18 (Summer 17, Fall 17, Winter 17-18, and Spring 18)
- 2016-17 (Summer 16, Fall 16, Winter 16-17, and Spring 17)
- 2015-16 (Summer 15, Fall 15, Winter 15-16, and Spring 16)
- 2014-15 (Summer 14, Fall 14, Winter 14-15, and Spring 15)
- 2013-14 (Fall 13 and Spring 14)

This page was updated 6/24/21

# CONNECTICUT STATE COMMUNITY COLLEGES REFUND AND COURSE WITHDRAWAL POLICY

mxcc.edu/catalog/about/registration-fee-deposit-and-refund-policy/

## CONNECTICUT STATE COMMUNITY COLLEGES REFUND AND COURSE WITHDRAWAL POLICY: REFUND APPEAL PROCESS

### Implementation

The policies and procedures for the refund appeals process will begin for courses within the summer 2021 semester.

### Overview

Common policies and procedures will be implemented across the twelve Connecticut State Community Colleges to ensure that students are treated equitably across each of the colleges.

This process includes the following:

- A single Refund Appeals Form for use at each college,
- A single Refund Appeals Committee to review appeals,
- Common criteria for consideration in the review process,
- Common timeframe for students to submit appeals,
- Common practice for retaining documentation when the appeal is received.

## Consideration for Appeals

Appeals must fall under one of the following categories to be considered by the Refund Appeals Committee:

- Documented medical emergency
- Documented personal emergency
- Documented military relocation or deployment
- Incorrect advisement for the program of study

## Appeals Process

All appeals must include the Refund Appeal Form (available online as well as each college Registrar's Office and Bursar/Business/Finance Office). The form includes instructions for submitting an appeal, and any relevant information regarding notification to the student of the outcome.

Each appeal must contain supporting documentation to substantiate the appeal. This may include:

- A medical professional's note
- Hospital discharge documentation
- Obituary or death certificate
- Military deployment
- Other documentation on a case-by-case basis

## Timeframe to Appeal

Appeals are expected to be submitted during the term for which the appeal is being made.

## Appeals Committee

To provide consistency in decision-making, a Refund Appeals Committee from Connecticut State Community College (a subdivision of the Connecticut State Colleges & Universities System Office) will make all appeal decisions in a timely manner upon review of the appeal form and any applicable documentation.

The Committee should consist of the following membership:

1. Associate Vice President for Enrollment & Retention Services (or designee)
2. Associate Vice President for Financial Aid Services & Title IV Compliance (or designee)
3. Chief Financial Officer, CT State Community Colleges (or designee)

The Committee will respond to the student within 30 calendar days of the receipt of the request. A written response will notify the student of the outcome.

## Appeal Status

If the student's appeal is approved, the Registrar will update the student's registration status code in Banner and inform the Director of Finance/Bursar that a refund is due.

If the student's appeal is denied, the student is responsible for any monies owed to the college and that amount will remain on the student's account until paid.

## Final Appeals

A final appeal of the decision of the Refund Appeals Committee may be made to the Vice President of Enrollment Management & Student Affairs (or designee). The decision of that official shall be final.

Download the CSCU Refund Appeal Form

***The following policy is effective starting Summer 2021.***

# Refunds

## Traditional Fall/Spring Semester Courses:

- Students who drop courses prior to the term or up until the 7th day of the term having elapsed (i.e. 10% of the term) will be entitled to a 100% refund of tuition and fees.
- Students who drop subsequently to the 7th day of the term but prior to the 21st day of the term having elapsed will be entitled to a 100% refund of tuition and fees less a "late drop" fee assessed at $50 per dropped course.
- Students who withdraw subsequently to the 21st day of the term having elapsed will be charged 100% of all tuition and fees.

## Courses Offered in Abbreviated Terms (e.g. summer, winter, late start courses, etc.):

- Students who drop courses prior to the abbreviated term and up until 10% of the abbreviated term having elapsed will be entitled to a 100% refund of tuition and fees.
- Students who drop subsequently to 10% of the abbreviated term having elapsed but prior to 20% of the abbreviated term having elapsed will be entitled to a 100% refund of tuition and fees less a "late drop" fee assessed at $50 per dropped course.
- Students who withdraw subsequently to 20% of the abbreviated term having elapsed will be charged 100% of all tuition and fees. Dates representing the 10% – 20% points of the respective abbreviated terms will vary according to each session/part of term in which the student is registered. Please see the Registrar or Bursar's office for the exact dates on which the "late drop" fee will be assessed.

## Withdrawals

### Traditional Fall/Spring Semester Courses:

No course withdrawals will be accepted once 80% of the semester has passed. For a typical 15-week term, 80% of the term is considered the last day of the twelfth week of the term. A student may appeal the course withdrawal deadline due to mitigating circumstances.

### Courses Offered in Abbreviated Terms (e.g. summer, winter, late start courses, etc.):

No course withdrawals will be accepted once 80% of the abbreviated term has passed. For abbreviated terms, 80% is considered the last day of the business week of that period. A student may appeal the course withdrawal deadline due to mitigating circumstances.

*Note: financial aid students who withdraw from summer courses subsequently to 20% of the abbreviated term having elapsed but prior to the summer financial aid census date may be charged 100% of tuition and fees for those courses with no corresponding/offsetting summer financial aid disbursement.*

## Adding & Dropping Courses

### Full-Term Courses (15 weeks)

Students may drop courses through the end of business day of the 21st calendar day of the term. Courses dropped during this period would not appear on a transcript. Courses can only be added up to calendar day seven of a full, 15-week term.

### Abbreviated Term Courses

Students may drop courses through the first 20% of an abbreviated term length. Courses dropped during this period would not appear on a transcript. Courses can only be added up to the first 10% of the abbreviated term length.

## Non-Participation (Academic Engagement)

The community colleges are required to verify the academic engagement of each student in each registered course by demonstrating “academic attendance” or an “academically-related activity” for Title IV purposes. This must be completed prior to the predetermined census date of each traditional semester, as well as during periods of enrollment shorter than the traditional 15-week semester (i.e., summer terms and other abbreviated terms).

Students who are determined to have not academically engaged in a period of enrollment leading up to census shall be assigned a registration status of “Never Participated (NP)” for each affected course. Students with the NP designation will be dropped from the course(s) they have not participated in and will be assessed a Late Drop Fee of $50 for each affected course as outlined in BOR policy 3.7.

*Updated 4/13/21*

Pre-Summer 2021 Policy

***Please note that this information only pertains to courses taken in the Spring 2021 semester or before.***

## Withdrawals and Refunds – General

1. A registered student wishing to withdraw must submit a withdrawal request, in writing, to the Enrollment Services Office. The effective date of withdrawal is the date the request is received by the Enrollment Services Office. In counting calendar days, if the latest date for acceptance of a withdrawal falls on a Saturday or Sunday, the following Monday shall be the effective date. If the latest date for acceptance of withdrawal falls on a legal holiday, the next business day shall be the effective date.
2. For request for withdrawal received prior to the first day of college classes for that semester, a refund of 100 percent of total tuition will be granted for both full–time and part–time students.
3. For request for withdrawal received on the first day of classes and through the fourteenth calendar day of that semester, a refund of 50 percent of total tuition applicable to the courses for which registered will be granted for both full and part–time student.
4. For a reduction in load which occurs on the first day of classes and through the fourteenth calendar day of that semester, 50 percent of the difference of the tuition applicable to the original and revised course schedules will be refunded.
5. No refund of tuition will be granted for either full–time or part–time students beyond the fourteenth calendar day after the first day of classes.
6. Prorated refunds are applicable to compressed courses (less than 16 weeks).

## Withdrawals and Refunds- – Specific

**1.) One-hundred (100) percent refund of tuition and fees will be granted students entering the Armed Forces before earning degree credit in any semester upon their submitting notice in writing of withdrawal accompanied by a certified copy of enlistment papers.**

a) Those covered by sub-section (b) of section 10–38(h) of the General Statutes (veterans and dependent children of certain veterans) pay no tuition; only their fees will be refunded, as with all other students.

b)  All other veterans and other eligible persons (war orphans, children of disabled veterans, etc.) studying at an unaccredited college under educational grants administered by the Veterans Administration will be granted a refund of tuition and general fees on a pro rata basis. The exact proration will be determined by the ratio of the number of days of instruction completed by the student (until notification of withdrawal is received) to the total number of days in the course, as prescribed in V.A. Regulation 14255.
c)  Veterans or other eligible persons (war orphans, children of disabled veterans, etc.) studying at an accredited college will be granted a refund in the same manner as any other student.
d)  Accredited colleges are defined as those colleges which have received full accreditation by the New England Association of Schools and Colleges.
**) The Student Withdrawal and Federal Title IV Funds Return Policy can be found on our financial aid website.**

## General Conditions

1. **The special fees which are non-refundable are:**
2. a)  Application fee
3. b)  Program enrollment fee
4. c)  Late registration fee
5. d)  Replacement of lost I.D. card
6. e)  Academic evaluation fee
7. f)  Portfolio evaluation fee
8. **For purposes of the refund policy as outlined above, an individual is considered a  student when s/he has registered and paid, either in cash or by obligation, by the first day of class.**
9. **Because of extenuating or extraordinary circumstances and upon written request submitted by a college president, the Executive Director may modify the tuition refund policy for the student(s) named in the request.**

## Credit Courses, Intersession and Summer Semesters

**Fees**

- All tuition and fees must be paid at the time of registration.
- A student who withdraws the day before the first class meeting of the course is entitled to a full refund of all tuition. College Service and Student Activity Fees are non–refundable.  A request for withdrawal must be submitted in writing to the Enrollment Services Office no later than the end of the last regular business day of the college before the first meeting of the course(s).

- A student reducing his/her course load will be entitled to full refund of tuition appropriate to the course(s) dropped provided the request for refund is received by the Enrollment Services Office no later than the end of the last regular business day of the College before the first class meeting of the course.

**Refund Policy for Extension Fee Based Credits**

- When registering for summer/intersession courses, students must pay in full or enroll in the available summer/intersession payment plan.
- Students who decide to drop a class must notify the Office of Enrollment Services, in writing, the day before the appropriate summer session starts. A full refund of the tuition only, labeled “Ext. Fee: Credit” will be made if the student deregisters for the class the day before the appropriate summer/intersession session starts.
- The student will not be eligible for a refund if the request to withdraw from the class occurs on, or after the day the appropriate summer/intersession session starts.

## Financial Obligation Policy

Once fees are paid, you are officially registered and you are responsible for the remainder of the charges.*

*’ For an in-writing withdrawal request received on the first day of classes and through the fourteenth calendar day of that semester, you are held responsible for 50% of the total tuition charges.

*” For a reduction in load which occurs on the first day of classes and through the fourteenth calendar day of that semester, you are held responsible for 50% of the difference of the tuition applicable to the original and revised course schedules.

*“ Beyond the fourteenth calendar day after the first day of classes, the full amount of tuition is due regardless of your enrollment or attendance status.

## Failure to Pay

Failure to have made all applicable payments by the payment deadline will result in the withdrawal of the student’s registration unless a deferred payment schedule has been approved.  Failure to make payments in accordance with a deferred payment schedule shall also result in the withdrawal of the student’s registration.  Late charges will be assessed for late payments on a deferred payment schedule.

Students presenting bad checks must replace them as well as the applicable fee with cash, money order, or bank check within seven days (one week) of the college’s receipt of such notification; otherwise the student’s registration shall be immediately withdrawn.

If the student’s registration is withdrawn effective prior to the start of the semester, the account receivable will be cancelled and no hold placed on the student’s academic records. If the student’s registration is withdrawn effective after the start of classes, either because the student has officially dropped the course or has failed to pay, the account receivable will remain on the student’s record, and the college shall take reasonable measures to collect the amounts due, shall not issue the student’s official academic records, and shall not allow the student to register for future semesters until such receivable is paid in full.

# Academic Support & Student Services Department

mxcc.edu/catalog/about/student-services/

## Career Development and Counseling Center

The Career Development and Counseling Center provides comprehensive career, academic, transfer and guidance services for all MxCC students. Professional counselors are available to assist students with a wide range of questions and concerns throughout their academic careers. Among the services available to students are:

### Career Counseling/Personal Guidance

- Assistance in selecting a career or major
- Information on self-assessment and career alternatives
- Access to computerized interactive guidance systems
- Critique on resumes and cover letters
- Support in interviewing techniques and job strategy preparation
- Information on labor market trends
- Support for college adjustment issues

### Academic Advising and Transfer Assistance

- Assistance with course and program selection
- Information on transfer articulation agreements
- Support in identifying and selecting four-year colleges and universities
- Opportunities to meet with college and university representatives at the Annual Transfer Fair

- Access to the Career Library with holdings on other schools as well as career and scholarship information.

**Employment**

- Access to summer, full and part-time employment listings
- Information on internship opportunities

The Career Development and Counseling Center is located inFounders Hall, Room 121. Click Career Development and Counseling Center on theMxCC web site to learn more about our services.Students also are encouraged to stop by the office or call 860-343-5826 to schedule an appointment.

---

## Insurance for Students

All full and part-time students enrolled in credit courses are automatically covered under the School Time Only Accident Insurance Plan.Full and part-time students are eligible to subscribe to the Optional 24-HourAccident and Sickness Insurance Plan. In addition, students who elect Accident and Sickness Insurance may also enroll their eligible dependents. Complete details regarding student insurance are available in the office of the Dean of Students.

## Student Activities

The Student Activities Office (SAO) brings enrichment,involvement and fun to the MxCC campus!The office works with the Student Senate, campus clubs and organizations to assist in the administration and planning of co-curricular activities designed to enhance the classroom experience and promote student leadership development. SAO staff organizes educational, cultural, social and recreational programming in accordance with student interest and involvement, and is funded largely by student activity fees.Programs have included hosting speakers and performers, organizing state capitol and museum excursions, day trips to Boston and New York, art shows and theatre and many other special events. The SAO promotes civic engagement through blood drives, voter registration efforts, community service programs, food and clothing drives and fundraising to support area charitable organizations.

Collegiate student clubs and organizations include the Journalism, Veteran’s, Creative Writing, Math and Computer clubs, HumanServices Student Association, Phi Theta Kappa, and S.P.E.A.K., the college’s LGBTQ alliance.Club activity levels vary with student interest and students may propose new clubs on campus anytime throughout the academic year.

Students are encouraged to participate in campus activities, assist in New Student Orientation and assume leadership roles that foster skill building, campus connections and educational enrichment.

## Student Retention Services

Student Retention Services assists students who need one- on-one attention while enrolled at the college and those struggling with issues that could interfere with their attendance and/or progress at the college. Our student retention specialists can assist you with the following:

- Help with specific academic issues (test-taking, time management, etc)
- Effective study skills and learning strategies
- Assessing barriers & creating an academic success plan
- Academic Advising
- Exploration of career and degree options
- Referral to other appropriate campus resources

For more information, or to schedule an appointment, call 860-343-5715.

## Student Senate

The Senate, an annually elected assembly of students who represent the entire student body, functions as an advocate for the interests of MxCC students in its dealings with the college faculty, staff and administration.Using funds collected through student activity fees, the Student Senate provides financial support for campus clubs and organizations as well as for on and off campus events and programs. Members of Senate, as well as any interested student may also serve on committees at the college including the College Council, standing committees and other ad-hoc committees.Located in Founders Hall, the Student Senate meets weekly to plan programs and address campus and system-wide issues affecting students.

All interested students are encouraged to visit the office, call 860-343-5748 and visit the college website for more detailed information.

## Veterans' Affairs

Students interested in applying for veterans' benefits should contact the Veterans' Certifying Official at 860-343-5720. On an average, approximately 125 veterans receive benefits each semester.

*This page was updated 7/10/17*

# Enrollment Services

mxcc.edu/catalog/about/admissions/

Middlesex Community College admits individuals for both fall and spring terms on a full or part-time basis. Applicants may apply as either a degree or non-degree seeking student.

The following selective programs require personal interviews, recommendations, and/or a special academic background:

- Computed Tomography
- Honors Program
- MAP (Middlesex Accelerated Program)
- Radiologic Technology
- Veterinary Technology

Admissions requirements vary for these selective programs. Additional programs such as Broadcast Cinema, Human Services and Ophthalmic Design and Dispensing may require an interview with the Program Coordinator. Please contact the Office of Enrollment Services at 860-343-5719/ 866-526-6008 (toll-free) for information about these programs and application instructions.

## Requirements for Degree Seeking Students:

1. Submit an application to the Office of Enrollment Services with a copy of your high school diploma, transcripts or GED. Students without a high school diploma should contact the Office of Enrollment Services, 860-343-5719/ 866-526-6008 (toll-free), and meet with the Director of Enrollment Management to discuss your options.

2. Pay the one-time college application fee of $20.00 (non-refundable).
3. Provide documentation that you have been immunized (two doses) against measles, mumps, rubella, and varicella. See the policy, “Measles/Mumps/Rubella/Varicella (MMRV) Immunization Requirement”, below for details and exemption information.
4. Take the College Accuplacer. Please see the Placement Testing website for details and exemption information.

## Requirements for Non-Degree Seeking Students:

Complete steps 1 and 2 noted above. Depending on your educational background, the courses you are interested in taking and/or their prerequisites, you may have to take the Accuplacer. Please see the Placement Testing website for details and exemption information. Application materials should be sent to:

**Office of Enrollment Services**
**Middlesex Community College**
**100 Training Hill Road**
**Middletown, CT 06457**

## Admission of Current High School Students

Applicants currently attending high school are asked to submit their application materials (application and official copy of transcript) through their Guidance Office. Upon graduation, a copy of the high school diploma or a final transcript must be forwarded to the Office of Enrollment Services. You may apply as either a full- or part-time, non-degree seeking student. Please refer to the appropriate degree category above for instructions.

**High School Partnership Program**
Middlesex Community College has signed agreements with many area high schools which permit eligible high school juniors and seniors to enroll in general fund supported credit courses at no cost. In order to participate in the college’s High School Partnership Program, students must:

- Have at least a “B” average
- Be in the top 20 percent of their class
- Have the written recommendation of their principal or designated representative
- Submit an official high school transcript, and a High School Partnership application form
- Take the Accuplacer

For additional information contact the Office of Enrollment Services, 860-343-5719/ 866-526-6008 (toll-free).

**Early College Academy**
Middlesex Community College has articulation agreements with several public secondary education institutions. The Early College Academy Program enables high school students to enroll in articulated high school academic, business and career courses for possible college credit, at no cost, upon successful completion of high school courses. Early College Academy students may earn college credits for their high school courses of study. Applications for the Program must be submitted through the high school guidance office. For additional information about the Early College Academy, call 860-343-5866.

**Other High School-age Students**
Middlesex Community College will accept for early admission to the College outstanding high school-age students that demonstrate sufficient academic ability and maturity. These students must demonstrate sufficient academic ability as evidenced by high school grades and the results of the College's Accuplacer (skills assessment is required), and provide a written recommendation by their principal or guidance counselor. A current, official copy of the applicant's high school transcript must accompany the College application. All high school or home-schooled students must have appropriate placement scores, satisfy course prerequisites and meet with the Director of Enrollment Management prior to registering. Students may register for credit courses (according to placement test results), but are considered non-degree seeking. Upon completion of high school, students may move to degree-seeking status.

**Home-schooled Students**
Middlesex Community College welcomes qualified home-educated students seeking admission to the College. A home-educated applicant is someone who has graduated from a homeschooling program that meets the minimum requirements of their local school district.

Home-schooled students who do not have a high school diploma may still attend Middlesex, but only as a part-time, non-degree seeking student. All home-schooled students must demonstrate sufficient academic ability and satisfy course prerequisites before they can register for classes. Home-schooled students should also meet with the Director of Enrollment Services for an interview before registering for classes.

## Placement Testing – Accuplacer

For the most current information, please visit MxCC's Placement Testing website.

## Advanced Placement Scores

Students who scored a 3 or higher on their high school Advanced Placement (AP) courses may receive college credit through MxCC's College Entrance Examination Board's Advanced Placement Program. Official scores should be submitted to the Office of Enrollment Services for consideration. When credit is awarded, it is entered on the student's college transcript, but the grade is not included in the college grade point average.

## Measles/Mumps/Rubella/Varicella (MMRV) ImmunizationRequirement

In order to minimize both the school and state-wide health impact of measles, the Connecticut Legislature passed SHB 7171 AAC Proof ofImmunization Against Measles, Mumps, Rubella, and Varicella for Certain Persons at Institutions of Higher Education. This law, which became effective July 1,1989, states that if an individual was born after December 31, 1956 and enrolls as a part-time or full-time matriculated student at an institution of higher education in Connecticut, the individual must present either a certificate of immunization against measles, mumps, rubella and varicella, or laboratory evidence demonstrating said immunity. Students will not be permitted to register without proper State immunization documentation.

**Exemptions to this requirement include:**

- Individuals born before January 1, 1957
- Laboratory confirmation of immunity to such disease
- Documentation from a physician stating that the student is medically contraindicated from receiving such vaccine
- Documentation from the student that such immunization is contrary to his/her religious beliefs
- Documentation from a physician or director of health that the student has had a confirmed case of such disease

**Adequate Immunization:**

***Students must have two (2) doses of each of the following vaccine administered at least one (1) month apart to ensure adequate immunization:***

- Measles, Mumps, Rubella: Two doses administered at least one month apart.
- Varicella (Chicken Pox): Two doses or provide certification from physician that student has had disease. Students born in the United States before 1980 are exempt from the Varicella requirement.

A student's health and that of the campus community depend upon compliance with this legislation. For additional information, contact the Dean of Students at 860-343-5759.

## Transfer Students

Students wishing to transfer from other institutions of higher education to MxCC must comply with the application requirements for admission into a degree program outlined above(see Application to Degree Programs). In addition, transfer students, wishing to transfer course work completed at another college or university or by CLEP, must request an official transcript of previous college work from that institution. This transcript must be sent (hand-

carried documents will not be accepted) to the Office of Enrollment Services at MxCC. For transfer credit, a course must either correspond to one offered at the college or be pertinent to a specific program.

## The Board of Regents Policy on Transfer

At all community colleges, degree and certificate credit shall be granted only for credit courses completed at all institutions within the Connecticut State System of Higher Education and at all other collegiate institutions accredited by an agency recognized by the Council for HigherEducation Accreditation as either a Regional Accrediting Organization or aSpecialized and Professional Accrediting Organizations in accordance with the following:

1. Degree and certificate credit shall be granted for all credit courses that are applicable to the objectives of, or equivalent to the course requirements of, the curriculum in which the transferring student enrolls. Credit work that is not applicable or equivalent to curriculum requirements shall be accepted for credit at the discretion of the college. Degree and certificate credit shall also be granted on the basis of performance on examinations in accordance with standards and limits approved by the board of regents.
2. Degree and certificate credit shall be granted for credit courses completed with a letter grade of “C-” or better, or with a grade of “P” (Pass). Such credit courses shall be accepted only for credit, and letter grades assigned by other institutions shall not be recorded or included in computations of student grade point averages.
3. Notwithstanding the number of degree or certificate credits which shall be granted in accordance with the foregoing, the student must complete at least 25 percent of the minimum credit requirements for the degree or certificate through course work at the college awarding the degree or certificate.
4. When a student seeks transfer credit for technical or specialty courses into a program that is also accredited by a national or regional specialized accrediting agency, such credits must be from a comparably accredited program. In the case of a request for transfer credit for technical or specialty courses from a non-specially accredited program, the college shall provide appropriate means for the validation of the student’s competency in the technical specialty course areas.
5. This policy shall appear in all college catalogs.

## Readmission

Former MxCC students who have been absent for more than two years and who wish to be considered for readmission to the College, should complete a Readmit Application. If the student attended another college during his/her absence from MxCC, he/she must request that an official transcript be forwarded to the Office of Enrollment Services at Middlesex. Students who apply for readmission do not pay an application fee if previously paid.

## Senior Citizens

Senior citizens must follow the same application procedures as all other students. Legislation requires that all senior citizens (62 or older) who wish to apply for tuition and fee waivers must enroll at the end of the regular registration periods on a space available basis. Call the Office of Enrollment Services at 860-343-5719/ 866-526-6008 (toll-free) for additional information.

## International Students

Any international student seeking admission to the college is required to provide all documents listed below to the Office of Enrollment Services. The international student deadline is July 1 for the fall semester and November 1 for the spring semester. All documents must be translated into English and validated or notarized as being an accurate and official translation. An I-20 cannot be issued until all items noted below have been submitted to the Admissions Office:

- Completed application and $20 (U.S.) application fee).
- Proof of completion of secondary school (high school), in the form of official transcripts or diploma. Foreign students who have completed university level studies in their home country must have their academic records evaluated to U.S. academic equivalencies if they wish to apply any of their previous work to their MxCC degree program. Information regarding the evaluation of foreign credits is available through the Office of Enrollment Services.
- Results from the Test of English as a Foreign Language (TOEFL) exam, unless English is the only official language of their home country. Currently, the minimum required TOEFL score is 500 on the written version, 173 on the computerized version, and 61 on the internet-based version. Information about the TOEFL test is available at American Embassies, consulates and offices of the United States Information Service.
- Affidavit of support (DHS form I-134), notarized bank statement and other relevant financial documents (in English with currency values in U.S. dollar equivalencies).
- Proof of immunization against measles, mumps, rubella and varicella; two doses are required with a least one dose being given after 1980 (per Connecticut State law).
- Proof of their intended housing/living arrangement while attending MxCC (as housing is not available on-campus).
- Copy of valid passport.

After acceptance to the College, and upon arrival on campus, applicants must take the Accuplacer in mathematics, reading and English. This Computerized Placement Test (CPT) provides information about the student's level of accomplishment in mathematics, reading and English. Please refer to Placement Testing- Acucplacer.

If there are any questions, please contact: Office of Enrollment Services, Middlesex Community College, 100 Training Hill Road, Middletown, CT 06457. Phone: 860-343-5719/ 866-526-6008 (toll-free).

## Students with Disabilities

MxCC is committed to excellence and accessibility in education for all students. The College provides an equal educational opportunity to students with disabilities under section 504 of theRehabilitation Act and the Americans with Disabilities Act (ADA, 1990). MxCC strives to provide students with disabilities the opportunity to receive a positive college experience.

Students with disabilities who may require special accommodations should contact the Office of Disability Support Services (D.S.S.) at 860-343-5879.Students are also encouraged to disclose their disability to the LearningSpecialist upon notification of admission to the college. Disclosure of a documented disability will enable the support staff to provide assistance with the Accuplacer, program planning, course scheduling, and classroom accommodations appropriate to the individual's needs. Instructors are under no obligation to provide accommodations unless the student has disclosed the nature of the disability to the designated service provider on campus. The college reserves the right to determine the nature and extent of the accommodations provided.

MxCC strives to provide services within the guidelines and spirit of the American with Disabilities Act.

Students in need of ambulatory assistance should contact the Office of the Dean of Administration at 860-343-5704, so that emergency evacuation plans can be made. The individual student is responsible for personal service attendant.

## Students with Medical Problems

Students are responsible for notifying the Dean of Students and instructors of any chronic medical problem.Through this process, faculty and administration can better provide services for students with such medical problems.

## New England Regional Student Program

The New England Board of Higher Education's Tuition Break provides a discount on out-of-state tuition to Connecticut residents when they enroll in approved degree programs at specific state colleges and universities in Maine, Massachusetts, New Hampshire, Rhode Island or Vermont. Connecticut residents are eligible for the Tuition Break Program if they enroll in an approved major that is not offered by the public colleges and universities in their home state.

Visit www.nebhe.org/tuitionbreak for details.

*This page was last updated May 1, 2017.*

# Financial Aid

mxcc.edu/catalog/about/financial-aid/

## Financial Aid Information

### Student Financial Aid

The objective of the financial aid program at Middlesex Community College is to provide financial assistance to students who, without such assistance, would be unable to attend the College. Financial aid is any grant, loan, or employment offered as part of a “package” to meet college expenses. It is based on the student’s calculated “need” as determined by the federal needs analysis system. Students awarded aid will receive notification via the college assigned email address and will be directed to view their financial aid award on the myCommNet Self Service portal.

### How to Apply

To be considered for financial assistance, a student must complete the Free Application for Federal Student Aid (FAFSA), each academic year. The FAFSA is available online at www.fafsa.ed.gov. The application process begins January 1 for the academic year that begins in August. The results of the federal need analysis system are transmitted to the College, and are also sent to the student in the form of a Student Aid Report (SAR) via email or regular mail. Students should check the SAR for accuracy. If any information is inaccurate, the student should make a correction to the application immediately.

The Federal Processor selects approximately 30% of all applications for verification, to determine the accuracy of the information submitted on the FAFSA. The Financial Aid Services Office may also select applications for verification, if it has reason to believe that an error has been made, or has conflicting information. If selected for verification, a student will be asked to provide additional information such as IRS Tax Transcripts, a Verification Form, as well as other documents and forms. Incomplete applications will not be reviewed.

Financial aid is not automatically renewed each year. To be considered for aid from one academic year to the next, students must reapply. The amount and type of aid programs awarded are contingent upon the family's financial situation each year, and the funding sources that are available.

### Application Priority Deadlines

Students are expected to complete the annual financial aid application within the published timeframe. All students are encouraged to file well in advance of those dates. Late applications will be processed based on the availability of funds at the time the application is reviewed:

August 1 Fall and Spring Semesters

December 1 Spring Semester Only

May 1 Summer Term

## Description of Financial Aid Programs

### Grants

Grants are gifts of aid to students, which normally would not have to be repaid. However, if a student completely withdraws from classes before the 60 percent point of the semester, the student will owe a partial repayment to the Federal government for any Title IV funds received (Federal PELL Grant, Federal Supplemental Educational Opportunity Grant (FSEOG)),* and Federal Direct Loans. Other available grants include the Governor's Need-Based Scholarship and Middlesex Community College (MxCC) Grant.
**For more detailed information, please see Return of Title IV Funds Policy in this catalog or contact the Financial Aid Office.*

### Federal Pell Grant

The program provides need-based grants to low income undergraduates, to promote access to postsecondary education. The amount of money a student can receive is dependent upon the program funding for the year, the family's expected family contribution, cost of attendance, and whether the student is enrolled full–time or part–time. The student must be

in an aid eligible degree or certificate program. A student is eligible for the Pell Grant until a first bachelor's degree is earned. Please note that students are limited to 6 years of full-time Pell Grant eligibility (or its equivalent).

## Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG Program provides grants to undergraduate students who have not earned a bachelor's degree and demonstrate exceptional need. Exceptional need is defined as those students who are Pell eligible and exhibit the lowest estimated family contributions (EFC) at the College.

## Governor's Need-Based Scholarship

The program provides need-based grants to Connecticut residents who are enrolled full-time or part-time and are pursuing their first associate degree. Applicants must have an EFC equal to or below the eligible cutoff, as determined by the Office of Higher Education. Students must be enrolled in a degree program.

## MxCC Grant

The program, which is funded by the College, provides need-based grants to Connecticut residents who demonstrate need and have not earned a bachelor's degree. Students must be enrolled in an aid eligible degree or certificate program.

## Loans

All loans certified and issued by the college must be repaid. Loans are repaid with accrued interest. Eligibility for loans is not automatic. Students interested in borrowing loans, must contact the Financial Aid Services Office directly.

## Federal Direct Loan Program

This loan is also known as the Stafford Loan. Students who apply for federal student loans will be awarded either a subsidized or unsubsidized loan based on financial need. Students must be enrolled in at least six credits and maintain satisfactory academic progress. During the in-school period, interest is paid by the federal government on subsidized loans. Interest on unsubsidized loans will accrue from the time the loan is disbursed to the student. Students will have the option of paying the interest while in school or deferring the interest until repayment is required. Repayment begins six months after the student graduates or ceases attendance at the College. Students must complete the FAFSA in order to apply for a Direct Loan.

Parents may choose to borrow the Federal Direct PLUS Loan for students enrolled at least half-time. Eligibility is based upon an approved credit check. Students must complete the FAFSA to apply for the PLUS loan.

## Federal Work–Study

Students may be awarded a Federal Work-Study award as part of their financial aid package. This federal program provides funds for students to be employed while enrolled, at least half-time, in an eligible program of study. Students may gain part-time work experience through employment opportunities on-campus or through the Community Service Program (typically off-campus).

## Satisfactory Academic Progress Policy for Financial Aid Recipients

Recipients of financial aid under the Title IV programs or other financial aid programs directly administered or certified by the college must maintain satisfactory academic progress towards the completion of a certificate or degree program. Students must be cognizant when selecting a program that certain certificates are not eligible for financial aid. The progress standards within are determined in accordance with a student's current primary curriculum in a certificate or degree program.

Satisfactory academic progress for financial aid recipients in both certificate and degree programs is determined using a student's cumulative academic history at the college, by means of Cumulative Grade Point Average (qualitative) and Cumulative Pace (quantitative) components. A student must successfully complete the designated pace percentage (earned credits/attempted credits) according to their program of study. For financial aid purposes, all attempted credits resulting in either an academic grade or administrative transcript notation will be included in the quantitative calculation. Incomplete courses, course withdrawals, course repetitions, noncredit remedial courses (with appropriate credit equivalency evaluation), and ESL courses are also included in this assessment. Transfer credits are counted as both attempted and earned credits in the calculation for determining satisfactory academic progress.

For students who change majors or change between certificate and degree programs, a cumulative academic history is still considered and assessments will be performed based on the primary program of study. A student's cumulative academic history will be evaluated at the end of each payment period and prior to the subsequent term's financial aid disbursement. This policy will be used to evaluate all students uniformly, regardless of their enrollment level. In order to graduate, a minimum cumulative grade point average of 2.0 is required in all courses that are applicable to the program of study.

### Standards for Certificate Seeking Students

| Credits Attempted | Minimum Cumulative GPA | Minimum Completion Pace |
|---|---|---|
| 0 – 11.99 | 0.0 | 0.00% |
| 12 + | 2.0 | 67.00% |

**Standards for Degree Seeking Students**

| Credits Attempted | Minimum Cumulative GPA | Minimum Completion Pace |
|---|---|---|
| 0 – 11.99 | 0.0 | 0.00% |
| 12 – 30.99 | 1.7 | 50.00% |
| 31 – 49.99 | 2.0 | 50.00% |
| 50 – 59.99 | 2.0 | 60.00% |
| 60 + | 2.0 | 67.00% |

## Advising Requirement

For students falling below a cumulative GPA of 1.7 and/or a minimum completion pace of 50%, they will be required to meet with advising staff prior to continuing to receive financial aid.

## Repeated/Audit Coursework

Financial aid recipients are limited to one repetition of a previously passed course in their program of study. A second repetition of a previously passed course will not be eligible for financial aid payment. Audit courses are not financial aid eligible.

## Maximum Credit Hours

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

## Communication

A student will receive notification prior to the start of a period of enrollment via postal mail or email that will describe any changes to the status of their academic progress. Updates to academic progress standing may also be made available to students through the use of myCommNet online access (https://my.commnet.edu).

## Financial Aid Warning

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

## Termination

Any student who fails to meet the minimum satisfactory academic progress standard at the end of the Warning period will become ineligible from the financial aid programs at the college. The college will communicate the Termination status to the student and inform the student of the available Reinstatement and Appeal Process.

## Reinstatement Policy

A student's financial aid eligibility will be automatically reinstated at such time as the student meets the minimum satisfactory academic progress standard. Reinstatement to the financial aid programs may also occur upon a successful appeal by the student (see Appeal Process below).

## Financial Aid Probation

Any student who fails to meet the minimum satisfactory academic progress standard at the end of the Warning period will become ineligible from the financial aid programs at the college. Ineligible students have the opportunity to file an appeal regarding their termination from the financial aid programs. Students that have failed the academic progress standard and have been approved with a successful appeal will be considered on Financial Aid Probation.

## Appeal Process

A student may request consideration for reinstatement to the financial aid programs through the following Appeal Process:

If the student feels his/her failure to meet the minimum satisfactory academic progress standard was the result of an unusual or extraordinary situation that affected successful progression, the student may appeal to the Financial Aid Office. Some personal mitigating circumstances could include illness or injury of the student or dependent of the student; a death in the family; or other undue hardship as the result of special circumstances. An appeal form is available in the Financial Aid Office.

To provide consistency in decision-making, a Financial Aid Appeals Committee will make all appeal decisions in a timely manner after the receipt of the appeal form. The student must: 1) explain the extenuating circumstances causing the non-compliance; 2) substantiate it with

third party documentation, (i.e. letter from the doctor who treated the student); and 3) give a detailed explanation of specifically what has changed that will allow satisfactory progress to be demonstrated at the next evaluation.

Should an appeal be approved and the student is not mathematically able to return to satisfactory academic progress at the conclusion of subsequent enrollment period, the Financial Aid Appeals Committee will devise an appropriate academic plan for the upcoming semester with the student. For example, the terms of an academic plan may be as follows:

1. Register and successfully complete a minimum of six (6) credits; and
2. Successfully complete these courses with a minimum GPA of 2.0.

At the end of the semester, grades will be evaluated. If the student has met the required terms of the academic plan, the student may continue to receive financial aid the following semester. If the student fails to meet the terms of the academic plan in any subsequent semester, the student will become ineligible to participate in the financial aid programs until the student is able to once again meet the minimum requirements for academic progress. The student's progress will continue to be monitored at the end of each semester with the same terms in place until the student is in compliance with Connecticut Community Colleges' satisfactory academic progress policy.

If the student's appeal is denied and the student is already registered for the upcoming semester, the student is responsible for any monies owed to the college. If the student pays for the next semester and successfully completes all classes with a GPA of 2.0 or better, the student may appeal again after that semester.

## Withdrawal from Classes

Financial aid is awarded to a student under the assumption that the student will attend for the entire period for which the assistance is awarded. When a student withdraws or stops attending, the student may no longer be eligible for the full amount of the aid that the student was paid or scheduled to receive. Withdrawals from courses after the semester begins will have a negative impact on the student's academic progress and future financial aid eligibility. Students who never attend classes are ineligible to receive any financial aid that was awarded for the academic period. Students who plan to withdraw from any classes must complete the appropriate Withdrawal Form available in the Records Office, and report to the Financial Aid Services Office. Please refer to the section on "Satisfactory Academic Progress for Financial Aid Recipients" and the "Return of Title IV Funds" policies for "Official" and "Unofficial" Withdrawals.

## Return of Title IV Funds Policy for Official Withdrawals

Students who received, or are eligible to receive, federal Title IV financial aid funds, and officially withdraw from all classes, prior to the 60 percent point in the semester, are subject to a pro-rated calculation to determine the amount of earned and unearned Title IV aid they are eligible to receive. Any unearned portion of Title IV aid must be returned to the Title IV program(s). This is the responsibility of the student. If the student owes a refund to any federal aid program, the student is not eligible to receive Title IV funds, and possibly other forms of financial aid, until this is resolved. The Title IV programs include the Federal Pell and FSEOG grants and Direct Loans.

**The formula is as follows:**
The percentage of Title IV aid earned equals the number of days in attendance, divided by the number of days in the semester, times the amount of Title IV aid received. The unearned Title IV aid is calculated by deducting the amount of Title IV aid earned from the total amount of Title IV aid received. Any student allowances are deducted from this amount to determine the amounts to be returned to the Title IV programs, per federal regulations.

Owing a refund to one or more of the Title IV programs, will result in the student having an outstanding debt to the College. This is the student's financial responsibility. The student will be notified in writing, according to federal regulations, of the amount of earned and unearned Title IV aid and the amount of outstanding debt to the College. The student is responsible for contacting the institution to make satisfactory repayment arrangements to Title IV programs and the institution. All funds will be returned to the appropriate Title IV funds according to federal regulations.

Students who withdraw from classes beyond the 60 percent point in the semester will have earned 100 percent of the Title IV financial aid and will not owe a refund to any financial aid programs.

## Return of Funds Policy for Unofficial Withdrawals for Title IV Student Aid Recipients

Students who withdraw from all classes without officially notifying the College (by completing the appropriate withdrawal paperwork), and do not pass any classes for the semester, will be considered unofficial withdrawals. The student will be considered to have attended 50 percent of the semester. The Financial Aid Services Office will recalculate the federal financial aid eligibility, based on the required federal formula. Owing a refund to one or more of the Title IV programs, will result in the student having an outstanding debt to the College. This is the student's financial responsibility. The student will be notified in writing, of the amount of earned and unearned Title IV aid and the amount of outstanding debt to the College. The student is responsible for contacting the institution to make satisfactory repayment arrangements to Title IV programs and the institution. All funds will be returned to the appropriate Title IV program in accordance with federal regulations.

## Student Responsibility

- Pay special attention to your FAFSA application. Complete it accurately and submit it by the published deadline date. Errors can prevent or delay the receipt of financial aid.
- Provide all required documentation, forms, and/or new information requested by either the Financial Aid Office or the agency to which you submitted your application.
- Read and understand all forms that you are asked to sign, and retain a file copy.
- Accept responsibility for signed promissory note and all other agreements that you sign.
- If you have a loan, you are responsible for repayment. Notify the loan servicer of changes in your name, address or school status.
- If you withdraw from classes, follow the proper institutional procedures, notify Financial Aid Services and repay any refunds due to federal financial aid programs.
- Perform, in a satisfactory manner, the work that is agreed upon when accepting a college work–study job.
- Know and comply with the deadlines for application. Re-file the FAFSA each academic year.
- If financial aid funds are not applied due to an incomplete application, or if financial aid funds do not pay the student's entire costs for attending MxCC, the financial responsibility for debts owed to the institution is the student's responsibility.

## Financial Aid Refund Checks

Financial Aid student refund checks for grant aid and student loan checks are scheduled for disbursement approximately one month into each semester for which the student received Financial Aid. The student must be currently attending classes, and the student's financial aid file must be complete, with all necessary documentation, prior to the release of refund checks.

## Scholarships

The MxCC Foundation annually awards scholarships to eligible students at its Scholarship Reception, which is usually held in early May. To be considered, students must apply. Winners are selected by the foundation's Scholarship Committee.

Scholarship applications are posted on the foundation's website and distributed at prominent locations throughout campus, normally at the beginning of each spring semester. The application form lists criteria and required materials that must accompany a completed application. A strict deadline for receipt of applications is noted on the application form. Please see the Foundation Scholarship Application and web site for specific details and a complete list of available scholarships.

## Private Scholarship and Financial Aid Resource Information

An extensive listing of financial assistance information and private scholarship information can be found on the college's website. Examples of websites that are highly recommended include the following:

www.fastweb.com
www.studentaid.ed.gov
www.collegeboard.com
www.finaid.org
www.wiredscholar.com

## American Opportunity Tax Credit

The American Opportunity Tax Credit allows students or parents to reduce their federal income tax by as much as $2500 per student for tuition, fees, books and supplies expenses not covered by financial aid grants. For more information, please contact the Internal Revenue Service or your tax preparer.

## Lifetime Learning Credit

Taxpayers may be able to claim a tax credit up to $2000 for qualified education expenses. For more information, please contact the Internal Revenue Service or your tax preparer.

## Connecticut Talent Assistance Cooperative (CONNTAC)

CONNTAC is a federally funded program in the state of Connecticut that provides free educational counseling and support services to individuals throughout the state who demonstrate financial, academic, cultural, or social need. Eligibility to use these services is determined by the CONNTAC Counselor. Colleges will waive the Admissions application fee for students referred by CONNTAC. Connecticut high school students can obtain further information about CONNTAC from their high school counselors or the college's Admissions Office. For additional information, call the CONNTAC Counselor at the Middletown Campus at 860-343-5800, ext. 6999.

## Other

The Dean of Students is authorized to m

Forms
odify the tuition refund policy for specific students on a case-by-case basis under the following extenuating or extraordinary circumstances:

- Severe illness documented by a doctor's certificate
- Erroneous advisement by the College
- Military transfer

# Academic Credit Hour

mxcc.edu/catalog/academic-policies/the-academic-credit-hour/

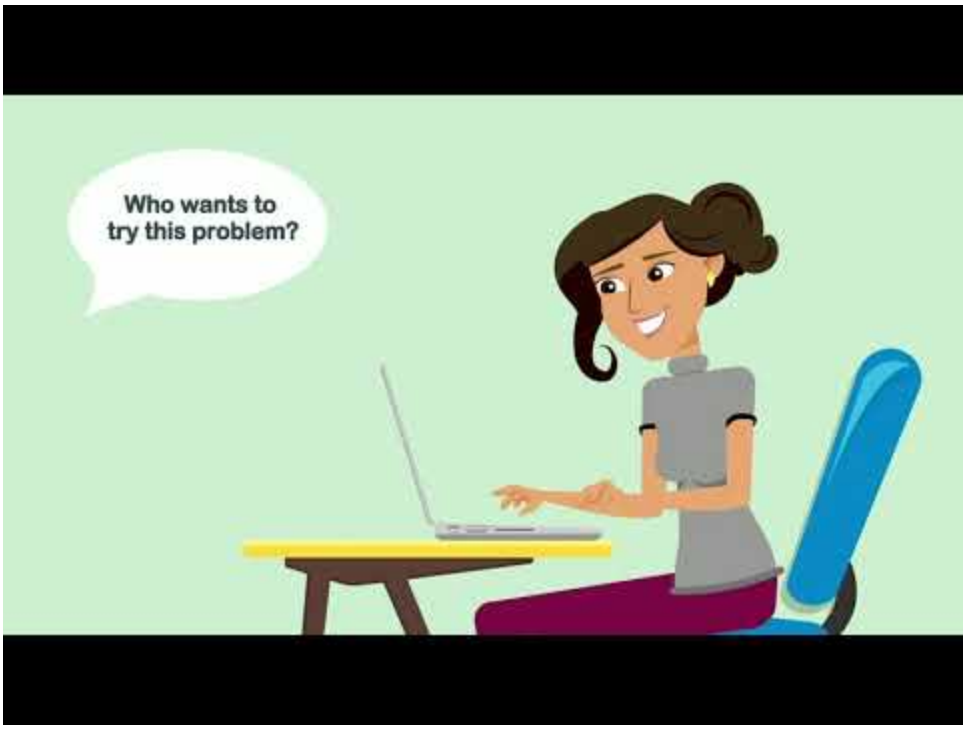
**For each hour you spend in the classroom, expect to spend *an additional* two hours working outside of the classroom.**

Middlesex Community College's policy on credit hours follows that of the U.S. Department of Education and the New England Association of Schools and Colleges. A credit hour represents academic work requiring the equivalent of:

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

# Academic Engagement




Watch Video At: https://youtu.be/s1W8SX7G-Co

This fall (2020), a new policy goes into effect for all students. It's called the **Grading, Notations, and Academic Engagement Policy**.

The policy requires that all 12 Connecticut State Community Colleges drop students from classes where there is no evidence of active participation within the first two weeks of class. So, what does this mean for you? Basically, you need to actively engage in all of the classes that you're registered for.

**Here are some ways to show engagement in your courses:**

- If you are registered for in-person classes, attend your class from the beginning.
- When you're in class, interact with your instructor and classmates. You can do this whether your class is in-person or online.
- If you are registered for an online class there are many ways to show engagement. You can participate in an online discussion board, submit a class assignment, or take an exam or a quiz. It is also important to initiate contact with your professor to ask questions about what you're studying in class. Your professors want to get to know you.

**What happens if you don't actively participate within the first two weeks?**

- You will be dropped from the course where you haven't actively participated.
- If you are dropped from a class, you are not allowed to attend that class again. This includes your online classes. You won't have access to your class in Blackboard or anywhere else.
- You can only receive financial aid or veterans benefits for the classes you are actively engaged in.

If you have questions about this new policy, please contact the registrar's office at MX-Registrar@mxcc.edu.

# Academic Honesty

mxcc.edu/catalog/academic-policies/academic-honesty/

**Plagiarism and cheating are prohibited. You may face discipline or dismissal for these and other acts of academic misconduct.**

At Middlesex Community College, we expect the highest standards of academic honesty. Academic misconduct is prohibited in accordance with the **Board of Regents Policy on Student Conduct,** Part D, Section 1. This policy prohibits **plagiarism,** defined as the submission of work by a student for academic credit as one's own work of authorship which contains work of another author without appropriate attribution, and all forms of **cheating** including not limited to: (i) use of any unauthorized assistance in taking quizzes, tests or examinations; (ii) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments; (iii) the acquisition, without permission, of tests or other academic material belonging to a member of the College/University faculty or staff; and (iv) engaging in any other behavior specifically prohibited by a faculty member in the course syllabus.

# Accessibility and Disability Services

mxcc.edu/catalog/academic-policies/accessibility-and-disability-services/

Middlesex Community College is committed to equal access for persons with disabilities. Academic adjustments are provided to students with disabilities to assure equivalent access to academic and campus programs. For more information about academic adjustments and how to request them, please contact Ms. Hilary Phelps, Disability Support Services Coordinator (office: Founders Hall room 121; phone: 860-343-5879; email: hphelps@mxcc.edu). Ms. Phelps works with students to discuss individual requests, review the type of adjustments and services that MxCC will provide, and inform them about any documentation that may be necessary to arrange for certain adjustments. Students with disabilities are encouraged to contact Ms. Phelps at least one month before classes begin to avoid any delay in providing academic adjustments, especially when the college must arrange for external resources to provide the adjustments. Please also note that academic adjustments cannot be given retroactively. For further information, please visit www.mxcc.edu/disablity-services.

# Attendance

mxcc.edu/catalog/academic-policies/attendance/

**You are expected to attend all class sessions for which you are registered.**

*Adopted February 2014.* Middlesex Community College is committed to supporting student success. The College acknowledges that there is often a direct correlation between student success and classroom attendance. A student who misses an individual lecture or classroom activity may limit her/his learning opportunities as well as diminish the learning experience of all members of a course. Moreover, an absence may negatively impact such student's ability to remain current with course information. This often results in a struggle to keep pace with peers in the course.

Students are expected to attend all class sessions for which they are registered. It is the responsibility of students to make up all course work missed because of legitimate class absences and to notify the instructor if they know when an absence will occur. Students who are reported as never attending a course may be withdrawn from the course by the College. Such withdrawal may jeopardize a student's academic standing, financial aid award, and/or veterans' benefits.

Instructors of online courses may define "attendance" as regular participation in electronic course activities including, but not limited to, discussions, chats, journals, quizzes, and assignments. Students who fail to participate in the prescribed manner may miss deadlines for assignments and reduce their ability to maintain pace with course topics and work.

Instructors are required to take attendance during the first three weeks of class for the purpose of reporting to the Financial Aid Office those students who have never attended class. Instructors are encouraged, but not mandated by the College, to require students to attend each class, take attendance in their courses, and assess student attendance either directly or through regular graded classroom participation and/or assessments. However, student attendance cannot be the sole basis for a course grade.

All instructors have the right to prepare and teach college-approved courses to best represent the fields in which they teach, in accordance with approved course descriptions and class schedules. Attendance can be tied to many planned classroom activities and assessments that can be tied directly to a student's grade. For example, missing a weekly quiz because of non-attendance can negatively impact a student's grade. Failing to participate in a "regulated" classroom discussion can also result in a negative impact on a student's grade. Missed laboratory or studio activities and participation in group work, can result in a negative grade.

Faculty members are required to distribute to students during the first week of classes, subject to subsequent modification, a course syllabus which contains information as to course objectives, topics and assigned time-frames, indication of evaluative and grading mechanisms to be utilized, reading and attendance requirements, special circumstances under which student absences may be excused, and stipulations for making up work and exams missed during instructor-excused absences. Specific course requirements will be noted in each course syllabus.

**Note:** Veterans should contact the college Veterans Affairs office for more information about attendance and their funding.

# Audio Recordings in the Classroom

mxcc.edu/catalog/academic-policies/audio-recordings-in-the-classroom/

**YOU MUST ASK THE INSTRUCTOR FOR PERMISSION TO RECORD ANYTHING IN A CLASSROOM. THE INSTRUCTOR CAN DENY PERMISSION EXCEPT IF YOU HAVE DOCUMENTED APPROVAL FROM THE OFFICE OF ACCESSIBILITY SERVICES.**

*Adopted February 2014.* Audio recording classroom activities may affect both faculty and students in a number of ways, including the extent to which their participation may be affected by the audio-recording. In recognition thereof, the College acknowledges that there are legitimate interests involving copyright; academic freedom of the College, the instructor, and the students; privacy rights under the Family Educational Rights and Privacy Act (FERPA); and, expectations that need to be respected regarding members of the class having their identity and statement records protected.

Instructors may permit a student to audio-record a classroom lecture for her/his personal use when studying. Instructors may also audio-record their own lectures for pedagogical uses. Before any classroom lecture or activity is audio-recorded, the student wishing to make the audio recording must ask permission of the instructor. It is the instructor's right to deny recording of a class, unless the audio-recording has been previously authorized in writing by the College's Office of Accessibility Services.

In every class session in which audio-recording will occur (whether the recording is being made by the instructor or a student), the instructor must announce to the class that the lecture/classroom activity is being audio-recorded and inquire if anyone has an objection to being so audio-recorded. If any student expresses a preference not to have her/his voice recorded, the instructor can either grant her/him an exemption from verbal participation with

no penalty, or the instructor can re-consider the permission to record, unless the audio-recording has been authorized in writing by the College's Accessibility Services Office, in which a denial of the request to audio-record is not permitted.

Audio-recordings by students are for personal use only, for the sole purpose to aid student learning. It is never permissible for a student or anyone else to copy, distribute, sell, file-share, or Web-serve any classroom audio-recording in part or in full. The unauthorized recording of others by students is a serious violation of the Board of Regents Policy on Student Conduct. Unauthorized recordings may also be illegal, subjecting the violator to both civil and criminal penalties. Faculty are required to report unauthorized recording activity of any kind by any student to both the Academic Dean and the Dean of Students.

Under limited circumstances, faculty may use recordings of classroom activities to aid learning of students registered in classes at Middlesex Community College. Posting within a Blackboard shell may be in compliance. It is not permissible to "publish" recordings of College course lectures for general use, whether or not for profit or financial gain of any kind, without the prior written permission of both the Academic Dean and College President.

# CSCU & Campus Policies

mxcc.edu/catalog/academic-policies/campus-policies/

## Non-Discrimination and Affirmative Action Policy

MxCC does not discriminate on the basis of race, color, national or ethnic origin, religion, age, sex, marital status, sexual orientation, gender identity or expression, physical disability, mental disability (or history thereof) or criminal record in its educational and employment practices. Political beliefs and veteran status are also part of the nondiscrimination coverage in the Board of Regent's Policy on Student Rights. Further, racism and sexual harassment are prohibited. Any student or staff person having a question or complaint pertaining to equal educational and employment opportunity can take the following steps:

1. Contact the college's Director of Human Resources and Labor Relations / Affirmative Action Officer at 860-343-5751.
2. On student disability matters, notify the Dean of Students, who serves as the Section 504 Coordinator, in Founders Hall, Room 123, or call 860-343-5759.
3. For matters relating to the Americans with Disabilities Act (ADA), contact the ADA coordinator who is the Affirmative Action Officer at 860-343-5751, Room 116 in Founders Hall.
4. On questions relating to sexual harassment, contact the Director of Human Resources and Labor Relations / Affirmative Action Officer in Founders Hall, Room 116, or call 860-343-5751.
5. Utilize the college's affirmative action grievance procedures as outlined in the Affirmative Action Plan, Section XIV, which is available in the Jean Burr Smith Library's reserved reading area.

6. Contact the State of Connecticut Commission on Human Rights and Opportunities at 90 Washington Street, Hartford, Connecticut 06105, or,
7. Contact the Boston office of the United States Equal Employment Opportunities Commission, John Fitzgerald Kennedy Building, Room 409B, Boston, MA 02203.

## People with Disabilities: Policy Statement

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

The Board recognizes that a physical or functional impairment is a disability only to the extent that it contributes to the cutting off of a person from some valued experience, activity, or role. Higher education is therefore especially important to persons with disabilities, since its goal is to increase every student's access to those valued experiences, activities, and roles. Improving access for students and employees means removing existing physical,programmatic and attitudinal barriers, as well as taking such corrective measures to prevent the erection of any new barriers.

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

Achieving the goal of full participation and integration of persons with disabilities requires cooperative efforts within and among higher education.The Board of Regents will work in cooperation with the Board of Governors to achieve this higher level of services and appropriate delivery methods at all Connecticut community colleges.

This statement is intended to reaffirm the Board's commitment to affirmative action and equal opportunity for all people and in no way replaces the Equal Opportunity Policy Statement.

## ADA Grievance Procedure for the General Public

A grievance is an allegation that an agent of the college has discriminated against the grievant on the basis of disability in violation of the Americans with Disabilities Act, 42 U.S.C. 12101 et. seq. (ADA). The following procedure shall apply only to members of the public.

**How to file a Grievance:**

- Submit a grievance to the ADA coordinator (or other appointee of the president) within 30 days of the date of the alleged violation
- Include description of the discriminatory action
- State briefly the underlying facts

**Procedure for grievance resolution:**

- The ADA coordinator shall investigate the grievance in consultation with the college's affirmative action officer
- Within thirty (30) days from the time the grievance was submitted, ADA coordinator shall recommend to the president a disposition of the grievance
- The president shall notify the grievant of the final disposition within fifteen (15) days of receiving the recommendation.

## Policy on AIDS and Other Communicable Diseases

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

## Racism and Acts of Intolerance

Community colleges have historically been committed to providing educational opportunities to all that desire and can benefit from them, as evidenced in the mission statements and policies concerning student rights, affirmative action,and equal opportunity. The Board and the colleges recognize that an important part of providing such opportunity is through the creation of a welcoming environment in which all people are able to work and study together, regardless of their differences. At the same time, colleges and universities have traditionally been at the cutting edge in the protection of our most cherished freedoms, most notably freedom of speech and non-violent action, which may protect even unpopular or divisive ideas and perspectives.

Such Constitutionally protected expression can contribute to the production of an unwelcoming and even offensive social and educational environment for some individuals in the College community, particularly when it concerns race, sex,sexual orientation, disability, or ethnicity; and, the First Amendment does not preclude colleges from taking affirmative steps to sensitize the college community to the effects of creating such a negative environment.

Therefore, the community colleges recognize their obligation not only to punish proscribed actions, but also to provide programs which promote pluralism and diversity and encourage the college community to respect and appreciate the value and dignity of every person, and his or her right to an atmosphere not only free of harassment, hostility, and violence but supportive of individual academic, personal, social and professional growth.

Therefore, any acts of racism or harassment directed against individuals or specific groups of individuals will not be tolerated and will be dealt with under the employee affirmative action grievance procedures and the student grievance and disciplinary procedures.

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

MxCC condemns all forms of racism, religious intolerance, and any acts of hatred or violence based on differences. Such behaviors will not be tolerated at the College, and may be subject to disciplinary action.
**In adopting this policy, the College affirms the following principles:**

1. Every student should be treated with dignity and assured security and equality in the pursuit of higher learning.
2. Acts of violence and harassment reflecting bias or intolerance of race, religion, and ethnic or cultural origin are unacceptable behaviors. Since these acts are inconsistent with the teachings and values of higher education, individuals who persist in such behaviors have no place on a college campus.
3. The promotion of pluralism within higher education is a responsibility of both individuals and the higher education community.
4. Colleges and universities have a duty to foster tolerance and encourage diversity-elements central to the mission of higher education.
5. Individuals may not exercise personal freedoms in ways that invade or violate the rights of others.

## Parking Policy

The College’s parking regulations have been developed pursuant to State Statutes, Chapter 185b, Title l0a, Section l0a-79, 1983. Effective 24 hours a day throughout the entire year, these regulations are applicable to all students, staff, faculty, and visitors operating or parking motor vehicles on campus. Further, it is the responsibility of each vehicle registrant and operator to know and comply with these regulations. A complete copy of the regulations is posted on bulletin boards and is available through the Student Senate and the Maintenance Department.

## Gambling and Narcotics/Controlled Substances

Gambling in any form on school premises is prohibited. Any student found gambling will be subject to dismissal. Any student found possessing or consuming narcotics/controlled substances on campus will be subject to dismissal from the College and to civil prosecution.

## Smoking

In a continuing effort to promote employee health and wellness, MxCC is committed to maintain a healthy, safe and productive work environment.  Therefore, smoking is prohibited in all campus buildings.

The main campus in Middletown is a Smoke Free Campus. There are however, designated areas for smoking which are upper and lower parking lots. Signs have been posted and stand-alone ashtrays have been placed in the parking lots.

This policy includes electronic cigarettes.

## Alcoholic Beverages and Controlled Substances

Normally, MxCC does not allow alcohol on campus. The consumption of alcoholic beverages on campus is generally prohibited; however the president has the authority, to permit alcoholic beverages for certain events with consideration to state law, federal law and Board policy and subject to the following conditions as appropriate:

- when a dram shop act insurance has been purchased;
- when a bartending certificate or license (“Liquor Permit”) has been provided;
- when a Caterer Liquor Permit Notification Form has been submitted to the CT State Department of Consumer Protection; and
- when written permission is granted by the President.

If you wish to have alcohol at your event, you must put your request in writing.  Submit your intent to Nancy Walter at NWalter@mxcc.edu. Nancy will forward the request to the President of the College for review. Approval of alcoholic beverages is at the discretion of the President.  If approved, you will be responsible for obtaining from the liquor vendor, the dram shop act insurance naming Middlesex Community College as additional insured and indemnifying the College from any liability, as well as, a copy of the liquor permit. You are also responsible for informing the liquor vendor to submit to the CT State Department of Consumer Protection, a Caterer Liquor Permit Notification Form. Copies of all documents must be submitted to Nancy Walter in advance of your event.

## Weapons on College Campuses

All firearms, ammunition, and explosives including fireworks are prohibitedon college property. (Policy Manual, Board of Regents, Section 4.23 and CTGeneral Statutes Section 53-206).

The use or possession of weapons (as defined in 1 Sec. 53-206 of the Connecticut General Statutes) is prohibited on college campuses or at college activities except as authorized by Board or College policies. Any person required to carry a firearm because of employment with a local, state or federal police or law enforcement agency must present a letter from the chief of police or director of the authorizing agency stating such a requirement. All such letters should be addressed to the Dean of Academic Affairs.

1 Sec. 53-206: slung [sic] shot, air rifle, BB gun, black jack, sandbag, metal or brass knuckles, or any dirk knife, or any switch knife having an automatic spring release device by which a blade is released from the handle,having a blade of over one and one half inches in length, or stiletto, or any knife the edged portion of which is four inches or over in length, or any martial arts weapon or electronic defense weapon, as defined in Sec. 53a-3, or any other dangerous or deadly weapon or instrument. Sec. 53a-3(6): any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, bill, blackjack, bludgeon, or metal knuckles.

## Campus Safety

**A. CLERY Report:**

In accordance with Connecticut Public Act 90-259, Campus Safety Act, each institution of higher education within the State is annually required to prepare a CLEARY Report, which is consistent with the FBI's Uniform Crime Reporting System (UCR). The report is the annual statistical report of campus-based crime at MxCC for each calendar year. Copies of the latest and past reports are available to all students and employees, and upon request, to prospective students and employees, from the Dean of Administration. Reports are also on file for reference in the college library, located in Chapman Hall.

**B. Sex Offender Registry:**

The Connecticut Department of Public Safety (CDPS) publishes the names of persons who have been convicted of criminal sex offenses and who are required to register in Connecticut. MxCC is required by law to inform students that sex offender registry information is available at CDPS offices throughout the State, at local police departments and at state police troops with jurisdiction over your region. It is also available online at https://www.communitynotification.com/cap_office_disclaimer.php?office=54567 (link opens in new window).

**C. Student Safety Responsibilities:**

In order to maintain a safe environment, the college relies on the awareness and involvement of the faculty, staff and student body. Staff and students alike must assume responsibility for their own personal safety and the security of personal property. This can be accomplished through the application of the following common sense guidelines:

- Always lock vehicles when leaving them unattended.
- Do not leave valuable items in vehicles in plain view. Lock them in the trunk.
- When walking to a vehicle, walk with others use the Buddy System.
- Have keys ready when returning to a vehicle. Always look around the area to ensure that no stranger is hiding near or behind the car.
- Do not leave belongings unattended.
- Do not give personal information to strangers.
- If a crime is committed, report it to the College at once.
- Students, staff and faculty may call campus security for an escort to their vehicle for any reason. Campus security can be reached as follows:
- Monday through Friday during the hours of 8:00 a.m. – 3:00 p.m., call 860-343-6904 or 6735. If you do not reach security, dial x5800 for the main line or call directly at 860-343-5800. Choose '0' to be connected to an operator.
- Monday through Friday between 3:00 p.m. – 4:00 p.m., dial x35731 from any College phone for Dean Hogan or call 860-343-5731.
- Monday through Friday after 4:00 p.m., call campus security at 860-463-5062.
- Saturdays, call campus security at 860-463-5062.

**D. Reporting Crimes or Emergencies:**

All crimes and emergencies should be reported to the Dean of Finance at 860-343-5731. After 4:30 p.m., contact the security guard at 860-463-5062.

To reach police, fire or medical assistance in an emergency, dial 911 from college telephones.

## College Closings, Delayed Openings or Early Release due to Inclement Weather or other Emergencies

Please click here.

# Dean’s List & Graduation Honors

mxcc.edu/catalog/academic-policies/deans-list-academic-honors/

**Honors for exemplary academic achievement are awarded to Connecticut Community College students at the end of each semester and at graduation.**

The Board of Regents, in accord with recommendations from college administrators and faculty, adopted a common policy for all colleges in the system that governs the awarding of honors for exemplary academic achievement. This policy includes the following eligibility requirements:

**Semester Honors (Dean’s List)**

1. Full-time students who are matriculated in a certificate or degree program and who successfully complete 12 or more credits of work in a semester with a grade point average of 3.4 or higher shall be recognized by having their names placed on a Dean’s List.

2. Part-time students who are matriculated in a certificate or degree program are also eligible for such recognition when they have completed 12 or more credits of work with a cumulative grade point average of 3.4 or higher. They may be subsequently recognized at the completion of an additional 12 or more credits of work with a cumulative grade point average of 3.4 or higher, and at successive intervals of 12 credits.

3. A course Withdrawal or Incomplete shall make the student ineligible for Dean’s List recognition that semester. Upon completion of the Incomplete, the student may be recognized retroactively.

4. Students who are in a probationary status are not eligible for Dean's List recognition, even if their cumulative grade point average might otherwise make them eligible.

**Graduation Honors**

Students with exemplary academic performance shall be recognized at graduation with the following designations, either in Latin or English, as the college may choose:

- Summa Cum Laude/Highest Honors for students with a 3.9 – 4.0 grade point average
- Magna Cum Laude/High Honors for students with a 3.7 – 3.89 grade point average
- Cum Laude/Honors for students with a 3.4 – 3.69 grade point average

Students with an Incomplete may become eligible retroactively for graduation honors upon completion of the course requirements, and recognition shall appear on the transcript, provided that the student has earned the required grade point average.

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

# FERPA & Virtual Learning

mxcc.edu/catalog/academic-policies/ferpa-virtual-learning/

## WHAT IS FERPA?

**FERPA** (**F**amily **E**ducational **R**ights and **P**rivacy **A**ct, as amended), also known as the Buckley Amendment, was passed by Congress in 1974. It grants three specific rights to a post-secondary student:

- To inspect and review the education records that the institution is keeping on the student within 45 days of a request.
- To seek amendment to the student's education records and in certain cases append a statement to the record.
- To control the disclosure of a student's educational records to others except when the student provides consent, or as required or permitted by CSCU BOR policy or by law.

Unlike at the primary and secondary level, these rights belong to the post-secondary student, and not to the student's parents or legal guardians, regardless of the student's age. Moreover, the rights continue to exist after the student's graduation and expire only upon either the destruction of the relevant records or the student's death. If students feel their rights have been violated, they have the right to file a complaint with the Family Policy Compliance Office of the U.S. Department of Education, however, FERPA does not create personal rights that an individual may enforce.

## FERPA & VIRTUAL LEARNING – FAQs

What constitutes an "education record" under FERPA?

Under FERPA, "**education records**" are, with certain exceptions, those records, files, documents and other materials that are:

- Directly related to a student; and
- Maintained by an educational agency or institution or by a party acting on behalf of the educational agency or institution, and are not specifically excluded under the six categories of exceptions set out in 20 USC 1232g(a)(4)(B).

What is 'Personally Identifiable Information' under FERPA?

"**Personally identifiable information**" or "**PII**" refers to any data element contained in an education record that, if disclosed alone or together with another data element, would allow a reasonable person to reasonably identify the eligible student who is the education record's subject. FERPA prohibits disclosure without prior consent of education records and PII from an education record. PII includes, but is not limited to:

1. The student's name;
2. The name of the student's parent or other family members;
3. The address of the student or student's family;
4. A personal identifier, such as the student's social security number, student number, or biometric record;
5. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name;
6. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the institution's community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or
7. Information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates.

**Note:** CSCU institutions have increasingly been collecting contextual or transactional data as part of their operations, often referred to as "metadata" or "aggregated data." Metadata or aggregated data refer to information that provides meaning and context to other data being collected; for example, information about how long a particular student took to perform an online task has more meaning if the user knows the date and time when the student completed the activity, how many attempts the student made, and how long the student's mouse hovered over an item (potentially indicating indecision). Metadata or aggregated data that have been stripped of all direct and indirect identifiers are not considered protected information under FERPA because they are not PII.

Do classroom recordings constitute FERPA education records?

Video, photo or audio recordings of virtual classes qualify as "education records" ***only*** if they directly relate to a student ***and*** are maintained by an educational agency or institution or by a party acting on their behalf. FERPA's non-disclosure provisions may still apply to class

recordings even if they do not qualify as “education records,” if the recording contains PII from student education records:

- If the video recording made by the institution directly relates to a student or contains student PII, disclosure of the recording outside the class requires written consent from all affected students, or a de-identification or redaction of all relevant student PII prior to disclosure. If the video or audio recording only identifies the faculty member and does not directly relate to any student or contain student PII, the recording is not a FERPA education record, but is the intellectual property of CSCU or Middlesex Community College.
- A recording of a virtual class should not generally be considered an education record for a specific student and should not be maintained in a specific student’s records. If, however, the recording is maintained in a specific student’s record (perhaps, for example, as a record of misconduct engaged by the student during the virtual class), then it must be treated as a FERPA education record.

For more information regarding recordings under FERPA, see U.S. Department of Education’s FAQs.

I’m a faculty member working from home and would like to have a conference with a student and my spouse is at home in the same room. Is it alright if I conduct the conference?
Yes, as long as the faculty:

- Does not disclose PII from the student’s education record in hearing of the faculty’s spouse during the conversation; or
- Moves away from the spouse to discuss PII from the student’s education records so that the spouse does not overhear the discussion; or
- Obtains prior consent in writing (electronic) from the eligible student for the potential disclosure of PII from the student’s education records to the faculty’s spouse.

What is 'Directory Information' and how does it apply in a virtual classroom?
FERPA identifies a limited number of data elements contained in students’ education records that may be designated as “directory information,” which is the sort of information that would not generally be considered harmful or an invasion of privacy if disclosed. Educational agencies or institutions may disclose directory information after publishing a FERPA policy detailing what information constitutes directory information. See BOR FERPA Notice and Directory Information Policy for the types of information CSCU BOR has designated as directory information.
The directory information exception permits certain PII from education records which an educational agency or institution has designated as directory information to be disclosed during classroom instruction to students who are enrolled in and attending a class, including a virtual class.

The directory information exception may not be used by the student to opt out of disclosures of a student’s name, identifier, or institutional email address in a class in which the student is enrolled. 34 CFR §99.37(c).

Can non-students observe or participate in a virtual class?
Just like on-ground classes, non-students should not attend virtual classes. As a best practice, CSCU institutions should discourage non-students from observing virtual classrooms in the event that PII from a student's education record is, in fact, disclosed in such virtual classrooms.
However, there are scenarios where it is important to have a non-student participate or observe the class. The two most common examples are guest speakers who are experts in a topic or prospective students that would like to experience the classroom environment. When a non-student will be present in the virtual classroom, please give the following guidance to that guest:

- Do not ask anyone for any personally identifiable information (PII) during the virtual class; and
- The guest is not allowed to record or disseminate the class content, including to other platforms or websites such as YouTube, Course Hero, Facebook, Twitter, etc.

Who owns the intellectual property rights of the class recordings?
Generally, faculty and students retain ownership rights in their scholarly work, unless an exception or a contractual agreement applies. However, CSCU owns the copyright in the recordings the institution makes of faculty courses and presentations. Although CSCU owns the class recordings, it generally does not own the faculty member's scholarly work content contained within the recording, unless an exception applies.
If I am recording my classes, what should I put in my syllabi?
Please insert the following language in the class syllabi:
*"Class sessions may be recorded and uploaded to Blackboard and shall be used for the purpose of completing course assignments only. Unless prior permission is obtained or reasonable accommodation granted, students are not permitted to record classes. Students participating in the virtual classroom should refrain from sharing personally identifiable information from education records. Additionally, U.S. Copyright Law, Connecticut State law, or relevant collective bargaining agreements protect the intellectual property of the faculty member, CSCU or (insert name of institution), which may include, but is not limited to: lectures, demonstrations, or performances. Any redistribution of recordings without the faculty's or the institution's prior approval constitutes academic misconduct and may result in disciplinary sanctions. CSCU or (insert name of institution) reserves the right to delete the class recordings pursuant to CT State law retention requirements after the period of instruction is over."*

Also announce at the beginning of each recording that the class session will be recorded and uploaded to Blackboard.

Can faculty record classes and post the recording of the virtual classes on Blackboard for students enrolled in the class who are unable to attend?
Yes, as long as the faculty member is careful not to disclose student PII (unless the faculty obtained prior student consent) from student education records, FERPA does not prohibit

faculty or the institution from making a recording of the virtual class available to students enrolled in the class. The recording should only be shared through a platform that is accessible to the student class members.

Can the faculty show or share recordings from last year's class in the current class?

If the recording contains information directly related to specific students or contains student PII, this situation must be treated as if the video or audio recordings were being shown to or shared with a third-party audience, which requires the affected students to sign FERPA consents, or if the students' consent is not feasible or granted, to de-identify or redact any student PII prior to disclosure.

Additionally, if recorded lectures or lessons are disseminated to a third-party audience, faculty intending to disseminate the recording(s) need to ensure appropriate copyright permissions or licenses are secured.

May students record virtual classes?

No, not without the consent of the faculty member or the institution's Dean of Academic & Student Affairs, or Registrar. Students who would like to record classes as a reasonable accommodation should be referred to the institution's Office of Student Accessibility/Disability Services.

May students share the class recordings outside of the student's course instruction?

No, a student has no right to use the institution's recordings outside of the purpose of completing the course requirements. Generally, CSCU owns class recordings and the student needs prior written permission from the faculty or the Dean of Academic & Student Affairs, or Registrar to share the class recording outside of the student's course instruction. Faculty are encouraged to put students on notice in their syllabi that classroom recordings are owned by the institution and course content is owned by the faculty.

Does FERPA require institutions to maintain or store video or audio recordings of classes?

No, FERPA does not obligate educational agencies or institutions to maintain or store these types of records, and CSCU or Middlesex Community College may delete the video or audio recordings after the period of instruction is over. Likewise, FERPA does not require educational agencies or institutions to notify a student prior to destruction of the students' education records. However, CT State record retention regulations for higher education institutions may apply. There is no video or audio recording category for higher education institutions within the CT State record retention regulations, but for other CT State agencies, the video recording retention requirements are recording date + 30 days. Faculty may state in the course syllabi that CSCU or Middlesex Community College reserves the right to delete class video or audio recordings pursuant to CT State law retention requirements after the period of instruction is over.

What if a student objects to being recorded?

If a student objects to being recorded in a virtual classroom, an acceptable compromise is for the faculty member to de-identify or redact the student's image or portion of the student's class participation.

What if a student declines to sign a FERPA consent?

Students cannot be compelled to give consent, but faculty may redact the student out of the recording or de-identify the student even if the student refuses to consent

If I require students to show their face during a class so I can make sure they are participating or not cheating during an exam, what do I do if a student refuses to turn on their camera?

If it is for a legitimate academic purpose, faculty can ask students to have their cameras turned on. However, there may be scenarios where a student may receive an accommodation from this requirement. For example, the student is a domestic abuse survivor, under the care of Department of Children and Families (DCF), has severe anxiety, or other circumstances warranting a reasonable accommodation or exception. If a student wishes to receive an accommodation from having their camera turned on, refer them to the College's Office of Student Accessibility/Disability Services. If a student cannot afford a webcam, refer to the College's point of contact for the Student Emergency Fund.

# Fresh Start

mxcc.edu/catalog/academic-policies/fresh-start/

*Board of Regents Policy 3.8, Adopted July 28, 2003; Amended June 19, 2006.*

1. Colleges shall have a policy, called Fresh Start, which will allow students who have not attended college for a period of two or more years and who have a poor academic record to refresh their Grade Point Average (GPA) and develop a more favorable academic record. Students accepted for enrollment under Fresh Start will meet with a designated college official to determine their academic status for re-entry into the college.
2. All grades previously earned will remain on the student's transcript. The semesters for which Fresh Start is invoked will include a transcript symbol indicating that the policy is in effect. The original GPA will not be included in any subsequent computation of the new GPA. If the Fresh Start option is approved, the student will receive credit for courses with a grade of C-minus or above, including "P" (Pass).

1. The Fresh Start option can be used only once.
2. The Fresh Start option does not apply to any completed degree or certificate.
3. A student must complete a minimum of 15 credits after returning to college under the Fresh Start option to be eligible for a degree or certificate, and for graduation honors.
4. Each college is responsible for developing its own procedures for managing Fresh Start, including where and how the student applies, what forms are used, who approves the application, and how the student's progress is monitored.

For more information about Fresh Start, and to obtain a Fresh Start Request Form, please call or visit the Enrollment Services Office (860-343-5719/ 866-526-6008 (toll-free); Mx-Registrar@mxcc.edu; Founders Hall room 153).

# Grade Appeal

mxcc.edu/catalog/academic-policies/grade-appeal/

**You may seek review of the assignment of a grade or other decision affecting academic status in accordance with the following procedures.**

*Board of Regents: Community Colleges Policy 5.2.2. Adopted October 18, 1976; amended February 19, 1979, April 20, 1981, July 20, 1981, November 16, 1987, February 26, 1990, March 16, 1998, and November 15, 1999; technical amendment May 1, 2002 in compliance with Public Acts 98-180 and 01-28, technical amendment in compliance with Public Act 11-55, eff. October 1, 2011.*

## Policy on Student Rights
## Section 3: Review of Academic Standing

A student may seek review of the assignment of a grade or other decision affecting academic status in accordance with the following procedures:

**STEP 1:**
The grade or academic decision affecting academic status **should be discussed informally with the instructor** or official responsible for the decision within fifteen (15) calendar days of the student's awareness of the decision.

**STEP 2:**
If the matter is not satisfactorily adjusted within ten (10) calendar days of this appeal or the instructor is not available, **the student may refer the matter to the Dean of Academic Affairs by filing a written appeal.** The appeal must be filed with the academic dean within thirty (30) calendar days of the student's awareness of the decision which is being appealed. Upon receipt of such appeal, the dean shall meet with the instructor, if he or she is available, to determine that step 1 has taken place or is not possible and to receive relevant information from the instructor responsible for the decision. The Dean may then refer the matter to the academic supervisor for informal consideration prior to step 3 below.

---

**STEP 3:**
**The Dean of Academic Affairs or other official(s) designated by the Dean of Academic Affairs shall afford review as provided below.** The president may designate an official or an academic appeals committee to provide review at this step in lieu of the academic dean.The student shall be afforded the right to present a statement of appeal and relevant information in support of it. It is the student's responsibility to show that the decision in question is arbitrary, i.e., without a reasonable basis, or was made for improper reasons in violation of section 1 of this policy. The student is entitled to a written response within thirty days of the completion of his or her presentation. A decision to change the grade or modify the decision which has been appealed is advisory to and subject to the approval of the president.

---

**STEP 4:**
The foregoing decision may be appealed to the President by filing a statement of appeal within ten (10) calendar days of the date of the decision. Review by the President shall be on the basis of the written record unless he or she decides that fairness requires broader review. The decision of the president shall be final. The time frames provided herein may be modified by the President for good cause shown.

# Grading System

mxcc.edu/catalog/academic-policies/grading-system/

*Adopted by the Board of Regents for Higher Education, August 13, 2015; amends and replaces policies adopted by the Community-Technical Colleges Board of Trustees in 2000-2003.*

All Community Colleges will use the same grading system as defined below:

| Grade | Quality Points |
|---|---|
| A | 4.0 |
| A- | 3.7 |
| B+ | 3.3 |
| B | 3.0 |
| B- | 2.7 |
| C+ | 2.3 |
| C | 2.0 |
| C- | 1.7 |
| D+ | 1.3 |
| D | 1.0 |
| D- | 0.7 |
| F | 0.0 |

Effective Spring 2001, the calculation of the Grade Point Average (GPA) shall be to two decimal places truncated.

The letter grades shown above, with an additional designator, shall also be used for grades awarded to students in developmental courses. The current practice is that a # symbol shall be added immediately following the grade (for example, B#).

**Posting of "F" Grades**

The online grading process requires additional information whenever a grade of F is assigned.

**In order to enter and save the F grade, the instructor will be required to provide the last date of participation in the course.** A student is considered to have participated in a course if ANY of the following scenarios apply:

- The student submitted an academic assignment.
- The student submitted an exam.
- There is a documented record of the student participating in an interactive tutorial or computer-assisted instruction.
- There is a documented posting by the student showing the student's participation in an online study group that was assigned as part of the course.
- There is a documented posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters.
- There exists an e-mail from the student or other documentation showing that the student initiated contact with a faculty member to ask a question about the academic subject studied in the course.

Note: **A Blackboard login** (recorded as "Last Access" in the Blackboard Grade Center) is NOT a valid "last date of participation" in any course including courses offered entirely online through Distance Education.

In instances where F is assigned, the college must be able to document the student's participation as recorded by the instructor via the use of any of the records listed above. Instructors are not expected to take extraordinary efforts to document participation, but should draw on the records they customarily use in evaluating course work, such as gradebook posting, participation in a group activity, test grades or any other means ordinarily used by the instructor to document student performance.

**Administrative Transcript Notations – Letters other than A-F**

**AU – Audit**
An administrative transcript notation for students auditing a course. This status will allow them to participate in class activities without being required to meet the examination requirements of the course. A student who wishes to change from credit to audit status must request this within the first four weeks of the course, using such forms and procedures as the college may prescribe. Students auditing a course may not change to credit status.

**I – Incomplete**
A temporary grade assigned by the faculty member when course work is missing and the student agrees to complete the requirements. The use and management of this grade is prescribed in Board of Trustees policy 3.5.1—Granting of an Incomplete, adopted July 23, 2001.

**M – Maintaining Progress**
An administrative transcript notation used for developmental courses only to indicate that the student is maintaining progress. It may be given to a student for a course only twice.

**P – Pass**
An administrative transcript notation for successful completion of courses taken on a pass/fail basis. Students failing will receive a grade of “F”.

**R – No Grade**
An optional administrative transcript notation for any situation where there is no grade reported by the instructor at the end of the traditional semester.

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

**W – Withdrawal**
An administrative transcript notation used to indicate that a student is withdrawn from a course in accordance with the procedures prescribed by the college.

# Incomplete Grade

mxcc.edu/catalog/academic-policies/incomplete-grade/

**You may ask a faculty member for an "Incomplete" if extenuating circumstances prevent you from finishing your course work before the end of the semester. *The faculty member is not required to honor your request.* If approved, you must complete the remaining work by the end of the 10th week of the next standard semester.**

*Board of Regents Policy 3.5.1, originally adopted by the Community-Technical Colleges Board of Trustees July 23, 2001*

1. An Incomplete is a temporary grade assigned by the faculty member when coursework is missing and the student agrees to complete the requirements. Although a student may request an Incomplete, the faculty member is not required to honor the request. The faculty member should assign an Incomplete when there are extenuating circumstances such as illness that prevent a student from completing the assigned work on time and the student has completed most of the course requirements and, in the judgment of the faculty member, the student can complete the remaining work within the time limit established by system policy.

2. A faculty member who assigns an Incomplete shall file a system report form that includes:

(a) a brief description of the requirements to be completed;

(b) the date by which the coursework must be submitted to the faculty member, which is the end of the tenth week of the next standard semester;

(c) a statement that the Incomplete will change to a specified letter grade if the work is not completed by the end of the tenth week of the next standard semester.

The faculty member shall keep the original signed form, with copies to the student, the academic dean, the registrar, and such other appropriate parties as the college may identify. The form, shown in the attachment, shall be standard for all colleges.

3. All Incompletes must convert to a letter grade by the end of the following semester. If a student submits the required work on time, the faculty member shall calculate a grade to replace the Incomplete and submit it to the registrar by the end of the semester. If a student fails to complete the required work or fails to submit the work by the specified time, or if the faculty member fails to submit a replacement grade, the registrar shall convert the Incomplete to the letter grade specified in the report form, and that letter grade shall be entered on the student transcript.

4. Students with an Incomplete are temporarily ineligible for semester or graduation honors. Upon conversion of the Incomplete to a letter grade, students may retroactively receive semester or graduation honors, and such recognition shall appear on the transcript, provided that the student has earned the required grade point average.

# Pass/Fail Option

mxcc.edu/catalog/academic-policies/passfail-option/

**You may elect to be graded on a satisfactory/unsatisfactory (Pass/Fail) basis in any course designated in your academic program as "Unrestricted Elective."**
You must notify the Enrollment Services Office of your intention at the time of registration. Grades received in these courses will be entered on your transcript as "P" or "F." Credit towards graduation will be given for no more than four courses taken under this option. Because course transferability may be affected by this option, you should consult with your academic advisor prior to choosing this method.

## Pass/Fail Options for the Fall 2020, Winter 2020, and Spring 2021 Semesters

Pass/Fail is a Fall 2020, Winter 2020 and Spring 2021 policy allowing students to elect special grade notations in place of traditional grades. The purpose of the Pass/Fail is to exclude grades you do not wish reflected in your GPA.

### Pass/Fail Grade Conversion

- A = CRT
- A- = CRT
- B+ = CRT
- B = CRT
- B- = CRT
- C+ = CRT

- C = CRT
- C- = CR
- D+ = CR
- D = CR
- D- = CR
- F = NCE
- W = No credit awarded

**Exceptions**
Please consult with your advisors or graduation auditor prior to invoking the Pass/Fail option.

- **Programs that require licensure, accreditation, and**/or selective admissions (e.g., Veterinary Technology, Radiologic Technology, Nursing, and misc. Allied Health), cannot/may not apply or use these options.
- These notations will not/may not work with some TAP transfer programs, such as Social Work.
- Veterans should consult with the Veteran's Coordinator on campus **to determine if these notations are options before switching.**
- These notations may not work for changes of major, transfer programs, prerequisite courses, and satisfactory progress.
- Students who, by choosing this option, will accumulate a total of more than 15 credits of Pass, CR, or CRT grades: a student may only apply up to 15 credits of Pass, CR, or CRT grades to a degree. Students should only apply for this option for up to 15 credits of Pass, CR, or CRT grades.

If you have any questions, consult with your advisors or with the Admissions Departments at your transfer college/university, as some institutions may not accept the pass/fail options with transfer.

## What does CRT, CR, NCE or W mean?

### CRT

- Stands for Credit for transfer.
- Students earn credit for the classes being awarded.
- Count towards approved majors and general education courses and electives. Please consult with your Program Coordinators prior to electing this option, as these notations will not work for all programs, such as Vet Tech, Rad Tech, misc. Allied Health, and some transfer programs.
- Will satisfy prerequisite requirement though in some cases a grade above C will gain the student additional advantages and may serve as a prerequisite.

**Will it transfer?**

- Will transfer and apply to major and general education requirements at any CSCU institution with or without the completion of an Associate Degree.
- May not transfer outside of the CSCU. Contact your transfer institution prior to invoking the Pass/Fail.

### CR

- Stands for credit. Students earn credit for the class being awarded.
- Counts towards general education courses.
- May not meet program or prerequisite requirements.

**Will it transfer?**

- Will convert to CR (or Credit) with credit for the class being awarded
- Counts for general education courses but may not meet major course or prerequisite requirements. This may not apply to courses that require a specific grade, such as C, to pass.

### NCE

- No credit earned.
- Will not meet program or prerequisite requirements.

**Will it transfer?**

Will not fulfill any requirements and is not transferrable.

## Important Dates When Considering Pass/Fail

**For courses completed Fall 2020:** application is open December 23, 2020 through January 8, 2021, or until a credential is awarded, whichever is earlier.

**For courses completed Winter 2020:** application is open between January 25, 2021 through February 8, 2021, or until a credential is awarded, whichever is earlier.

**For courses completed Spring 2021:** application is open May 25, 2021 through June 8, 2021 or until a credential is awarded, whichever is earlier.

## Questions

**Should I talk with my advisor or graduation auditor prior to invoking the Pass/Fail?**

Yes, there are some programs, such as selective admissions (Vet Tech, Rad Tech, misc. Allied Health), that cannot or may not use these notations. These notations may also not work for changes of major, transfer programs (e.g., Social Work), prerequisite courses,

satisfactory progress, or for Veterans who are on financial aid.

If you are planning to transfer, please consult with the Admissions Dept. of your transfer institution, as these options may not transfer.

**If I am graduating in Fall 2020 or Spring 2021, can I invoke the Pass/Fail?**

Yes, you can, but please consult your advisor or graduation auditor prior to invoking the Pass/Fail option, as some programs and courses cannot or may not use these options.

**When will the Pass/Fail be reflected on my transcript?**

Final grades for the Fall 2020 semester will be posted on December 21, 2020. The Registrar's Office will begin processing Pass/Fail requests starting January 11, 2021 through January 15, 2021.

Final GPAs for the Fall 2020 semester will be recalculated after all conversions are completed no later than January 15, 2021.

Final grades for the Winter 2020 semester will be posted on January 20, 2021. The Registrar's Office will begin processing Pass/Fail requests starting February 9, 2021 through February 12, 2021.

Final GPAs for the Winter 2020 semester will be recalculated after all conversions are completed no later than February 12, 2021.

Final grades for the Spring 2021 semester will be posted on May 20, 2021. The Registrar's Office will begin processing Pass/Fail requests starting June 9, 2021 through June 14, 2021.

Final GPAs for the Spring 2021 semester will be recalculated after all conversions are completed no later than June 14, 2021.

**Where can you find more information on Pass/Fail?**

*https://www.ct.edu/academics/convert*

# Policy on Student Rights

mxcc.edu/catalog/academic-policies/policy-on-student-rights/

*Board of Regents: Community Colleges Policy 5.2.2. Adopted October 18, 1976; amended February 19, 1979, April 20, 1981, July 20, 1981, November 16, 1987, February 26, 1990, March 16, 1998, and November 15, 1999; technical amendment May 1, 2002 in compliance with Public Acts 98-180 and 01-28, technical amendment in compliance with Public Act 11-55, eff. October 1, 2011.*

## Section 1: Rights of Students

It is the policy of the Board of Regents of the Community College system that the educational offerings of the colleges be available to students without regard to the individual's race, color, religious creed, sex, age, national origin, ancestry, present or past history of mental disorder, marital status, mental retardation or physical disability including but not limited to blindness, or prior conviction of a crime (unless the provisions of Sections 4-6a-60(b), or 46a-80(b), or 46a-81(b) of the Connecticut General Statutes are controlling) or there is a bona fide educational qualification (excluding persons in one of the above protected groups), political beliefs, veteran status, or sexual orientation.

Students are entitled to an atmosphere conducive to learning and to impartial treatment in all aspects of the teacher-student relationship. The student should not be forced by the authority inherent in the instructional role to make particular personal choices as to political action or his or her own part in society. Evaluation of students and the award of credit must be based on academic performance professionally judged and not on matters irrelevant to that performance, whether personality, race, religion, degree or political activism, or personal

beliefs. Students are free to take reasoned exception to the data or views offered in any course of study, but they are responsible for learning the content of the course of study as defined by official college publications.

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

## Section 2: Student Grievance Procedure

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

**2. How to file a grievance:**
A grievance is to be submitted in writing to the dean of student affairs or such other college official as the president may designate (hereinafter, the dean of student affairs), within thirty days of the date the grievant knew or reasonably should have known of the alleged violation. The written grievance shall specify the right claimed to have been violated and state briefly the underlying facts.

**3. Procedures for grievance resolution:**
The Dean of Students shall investigate the grievance and, within thirty days from the time the grievance was submitted recommend to the president a disposition of the grievance, except as provided hereinafter:

- In the course of each investigation, the Dean of Students shall consult with the dean responsible for the area of college operations in which the grievance arose.
- In the case of a grievance alleging discrimination based on race, color, religious creed, sex, age, national origin, ancestry, present or past history of mental disorder, marital status, mental retardation or physical disability, prior conviction of a crime, political beliefs, veteran status, or sexual preference, the Dean of Students shall consult with the College's affirmative action officer during the course of the investigation.
- In the case of a grievance against a dean, the grievance shall be filed with the president. The president may accept or reject the recommendation, or direct such further investigation as he or she deems appropriate.

The president may accept or reject the recommendation, or direct such further investigation as he or she deems appropriate. The president shall notify the student of the final disposition of the grievance within fifteen days of receiving the recommendation, except for good cause or as provided in 4., below.

**4. Advisory Committee:**
The president may establish an advisory committee of students and staff which may be charged with the responsibility of making recommendations at either the level of the deans or the president. The president may appoint and remove members of the committee. If an advisory committee is appointed, the president shall establish a reasonable time frame within which the committee must make recommendations.

## Section 3: Review of Academic Standing

A student may seek review of the assignment of a grade or other decision affecting academic status in accordance with the following procedures:

1. *The grade or academic decision* affecting academic status should be discussed informally with the instructor or official responsible for the decision within fifteen (15) calendar days of the student's awareness of the decision.

2. *If the matter is not satisfactorily adjusted* within ten calendar days of this appeal or the instructor is not available, the student may refer the matter to the academic dean by filing a written appeal. The appeal must be filed with the academic dean within thirty (30) calendar days of the student's awareness of the decision which is being appealed. Upon receipt of such appeal, the dean shall meet with the instructor, if he or she is available, to determine that step 1 has taken place or is not possible and to receive relevant information from the instructor responsible for the decision. The dean may then refer the matter to the academic supervisor for informal consideration prior to step 3 below.

3. *The Dean of Academic Affairs or other official(s) designated by the Dean of Academic Affairs shall afford review* as provided below. The president may designate an official or an academic appeals committee to provide review at this step in lieu of the academic dean.
   The student shall be afforded the right to present a statement of appeal and relevant information in support of it. It is the student's responsibility to show that the decision in question is arbitrary, i.e., without a reasonable basis, or was made for improper reasons in violation of section 1 of this policy. The student is entitled to a written response within thirty days of the completion of his or her presentation. A decision to change the grade or modify the decision which has been appealed is advisory to and subject to the approval of the president.

4. *The foregoing decision may be appealed to the president* by filing a statement of appeal within ten (10) calendar days of the date of the decision. Review by the president shall be on the basis of the written record unless he or she decides that fairness requires broader review. The decision of the president shall be final.

5. *The time frames* provided herein may be modified by the president for good cause shown.

# Presidential Medallion for Academic Excellence

mxcc.edu/catalog/academic-policies/presidential-medallion-for-academic-excellence/

The Presidential Medallion for Academic Excellence is awarded in recognition of outstanding academic accomplishment of associate degree graduates of the community colleges and is presented at commencement. To be eligible, a recipient must be a graduating student who has earned a cumulative grade point average of 4.0 and must have completed at least 50% of the degree requirements in residence at Middlesex Community College.

# Religious Accommodation

mxcc.edu/catalog/academic-policies/religious-accommodation/

If your religious obligations conflict with the course calendar requirements and you wish to request an accommodation, you must make your request in writing prior to the date of the assessment or activity you will miss and preferably at the beginning of the semester. When requesting a make-up quiz, test, exam, assignment, or activity, state the reason for your request and the date(s) on which your religious obligation(s) will conflict with the course calendar requirements. Also, if your religious obligation/holiday is unfamiliar to your instructor,you may be asked to provide a calendar which shows the published date(s) of your religious observance(s) or holiday(s).

# Repeating Courses

mxcc.edu/catalog/academic-policies/repeating-courses/

*Board of Regents Policy 3.8, Section 3.* **No course may be attempted more than three times.** The highest grade received will be used in calculating the student's academic average. This does not apply to those courses that are designed to be repeated for additional credit.

# Satisfactory Academic Progress Policy (SAP)

mxcc.edu/catalog/academic-policies/sap/

## SATISFACTORY ACADEMIC PROGRESS POLICY

**For Student Financial Aid Recipients at CSCU Community Colleges**

Federal regulations require that a student receiving financial aid under the Title IV programs make satisfactory academic progress (SAP) in accordance with the standards set by the Board of Regents, and the US Department of Education pursuant to 34 CFR 668.34. The contents of this policy were approved by the Board of Regents on April 7, 2016 and are effective for periods of enrollment subsequent to the Spring 2017 semester. Questions concerning this policy should be addressed to the Director of Financial Aid Services at the attending Connecticut Community College.

## Financial Aid SAP Policy

Recipients of financial aid under the Title IV programs or other financial aid programs directly administered or certified by the college must maintain satisfactory academic progress towards the completion of a certificate or degree program. Students must be cognizant when selecting a program that certain certificates are not eligible for financial aid. The progress standards within are determined in accordance with a student's current primary curriculum in a certificate or degree program.

Satisfactory academic progress for financial aid recipients in both certificate and degree programs is determined using a student's cumulative academic history at the college, by means of Cumulative Grade Point Average (qualitative) and Cumulative Pace (quantitative)

components. A student must successfully complete the designated pace percentage (earned credits/attempted credits) according to their program of study. For financial aid purposes, all attempted credits resulting in either an academic grade or administrative transcript notation will be included in the quantitative calculation. Incomplete courses, course withdrawals, course repetitions, noncredit remedial courses (with appropriate credit equivalency evaluation), and ESL courses are also included in this assessment. Transfer credits are counted as both attempted and earned credits in the calculation for determining satisfactory academic progress.

For students who change majors or change between certificate and degree programs, a cumulative academic history is still considered and assessments will be performed based on the primary program of study. A student's cumulative academic history will be evaluated at the end of each payment period and prior to the subsequent term's financial aid disbursement. This policy will be used to evaluate all students uniformly, regardless of their enrollment level. In order to graduate, a minimum cumulative grade point average of 2.0 is required in all courses that are applicable to the program of study.

## Standards for Certificate Seeking Students

| Credits Attempted | Minimum Cumulative GPA | Minimum Completion Pace |
|---|---|---|
| 0 – 11.99 | 0.0 | 0.00% |
| 12 + | 2.0 | 67.00% |

### Standards for Degree Seeking Students

| Credits Attempted | Minimum Cumulative GPA | Minimum Completion Pace |
|---|---|---|
| 0 – 11.99 | 0.0 | 0.00% |
| 12 – 30.99 | 1.7 | 50.00% |
| 31 – 49.99 | 2.0 | 50.00% |
| 50 – 59.99 | 2.0 | 60.00% |
| 60 + | 2.0 | 67.00% |

### Advising Requirement

For students falling below a cumulative GPA of 1.7 and/or a minimum completion pace of 50%, they will be required to meet with advising staff prior to continuing to receive financial aid.

## Repeat/Audit Coursework

Financial aid recipients are limited to one repetition of a previously passed course in their program of study. The second repetition of a previously passed course will not be eligible for financial aid payment. Audit courses are not financial aid eligible.

## Communication

Students will receive notification prior to the start of a period of enrollment via postal mail or email that will describe any changes to the status of their academic progress. Updates to academic progress status will also be made available to students through myCommNet (https://my.commnet.edu).

## Maximum Credit Hours

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

## Financial Aid Warning

Students who fail to meet the minimum satisfactory academic progress standard will be placed on Financial Aid Warning only once during their academic career at the college. Students on Warning may continue to receive financial aid for one payment period despite a determination that the student is not maintaining satisfactory academic progress. The Warning period will be the student's next semester or period of enrollment at the college. Those students who achieve Satisfactory Progress after a Warning period but fail the academic standards at a later date will have an Unsatisfactory Progress status. The college will communicate the Warning status to these students and inform them that they must meet the academic progress standard by the end of the subsequent enrollment period in order to maintain eligibility to participate in the financial aid programs at the college.

## Unsatisfactory Progress

Students who fail to meet the minimum satisfactory academic progress standard at the end of the Warning period will become ineligible from the financial aid programs at the college. The college will communicate a status of Unsatisfactory Progress to students and inform them of the available Reinstatement and Appeal processes.

## Reinstatement Process

A student's financial aid eligibility will be automatically reinstated at such time as the student meets the minimum satisfactory academic progress standard. Reinstatement to the financial aid programs may also occur upon a successful appeal by the student (see Appeal Process below).

## Financial Aid Probation

Any student who fails to meet the minimum satisfactory academic progress standard at the end of the Warning period will become ineligible from the financial aid programs at the college. Ineligible students have the opportunity to file an appeal regarding their unsatisfactory progress within the assessment for financial aid programs. Students that have failed the academic progress standard and have been approved with a successful appeal will be considered on Financial Aid Probation. The terms of Financial Aid Probation are set by the college during the Appeal Process.

## Appeal Process

Students may request consideration for reinstatement to the financial aid programs through the following Appeal Process:

If a student feels their failure to meet the minimum satisfactory academic progress standard was the result of an unusual or extraordinary situation that affected successful progression, the student may appeal to the Financial Aid Office. Examples of personal mitigating circumstances could include illness or injury of the student or dependent of the student, a death in the family, or other undue hardship as the result of special circumstances.
***Download an appeal form***

To provide consistency in decision-making, a designated Financial Aid Appeals Committee will make all appeal decisions in a timely manner upon review of the appeal form and any applicable documentation.  The student must:

1. In writing, explain the extenuating circumstances causing the non-compliance;
2. In writing, give a detailed explanation of specifically what has changed that will allow satisfactory progress to be demonstrated at the next evaluation; and
3. Substantiate it with third party documentation (Example: letter from the doctor who treated the student if the student did not make progress due to an extended illness).

4. Meet with an academic advisor to develop an academic plan and obtain signature on this appeal form. Provide a copy of your Degree Evaluation (showing your grades) from Degree Works.

Should an appeal be approved and the student is not mathematically able to return to satisfactory academic progress at the conclusion of the subsequent enrollment period, a designated administrator or committee at the attending college will devise an appropriate academic plan for the upcoming semester with the student. For example, the terms of an academic plan may be as follows:

1. Register and successfully complete a minimum of six (6) credits; and
2. Successfully complete these courses with a minimum GPA of 2.0.

At the end of the semester, grades will be evaluated. If the student has met the required terms of the academic plan, the student may remain on Financial Aid Probation and continue to receive financial aid the following semester. If the student fails to meet the terms of the academic plan in any subsequent semester, the student will become ineligible to participate in all financial aid programs until the student is able to once again meet the minimum requirements for academic progress. Student progress will continue to be monitored at the end of each semester with the same terms in place until the student is in compliance with this policy.

If the student's appeal is denied and the student is already registered for the upcoming semester, the student is responsible for any monies owed to the college. If the student pays for the next semester and successfully completes all classes with a GPA of 2.0 or better, the student may appeal again after that semester.

# Second Degree

mxcc.edu/catalog/academic-policies/second-degree/

Students who already hold academic degrees may earn second degrees in a different curriculum at a community college. Such students a retreated as transfer students with respect to the minimum number of credits they must take for the second degree. Students who wish to earn a second degree fromMxCC will be required to:

- Complete a minimum of 15 credits (25 percent of the minimum requirements for the second degree) beyond the number required for the initial degree
- Fulfill all second degree requirements

# Students With Disabilities

mxcc.edu/catalog/academic-policies/students-with-disabilities/

Students with Disabilities (including short-term impairments): If you are a student with a documented disability and you believe you will need accommodations or academic adjustments for a class, it is your responsibility to contact the Office of Disability Support Services at 860 343-5879 or email Hilary Phelps hphelps@mxcc.edu. To avoid any delay in receipt of accommodations or academic adjustments, you should contact the Office of Disability Support Services as soon as possible. In response to your request, the Office of Disability Support Services may ask you to provide supporting medical documentation, diagnostic test results or professional prescriptions to evaluate your request for the accommodations or academic adjustments. The Office of Disability Support Services may also obtain its own professional determination of whether specific requested accommodations or academic adjustments are necessary. Please note that accommodations or academic adjustments cannot be provided until approved and an accommodation letter from the Office of Disability Support Services has been received by faculty and student. If you experience a temporary impairment, medical condition, [or are pregnant,] and it interferes with your schoolwork, call Hilary Phelps, Disability Services Provider 860 343-5879 hphelps@mxcc.edu

# Syllabus Policies

mxcc.edu/catalog/academic-policies/syllabus/

# Additional Syllabus Information
# Board of Regents Policies & College Procedures

Academic Honesty

At Middlesex Community College, we expect the highest standards of academic honesty. Academic misconduct is prohibited in accordance with the Board of Regents Policy on Student Conduct, Part D, Section 1. This policy prohibits **plagiarism,** defined as the submission of work by a student for academic credit as one's own work of authorship which contains work of another author without appropriate attribution, and all forms of **cheating** including not limited to: (i) use of any unauthorized assistance in taking quizzes, tests or examinations; (ii) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments; (iii) the acquisition, without permission, of tests or other academic material belonging to a member of the College/University faculty or staff; and (iv) engaging in any other behavior specifically prohibited by a faculty member in the course syllabus.

Accessibility & Disability Services

Middlesex Community College is committed to equal access for persons with disabilities. Academic adjustments are provided to students with disabilities to assure equivalent access to academic and campus programs. For more information about academic adjustments and how to request them, please contact Ms. Hilary Phelps, Disability Support Services Coordinator (office: Founders Hall room 121; phone: 860-343-5879; email: hphelps@mxcc.edu). Ms. Phelps works with students to discuss individual requests, review the type of adjustments and services that MxCC will provide, and inform them about any documentation that may be necessary to arrange for certain adjustments. Students with disabilities are encouraged to contact Ms. Phelps at least one month before classes begin to avoid any delay in providing academic adjustments, especially when the college must arrange for external resources to provide the adjustments. Please also note that academic adjustments cannot be given retroactively. For further information, please visit www.mxcc.edu/disablity-services.

Attendance Expectations

*Adopted February 2014.* Students are expected to attend all class sessions for which they are registered. It is the responsibility of students to make up all course work missed because of legitimate class absences and to notify the instructor if they know when an absence will occur.

Middlesex Community College is committed to supporting student success. The College acknowledges that there is often a direct correlation between student success and classroom attendance. A student who misses an individual lecture or classroom activity may limit her/his learning opportunities as well as diminish the learning experience of all members of a

course. Moreover, an absence may negatively impact such student's ability to remain current with course information. This often results in a struggle to keep pace with peers in the course.

Students are expected to attend all class sessions for which they are registered. It is the responsibility of students to make up all course work missed because of legitimate class absences and to notify the instructor if they know when an absence will occur. Students who are reported as never attending a course may be withdrawn from the course by the College. Such withdrawal may jeopardize a student's academic standing, financial aid award, and/or veterans' benefits.

Instructors of online courses may define "attendance" as regular participation in electronic course activities including, but not limited to, discussions, chats, journals, quizzes, and assignments. Students who fail to participate in the prescribed manner may miss deadlines for assignments and reduce their ability to maintain pace with course topics and work.

Instructors are required to take attendance during the first three weeks of class for the purpose of reporting to the Financial Aid Office those students who have never attended class. Instructors are encouraged, but not mandated by the College, to require students to attend each class, take attendance in their courses, and assess student attendance either directly or through regular graded classroom participation and/or assessments. However, student attendance cannot be the sole basis for a course grade.

All instructors have the right to prepare and teach college-approved courses to best represent the fields in which they teach, in accordance with approved course descriptions and class schedules. Attendance can be tied to many planned classroom activities and assessments that can be tied directly to a student's grade. For example, missing a weekly quiz because of -dis-attendance can negatively impact a student's grade. Failing to participate in a "regulated" classroom discussion can also result in a negative impact on a student's grade. Missed laboratory or studio activities and participation in group work, can result in a negative grade.

Faculty members are required to distribute to students during the first week of classes, subject to subsequent modification, a course syllabus which contains information as to course objectives, topics and assigned time-frames, indication of evaluative and grading mechanisms to be utilized, reading and attendance requirements, special circumstances under which student absences may be excused, and stipulations for making up work and exams missed during instructor-excused absences. Specific course requirements will be noted in each course syllabus.

*Note: Veterans should contact the college Veterans Affairs office for more information about attendance and their funding.*

Audio Recordings in the Classroom

*Adopted February 2014.* Audio recording classroom activities may affect both faculty and students in a number of ways, including the extent to which their participation may be affected by the audio-recording. In recognition thereof, the College acknowledges that there are legitimate interests involving copyright; academic freedom of the College, the instructor, and the students; privacy rights under the Family Educational Rights and Privacy Act (FERPA); and, expectations that need to be respected regarding members of the class having their identity and statement records protected.

Instructors may permit a student to audio-record a classroom lecture for her/his personal use when studying. Instructors may also audio-record their own lectures for pedagogical uses. Before any classroom lecture or activity is audio-recorded, the student wishing to make the audio recording must ask permission of the instructor. It is the instructor's right to deny recording of a class, unless the audio-recording has been previously authorized in writing by the College's Office of Accessibility Services.

In every class session in which audio-recording will occur (whether the recording is being made by the instructor or a student), the instructor must announce to the class that the lecture/classroom activity is being audio-recorded and inquire if anyone has an objection to being so audio-recorded. If any student expresses a preference not to have her/his voice recorded, the instructor can either grant her/him an exemption from verbal participation with no penalty, or the instructor can re-consider the permission to record, unless the audio-recording has been authorized in writing by the College's Accessibility Services Office, in which a denial of the request to audio-record is not permitted.

Audio-recordings by students are for personal use only, for the sole purpose to aid student learning. It is never permissible for a student or anyone else to copy, distribute, sell, file-share, or Web-serve any classroom audio-recording in part or in full. The unauthorized recording of others by students is a serious violation of the Board of Regents Policy on Student Conduct. Unauthorized recordings may also be illegal, subjecting the violator to both civil and criminal penalties. Faculty are required to report unauthorized recording activity of any kind by any student to both the Academic Dean and the Dean of Students.

Under limited circumstances, faculty may use recordings of classroom activities to aid learning of students registered in classes at Middlesex Community College. Posting within a Blackboard shell may be in compliance. It is not permissible to "publish" recordings of College course lectures for general use, whether or not for profit or financial gain of any kind, without the prior written permission of both the Academic Dean and College President.

E-Mail Accounts for Students

All Connecticut Community College students now have an official email address (prefix@mail.ct.edu) to which all college-based communications will be sent. The "prefix" is the first letter of your first name, followed by first 4 letters of your last name, followed by a 4-digit number (e.g., jsmit1234@mail.ct.edu for John Smith). If your last name contains fewer than four characters; the "prefix" will include all letters of your last name (e.g.,

jdoe1234@mail.ct.edu for John Doe). You access Office 365 at https://portal.microsoftonline.com and log in with your CCC NetID username and password. For more details, please see http://www.ct.edu/365#faq.

Grade Appeal Process (Review of Academic Standing)

A student may seek review of the assignment of a grade or other decision affecting academic status in accordance with the following procedures, as established by the Board of Regents for Higher Education:

1. The grade or academic decision affecting academic status should be discussed informally with the instructor or official responsible for the decision within fifteen (15) calendar days of the student's awareness of the decision.
2. If agreement on the matter is not reached within ten (10) calendar days of this appeal or the instructor is not available, the student may refer the matter to the Dean of Academic Affairs by filing a written appeal. The appeal must be filed with the Dean of Academic Affairs within thirty (30) calendar days of the student's awareness of the decision which is being appealed. Upon receipt of such appeal, the dean shall meet with the instructor, if he or she is available, to determine that step 1 has taken place or is not possible and to receive relevant information from the instructor responsible for the decision. The dean may then refer the matter to the academic supervisor (division director, or program/discipline coordinator) for informal consideration prior to Step 3 below.
3. The Dean of Academic Affairs or other official(s) designated by the Dean of Academic Affairs shall afford review as provided below. The Dean of Academic Affairs will review the appeal and may either determine on the basis of his/her own investigation the outcome of the appeal or may refer the appeal to a grade appeals committee. If the appeal is referred to a grade appeals committee, the student will be contacted by the chair of that committee and will be apprised of the procedures for handling the appeal.The student shall be afforded the right to present a statement of appeal and relevant information in support of it. It is the student's responsibility to show that the decision in question is arbitrary, i.e., without a reasonable basis, or was made for improper reasons in violation of section 1 of this policy. The student is entitled to a written response within thirty (30) days of the completion of his or her presentation. A decision to change the grade or modify the decision which has been appealed is advisory to and subject to the approval of the president.
4. The foregoing decision may be appealed to the president by filing a statement of appeal within ten (10) calendar days of the date of the decision. Review by the president shall be on the basis of the written record unless he or she decides that fairness requires broader review. The decision of the president shall be final.
5. The time frames provided herein may be modified by the president for good cause shown.

Non-Discrimination Policies

Middlesex Community College (MxCC) strives to provide all of its students and employees with an environment that is conducive to learning, teaching, and the execution of employment responsibilities. Our goal is for our college environment to foster inclusivity and be free of harassment of any kind.

Please visit https://mxcc.edu/nondiscrimination for information about:

- Nondiscrimination Policy
- Non-Discrimination Statement
- Affirmative Action Policy
- People with Disabilities: Policy Statement
- ADA Grievance Procedure for the General Public
- Racism and Acts of Intolerance
- Sexual Misconduct and Relationship Violence Statement

### Religious Accommodation Statement

If your religious obligations conflict with a course calendar requirement, and if you wish to request an accommodation, you must make your request in writing prior to the date of the assessment or activity you will miss and preferably at the beginning of the semester. When requesting a make-up quiz, test, exam, assignment, or activity, state the reason for your request and the date(s) on which your religious obligation(s) will conflict with the course calendar requirements. Also, if your religious obligation/ holiday is unfamiliar to your instructor, you may be asked to provide a calendar which shows the published date(s) of your religious observance(s) or holiday(s).

### School Cancellations Due to Weather or Emergency Situations

In the event of inclement weather or local emergency either before the start of a day when classes are in session or during the school day, you may check for information on delayed openings, college closings, class cancellations, etc., by listening to many of the area's local radio and TV stations. Additionally, a message will be posted on the MxCC website at www.mxcc.edu and an announcement made on the college's main phone number, 860-343-5800. (When calling the main phone number, be sure to choose option 1 from the menu for school closings.) Students are urged to exercise their own judgment if road conditions in their localities are hazardous.

### Student Code of Conduct

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. In line with this purpose, the Board of Regents for Higher Education ("BOR") in conjunction with the Connecticut State Colleges and Universities ("CSCU") has the duty to protect the freedoms of inquiry and expression, and furthermore, has the responsibility to encourage all of its members to develop the capacity for critical judgment in their sustained and independent search for truth.

CSCU has certain self-defined institutional values. Principal among these values is respect for the safety, dignity, rights, and individuality of each member of the CSCU Community. The opportunity to live, study, and work in an institution which values diverse intellectual and cultural perspectives and encourages discussion and debate about competing ideas in an atmosphere of civility is a basic component of quality higher education.

All members of CSCU must at all times govern their social and academic interactions with tolerance and mutual respect so that the students who pass through a CSCU door are enriched by these experiences and are prepared for full and enlightened participation in a multi-cultural society. Because of the BOR's and CSCU's commitment to principles of pluralism, mutual respect, and civility, certain activities are not acceptable on CSCU campuses. Acts of intolerance, of hatred or violence based on race, religion, sexual orientation or expression, disability, gender, age, or ethnic background are antithetical to the BOR's and CSCU's fundamental principles and values. It is the BOR's and CSCU's responsibility to protect our students' right to learn by establishing an environment of civility.

Withdrawing From Class

*Effective Fall 2013.* Students may withdraw from one or more classes any time before the end of the 11th week of the semester. (For summer, winter, accelerated, and late-start courses, the withdrawal deadline is the date at which 75% of the total course time has been completed.) A completed and signed withdrawal form must be on file in the Records Office by the deadline in order to receive a "W" on your transcript. If a student fails to complete this process on time, the student will receive a letter grade (A through F) at the end of the semester, which will include zeroes for any work not submitted. Course withdrawals may affect financial aid and veteran's benefits. Students should make this decision carefully and with the help of their academic advisor. See the Academic Calendar for specific dates, and the Academic Policies found in the College Catalog for specific procedures, regarding course withdrawals.

Updated 6/1/17

# Weather & Emergency Closings

In the event of inclement weather or local emergency either before the start of a day when classes are in session or during the school day, you may check for information on delayed openings, college closings, class cancellations, etc., by listening to many of the area's local radio and TV stations. Additionally, a message will be posted on the MxCC website at www.mxcc.edu and an announcement made on the college's main phone number, 860-343-5800. (When calling the main phone number, be sure to choose option 1 from the menu for school closings.) Students are urged to exercise their own judgment if road conditions in their localities are hazardous.

Read the full policy >> https://mxcc.edu/about/policies-under-inclement-weather/

# Withdrawing from Class

mxcc.edu/catalog/academic-policies/withdrawing-from-class/

Note: For the Fall 2020 semester, the deadline to withdraw from a class/classes has been extended until **December 8, 2020**.

**You may withdraw from one or more classes any time before the end of the 11th week of the semester. (For summer, winter, accelerated, and late-start courses, the withdrawal deadline is the date at which 75% of the total course time has been completed.)**

*Effective Fall 2013.* Students may withdraw from one or more classes any time before the end of the 11th week of the semester. (For summer, winter, accelerated, and late-start courses, the withdrawal deadline is the date at which 75% of the total course time has been completed.) A completed and signed withdrawal form must be on file in the Records Office by the deadline in order to receive a “W” on your transcript. If a student fails to complete this process on time, the student will receive a letter grade (A through F) at the end of the semester, which will include zeroes for any work not submitted. Course withdrawals may affect financial aid and veteran’s benefits. Students should make this decision carefully and with the help of their academic advisor. See the Academic Calendar for specific dates.

# Accelerated Medical Pathway

mxcc.edu/catalog/academics/accelerated-medical-pathway/

- OVERVIEW
- REQUIREMENTS
- RELATED


The Accelerated Medical Pathway is an advising pathway tailored to the needs of students who are interested in satisfying the requirements of graduate medical programs in the United States. Most popular among such programs is the Physician Assistant program, a graduate program that awards a master's degree in Physician Assistant Studies. Typically, these programs require students to have already obtained a bachelor's degree and prepare students to pass the Physician Assistant National Certifying Exam (PANCE) which is administered by the National Commission on Certification of Physician Assistants (NCCPA). The following pathway prepares students for consideration to most graduate medical programs and offers students the flexibility of completing most courses within a year as most courses will be offered in 7-week, accelerated online formats. Graduate medical programs are very competitive and typically require students to complete a minimum number of hours in a clinical research or patient care. This pathway will allow students meet these requirements while taking prerequisite courses in a flexible format, which normally must be taken within ten years.

## CONTACT

Dr. Frank Stellabotte

**Program Coordinator, Biotechnology and Biochemistry Studies**
Phone: 860-343-5747
Email: fstellabotte@mxcc.edu
Office Location: Wheaton Hall, Room 209
*See office hours here*

Dr. Judy Wallace

**Program Coordinator, Radiologic Technology, Computed Tomography & Mammography Programs**
Phone: 860-343-5780
Email: jwallace@mxcc.edu
Office Location: Wheaton 209
*See office hours here*

## Graduation Checklist

**Accelerated Medical Pathway – Graduation Checklist** A Graduation Checklist is a printable list of course requirements you will use when you meet with your academic advisor each semester. The checklist helps you keep track of your progress from when you first enter MxCC to when you are ready to graduate.

**First Half-Semester (7 weeks)**

| Course | Prerequisite | Credits |
|---|---|---|
| CHE*121, General Chemistry | *MAT*137E or MAT*137, and ENG*101* | 4 |
| MAT*167, Principles of Statistics | *MAT*137E or MAT*137, and ENG*101* | 3 |

**Second Half-Semester (7 weeks)**

| Course | Prerequisite | Credits |
|---|---|---|
| PSY*111, General Psychology | *ENG*101 or ENG*101E* | 3 |
| BIO*260, Principles of Genetics | *MAT 137E or MAT*137, and BIO*121* | 3 |

**Third Half-Semester (7 weeks)**

| Course | Prerequisite | Credits |
|---|---|---|
| BIO*211, Anatomy and Physiology I | *ENG*101 or ENG101E, BIO*121 and CHE*111 or higher (taken within past 5 years)* | 4 |
| CHE*219, Biochemistry | *BIO*121 and CHE*121* | 3 |

**Fourth Half-Semester (7 weeks)**

| Course | Prerequisite | Credits |
|---|---|---|

| | | |
|---|---|---|
| BIO*212, Anatomy and Physiology II | *BIO*211 with a C or better* | 4 |
| BIO*234, Medical Microbiology | *BIO*121 and CHE*111 or higher* | 3 |
| Total Program Credits : | | 27 |

## RELATED DEGREES & CERTIFICATES

- Computed Tomography Post-Primary Certification
- Health Career Pathways
- Health Information Management Certificate
- Health Information Management Degree
- Magnetic Resonance Imaging (MRI)
- Mammography Post-Primary Certification
- Nutrition & Dietetics Pathway
- Ophthalmic Design & Dispensing Degree
- Ophthalmic Medical Assisting Certificate
- Pre-Allied Health Transfer Requirements
- Radiologic Technology Degree
- Veterinary Technology

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Accounting Degree | Middlesex Community College, CT

mxcc.edu/catalog/academics/accounting/

- OVERVIEW
- STUDENT SPOTLIGHT
- REQUIREMENTS
- OUTCOMES
- RELATED

You have solid math and computer skills. You enjoy working in teams and solving problems. You also have good analytical skills and give great attention to detail in your work. Now you can combine your strengths with your interests and move forward to an exciting career in the field of accounting. Start today with an associate degree or certificate in Accounting for your advantage in the job market. At Middlesex Community College our dedicated faculty helps you prepare to get a job in bookkeeping or accounting, accounts payable, accounts receivable or banking, with many opportunities for the future. Middlesex Community College offers a comprehensive program in accounting, which gives you an overview of the

profession, and a range of approaches – from an opportunity to study the basics of accounting to some real skill and resume building accounting coursework. Get started with your accounting degree today!

## Associate in Science Degree

This program is designed to serve both the student who wishes to acquire the requisite skills to pursue a career in accounting upon graduation or improve present skills, and for the student who wishes to transfer to a four-year college. Students intending to transfer should meet with the Coordinator of the Accounting program for advising.

## Accounting Degree and Certificate Options

Our Accounting Degree program will help you gain the knowledge, skills and experience you need for a competitive edge in the business workforce, or transfer to a four-year school to continue your accounting studies after earning your degree from MxCC.

From here you can go on to become a Certified Public Accountant through the many bachelor's degree programs at four-year schools that readily accept MxCC transfer credits. At Middlesex you can take exciting courses with top professors as you earn your Associate Degree in Accounting. Coursework includes general requirements as well as financial and managerial accounting, principles of marketing, business law and more. The degree includes a mix of program requirements, electives and general education courses. Class topics include computers, composition and spreadsheet applications. In addition, you can also earn an Accounting Assistant Certificate and an Accounting Technician Certificate as part of your associate degree work. These certificates will give you the skills necessary to work in the accounting field in jobs including bookkeeping, accounting assistant and more. The studies in this program are also designed for those who want studies and specific training that target skills directly related to the field of business and accounting.

## CONTACT

Susan Lugli

**Professor, Business; Program Coordinator, Business Administration and Marketing Business Administration/Marketing**
Phone: 860-343-5840
Email: slugli@mxcc.edu
Office Location: Wheaton 313
*Make an appointment*

## STUDENT SPOTLIGHT

## FROM MXCC TO MBA

Human resources professional Denise Jankowski began her college career in her early thirties, an age considered to be nontraditional as a student. A 1986 graduate of Wolcott High School, she moved to Middletown in 1999.

After discovering the affordability of Middlesex Community College, Denise enrolled in one class and gradually returned for more courses. As a single mother, this was important to her. She chose to major in accounting and business, earning dual associate degrees with a 3.80 grade-point average in 2005. She also was a member of the Phi Theta Kappa International Honor Society.

Looking back, Denise highlights math professor Pamela Frost. “Pam was the most amazing math teacher. She really tried to make algebra fun. She would give out candy to the team of two students who were the first to finish a factoring exercise. I remember winning the whole bag!” said Denise.

To get better acclimated into going back to school, Denise took advantage of MxCC’s tutoring services, especially in math and writing.

“I freaked out at taking math but ended up doing very well,” she recalled with an appreciative smile.

As an accounting student, Denise has good memories of Nancy Kelly, who was announced as professor emerita at the 2018 graduation ceremony. “Nancy took the time to make sure all her students understood the material. She had a gift in making accounting seem less difficult than it was,” Denise added.

Denise also worked in the financial aid office as a work-study student, learning even more about the college. Most importantly, she also received scholarships, which allowed her to complete her degree.

Overall, Denise credits MxCC as a good college experience and enjoyed the student mix of ages during her evening classes.

She transferred easily to Eastern Connecticut State College, earning a bachelor’s in business administration in 2008. Denise then went on to complete an MBA from Albertus Magnus College in 2010.

Denise began her career working in dual roles for human resources and accounting, primarily in the manufacturing field.

At Gilman Brothers Company, her duties involved a full spectrum of HR operations, from policies and procedures to benefits and training programs. In subsequent years, she worked her way through other HR roles with responsibilities in export compliance, employee coaching and mentoring, talent management, business partnerships, and more recently, strategic initiatives as the regional HR manager with MW Industries. Located in Berlin, Seymour, and Southington, Conn., MW Industries is the largest and most diversified specialty spring and fastener manufacturer in the U.S.

In May 2018, Denise returned to the MxCC campus as an exhibitor with MW Industries at the Manufacturing Awareness Day event.

“Since I was last here, the Middlesex campus has a new and well-kept Pavilion area. Overall, you can tell MxCC is still a nice and safe place to be,” she said.

*June 2018*

## Graduation Checklist

**Accounting Degree – Graduation Checklist** A Graduation Checklist is a printable list of course requirements you will use when you meet with your academic advisor each semester. The checklist helps you keep track of your progress from when you first enter MxCC to when you are ready to graduate.

## Accounting Degree Requirements By Semester—Transfer-Oriented Program—(2018-19 Catalog)

| First Semester (Fall) | | 15 Credits |
|---|---|---|
| ACC*113, Principles of Financial Accounting | Program Requirement | 3 |
| BMG*202, Principles of Management | Program Requirement | 3 |
| ECN*101, Macroeconomics | General Education Requirement: Social Phenomena (1 of 2) | 3 |
| ENG*101, Composition (or ENG*101E or ENG*101-ALP) | General Education Requirement: Written Communication | 3 |

| | | |
|---|---|---|
| Choose one Computer Course Elective from:<br>• CSC*101, Intro to Computers<br>• CSA*135, Spreadsheet Applications<br>• CSA*140, Database Applications<br>• CST*201, Intro to Management Information Systems | Program Requirement | 3 |
| Second Semester (Spring) | | 15 Credits |
| ACC*117, Principles of Managerial Accounting | Program Requirement | 3 |
| BMK*201, Principles of Marketing | Program Requirement | 3 |
| ECN*102, Microeconomics | Social Phenomena (2 of 2) | 3 |
| General Education Requirement: | Historical Knowledge Elective | 3 |
| General Education Requirement: | Written Communication Elective | 3 |
| Third Semester (Fall) | | 15 Credits |
| ACC*271, Intermediate Accounting I | Program Requirement | 3 |
| BMG*204, Managerial Communications | General Education Requirement: Oral Communication | 3 |
| PSY*111, General Psychology I | General Education Requirement: Scientific Reasoning | 3 |
| General Education Requirement: | Aesthetic Dimensions Elective | 3 |
| ACC*125, Accounting Computer Applications I | Program Requirement | 3 |
| Fourth Semester (Spring) | | 16 Credits |
| ACC*272, Intermediate Accounting II | Program Requirement | 3 |

| | | |
|---|---|---|
| BBG*231, Business Law I<br>**OR**<br>BBG*234, Legal Environment of Business | Program Requirement | 3 |
| BFN*201, Principles of Finance<br>**OR**<br>CSA*135, Spreadsheet Applications | Program Requirement | 3 |
| MAT*167, Elementary Statistics | General Education Requirement: Quantitative Reasoning | 3 |
| General Education Requirement: | Scientific Knowledge & Understanding Elective with Lab | 4 |
| Total Program Credits: | | 61 |

## Learning Outcomes

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

1. Organize, analyze, and interpret numerical data through knowledge and comprehension of accounting concepts and principles.
2. Identify, gather, measure summarize, verify, analyze, and interpret useful financial and non-financial data.
3. Identify and solve unstructured problems in unfamiliar setting and exercise judgment based on facts.
4. Communicate through development of proficiency in oral/written/electronic communication skills and the development of the ability to explain financial data to others.
5. Demonstrate leadership skill through the development of the ability to work collaboratively with a diverse team, including organization, control, and assessment of group-based work, and provide leadership when appropriate.
6. Apply current technology including the ability to use spreadsheet software to analyze business problems, communicate using work processing and presentation software, develop accounting information using general ledger software, access information via internet, and understand information integrity and security issues.
7. Develop a professional orientation through awareness of legal, regulatory, and ethical issues facing the profession, awareness of global financial practices, and understanding the methods for creating and managing change in organizations.

## OCCUPATIONAL OUTLOOK

There are more than two million jobs for workers in bookkeeping, accounting, and auditing clerks throughout all industries. The scope of this occupation means there are higher numbers of job openings and opportunities, including temporary and part-time work.

- Employment of accountants and auditors is expected to grow by 18 percent between 2006 and 2016, which is faster than the average for all occupations, according to the Bureau of Labor Statistics.
- The Bureau of Labor Statistics also says: “Employment of bookkeeping, accounting, and auditing clerks is projected to grow by 12 percent during the 2006-16 decade, which is as fast as the average for all occupations. Due its size, this occupation will have among the largest numbers of new jobs arise, about 264,000 over the projections decade.”

## JOBS YOU CAN GET:

With an Associate Degree in Accounting from Middlesex Community College, you may seek employment doing entry-level bookkeeping with opportunities to advance to head bookkeeper or junior accountant roles. **Graduates may seek work in these areas:**

- Accounts payable
- Accounts receivable
- Banking
- Entry-level accounting

The Associate Degree in Accounting is designed for employees seeking to advance in their current occupation, or for students planning to continue their education after completing this program. A four-year degree may be required for advancement in any of these career areas.

## HOW LONG WILL YOU HAVE TO GO TO SCHOOL?

A full-time student who takes no remedial courses should complete this 62-65 credit degree in two years. The time it takes a part-time student to complete the degree depends on the individual’s course load. Students who must take remedial courses, such as math or English, would take longer to complete the degree.

## JOB AVAILABILITY & GROWTH:

The employment outlook in the field of accounting is favorable overall. However, growth in this area is directly linked to the economic climate and the current forecast for business growth. Job prospects will be most favorable to those who hold degrees, skills and experience. This is still a field with many  opportunities, including temporary and part-time

work. To further your education after MxCC, you can go on to become an accountant through a bachelor's degree program. MxCC simplifies the transfer process through its many transfer agreements, guaranteed admissions programs, advising and numerous resources.

## SALARY INFORMATION:

- https://www.bls.gov/ooh/business-and-financial/accountants-and-auditors.htm
- https://www.bls.gov/ooh/office-and-administrative-support/bookkeeping-accounting-and-auditing-clerks.htm
- https://www.ctdol.state.ct.us/

## RELATED DEGREES & CERTIFICATES

- Accounting Assistant Certificate
- Accounting Technician Certificate
- Business Skills Certificate
- Business Studies Degree
- Entrepreneurship Certificate
- Management Information Systems Degree

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Accounting Assistant Certificate | Middlesex Community College, CT

mxcc.edu/catalog/academics/accounting-assistant/

Interested in the business program at MXCC but not sure what to register for? Attend our Business program event on **August 6 at 10 a.m.** and hear from Sue Lugli, program coordinator, who will discuss briefly the business program, changes to the 2020 semester, and courses you should be taking for the fall. Leave the event registered for your Fall 2020 classes! *Pre-registration is strongly encouraged.*

**Learn more and register here >**


- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- CONTACT
- RELATED


## Credit Certificate Program

This ten-course, 30-credit certificate program provides individuals with the skills necessary to be employed in the accounting field at positions of full charge bookkeepers or accounting assistants. Courses from the Accounting Assistant Certificate will transfer to the Accounting Associate Degree.

## FOR FURTHER INFORMATION:

https://www.ctcpas.org – The Connecticut Society of CPAs, Inc. (CSCPA)
https://www.bls.gov/ooh/business-and-financial/accountants-and-auditors.htm -US Department of Labor
https://www.accounting.com/

## Graduation Checklist

**Accounting Assistant Certificate – Graduation Checklist**

A Graduation Checklist is a printable list of course requirements you will use when you meet with your academic advisor each semester. The checklist helps you keep track of your progress from when you first enter MxCC to when you are ready to graduate.

## Accounting Assistant Certificate Program (2018-19 Catalog)

| Course | Credits |
|---|---|
| ACC*113, Principles of Financial Accounting | 3 |
| ACC*117, Principles of Managerial Accounting | 3 |
| ACC*125, Accounting Computer Applications I | 3 |
| ACC*271, Intermediate Accounting I | 3 |
| ACC*272, Intermediate Accounting II | 3 |
| BMG*202, Principles of Management | 3 |
| BMG*204, Managerial Communications | 3 |
| CSA*135, Spreadsheet Applications | 3 |
| Computer course elective (choose one):<br>CSC*101, Intro to Computers<br>CSA*140, Database Applications<br>CST*201 Intro to MIS | |
| ENG*101, Composition | 3 |
| Total Program Credits : | 30 |

## Outlook

The employment outlook in the field of accounting is favorable overall. However, growth in this area is directly linked to the current forecast for business growth. Job prospects will be most favorable to those who hold degrees, skills and experience. This is still a field with many opportunities, including temporary and part-time work. To further your education after MxCC, you can go on to become an accountant through a bachelor's degree program. MxCC simplifies the transfer process through its many transfer agreements, guaranteed admissions programs, advising and numerous resources.

## Transferability

The Accounting Assistant certificate courses are principally aligned with MxCC's Accounting associate degree program.

## Jobs in Connecticut

With an Accounting Assistant Certificate from MxCC, you can seek employment doing entry-level bookkeeping with opportunities to advance to head bookkeeper or junior accountant. You may also seek work in these areas:

- Accounts payable
- Accounts receivable
- Banking
- Entry-level accounting

The Accounting Assistant Certificate is designed for someone who may already hold a degree, or who is looking to build their educational background and gain additional skills in a focused area. A four-year degree may be required for advancement in any of these career fields.

## SALARY INFORMATION:

- *https://www.bls.gov/oco/ocos144.htm#outlook,*
- *https://www.bls.gov/oco/ocos126.htm,*
- *https://www.bls.gov/oco/ocos001.htm,*
- *https://www.ctdol.state.ct.us/lmi/internet/PAGE0003.HTM*

## Program Coordinator

Susan Lugli

**Professor, Business; Program Coordinator, Business Administration and Marketing Business Administration/Marketing**
Phone: 860-343-5840
Email: slugli@mxcc.edu
Office Location: Wheaton 313
*Make an appointment*

### Related Degrees & Certificates

- Accounting Degree
- Accounting Technician Certificate
- Business Skills Certificate
- Business Studies Degree
- Entrepreneurship Certificate
- Management Information Systems Degree

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Accounting Technician Certificate | Middlesex Community College, CT

mxcc.edu/catalog/academics/accounting-technician/

Interested in the business program at MXCC but not sure what to register for? Attend our Business program event on **August 6 at 10 a.m.** and hear from Sue Lugli, program coordinator, who will discuss briefly the business program, changes to the 2020 semester, and courses you should be taking for the fall. Leave the event registered for your Fall 2020 classes! *Pre-registration is strongly encouraged.*

**Learn more and register here >**


- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- CONTACT
- RELATED


## Credit Certificate Program

This seven-course, 21-credit certificate program is designed for specific training in accounting and other business subjects for entry level positions in the accounting field as an accounting clerk, payroll clerk, or entry level bookkeeper. Courses from the Accounting Technician Certificate will transfer to the Accounting Associate Degree.

## HOW LONG WILL YOU HAVE TO GO TO SCHOOL?

The Accounting Technician Certificate is a 22-credit program designed for a full-time student to complete in one year, providing the student places into the required math and English courses.

## FOR FURTHER INFORMATION:

https://www.ctcpas.org – The Connecticut Society of CPAs, Inc. (CSCPA)
https://www.bls.gov/ooh/business-and-financial/accountants-and-auditors.htm -US Department of Labor
https://www.accounting.com/

## Graduation Checklist

**Accounting Technician Certificate – Graduation Checklist**

A Graduation Checklist is a printable list of course requirements you will use when you meet with your academic advisor each semester.  The checklist helps you keep track of your progress from when you first enter MxCC to when you are ready to graduate.

## Accounting Technician Certificate Program (2018-19 Catalog)

| Course | Credits |
|---|---|

| | |
|---|---|
| ACC*100, Basic Accounting<br>**OR**<br>ACC*113, Principles of Financial Accounting | 3 |
| ACC*113, Principles of Financial Accounting<br>**OR**<br>ACC*117, Principles of Managerial Accounting | 3 |
| ACC*125, Accounting Computer Applications I | 3 |
| BBG*294, Business Internship<br>**OR**<br>BBG*295, Co-Op Work Experience | 3 |
| Computer Course Elective (choose one):<br>CSC*101, Intro to Computers<br>CSA*140, Database Applications<br>CST*201, Intro to MIS | 3 |
| CSA*135, Spreadsheet Applications | 3 |
| BBG*115, Business Software Applications | 3 |
| Total Program Credits: | 21 |

## Outlook

The employment outlook in the field of accounting is favorable overall. However, growth in this area is directly linked to the current forecast for business growth.  Job prospects will be most favorable to those who hold degrees, skills and experience.  This is still a field with many opportunities, including temporary and part-time work. To further your education after MxCC, you can go on to become an accountant through a bachelor's degree program. MxCC simplifies the transfer process through its many transfer agreements, guaranteed admissions programs, advising and numerous resources.

## Transferability

The Accounting Technician certificate courses are principally aligned with MxCC's associate degree program.

## Jobs in Connecticut

With an Accounting Technician Certificate from MxCC, you can seek work in an office environment doing data entry in accounting and other entry-level clerical work as an accounting technician.

## SAMPLE SALARY INFORMATION:

- *https://www.bls.gov/oco/ocos144.htm#outlook,*
- *https://www.bls.gov/oco/ocos126.htm,*
- *https://www.bls.gov/oco/ocos001.htm,*
- *https://www.ctdol.state.ct.us/lmi/internet/PAGE0003.HTM*

## Program Coordinator

Susan Lugli

**Professor, Business; Program Coordinator, Business Administration and Marketing Business Administration/Marketing**
Phone: 860-343-5840
Email: slugli@mxcc.edu
Office Location: Wheaton 313
*Make an appointment*

## RELATED DEGREES & CERTIFICATES

- Accounting Degree
- Accounting Assistant Certificate
- Business Skills Certificate
- Business Studies Degree
- Entrepreneurship Certificate
- Management Information Systems Degree

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Art Studies Degree | Middlesex Community College, CT

mxcc.edu/catalog/academics/art-studies-degree/

- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- RELATED


## Overview

This program is a **CSCU TAP Transfer Degree** that is intended for Connecticut Community College students to transfer to Connecticut State Universities and Charter Oak State College without either losing any credits or being required to take extra credits in order to complete a bachelor's degree in that same discipline.

Please contact a campus advisor for this program:

- Guided Pathway Advisor
- Faculty Advisor- Judith de Graffenried, JdeGraffenried@mxcc.edu

## Requirements

Recommended course of study for the **CSCU Pathway Transfer Degree: Art Studies, A.A.** If you are studying part time, simply follow the order of the courses listed here, but be aware that some courses serve as prerequisites to subsequent courses. Note that not all courses will be available every semester. You will notice that in many instances you will be able to choose the specific course you will take from within a category. For a list of the courses from each category that you can choose from, go to Appendix (PDF).

Program Requirements are listed on the Connecticut State Colleges & Universities (CSCU) website

**https://www.ct.edu/files/tap/Art.MxCC.pdf**

## Outcomes

These requirements are effective if you declared the Transfer Ticket: **CSCU Pathway Transfer Degree: Art Studies, A.A.** major for the 2017/18 through 2021/22 academic year.

This **Art Studies, A.A**. Degree serves as the single community college degree to all of the State University and Charter Oak State College business majors listed below. You will declare your specific field when you transfer. With this degree you will be able to transfer to the following majors.

Follow this link for important information about when and how to apply for transfer to a State University or Charter Oak State College.

**At Central Connecticut State University:**

Art, B.A. (1)

**At Eastern Connecticut State University:**

- Art, B.A.—Studio Art Concentration: Focus in Painting & Drawing, Printmaking, or Sculpture (2)
- Art, B.A.—Art History Concentration (3)
- Art, B.A.—Digital Art and Design Concentration (2)
- Art, B.A. – Illustration Concentration (3)

**At Southern Connecticut State University:**

- Studio Art, B.A. (4)
- Studio Art, B.S.—Ceramics Concentration (5)
- Studio Art, B.S.—Graphic Design Concentration (5)
- Studio Art, B.S.—Jewelry and Metals Concentration (5)
- Studio Art, B.S.—Painting Concentration (5)
- Studio Art, B.S.—Photography Concentration (5)
- Studio Art, B.S.—Printmaking Concentration (5)
- Studio Art, B.S.—Sculpture Concentration (5)

**At Western Connecticut State University:**

Art, B.A. (6)

*Please note transfer requirements for state universities below:*

1. For admission to CCSU's Art Program: 1. All art majors must submit a portfolio of works for consideration by the art faculty. Students whose portfolios do not meet standards will be required to take supplemental courses. No student will be allowed to proceed on to a 300-level (or higher) studio course without a successful portfolio review 2. Art majors much complete 15 credits in courses at the 300-level or above. 3. Students can choose 18-credits of directed electives OR a minor in another department.
2. For admission to ECSU's Studio Art and Digital Art and Design Concentrations: Students interested in the Studio Art Concentration are required to submit a portfolio for admission to the program after completing designated foundation courses. The portfolio will include 10 samples of the student's work (4 examples of drawing and/or painting, 3 examples of printmaking and/or 2-D Design, 3 examples of 3-D design and/or sculpture). Portfolios must be carefully prepared according to guidelines available in the Art and Art History Department office. Portfolio Guidelines are also available online at the Art & Art History Department website. Portfolios must be submitted and program admission approved before students can enroll in 300-level studio courses. Grades of less than 2.0 (C) will not count toward the major. Students whose portfolios do not meet standards will be required to take supplemental courses. No student will be allowed to proceed on to a 300-level (or higher) studio course without a successful portfolio review.

Studio Art Concentration – Portfolio Guidelines for Transfer Students

- 10 Samples of Artwork are Required 4 Revised 03/09/2021
- 4 samples demonstrating basic proficiency in drawing and/or painting
- 3 samples demonstrating basic proficiency in printmaking and/or 2-D design
- 3 samples demonstrating basic proficiency in 3-D design and/or sculpture

Students interested in the Digital Art and Design Concentration are required to submit a portfolio for admission to the program after completing the two Digital Art Techniques courses: ART 122 (or CC equivalent) and ART 124. The portfolio will include 10 samples of the student's work (two examples each from Illustrator, InDesign, Photoshop and Dreamweaver and two samples from either Drawing I or 2-Dimensional Design). Portfolios must be carefully prepared according to guidelines available in the Visual Arts Department office. Portfolios must be submitted and program admission approved before students can enroll in 300-level design courses. Grades of less than 2.0 (C) will not count toward the major.

3. For admission to ECSU's Art History or Illustration Concentration: These concentrations do not require a portfolio.

4. For admission to SCSU Studio Art B.A.: (1) All majors in studio art must earn grades of “C” or higher in courses counted toward the studio art major. (2) Transfer students majoring in the Studio Art B.A. must take at least 50 percent (half) of their studio art credits at Southern. This means only the pathway’s 5 minimum required studio courses (ART 111, 121, 122, plus two courses from line 35) will count towards the Studio Art B.A.; additional studio art courses will transfer as unrestricted free electives. (3) Transfer students who enter with 60 to 89 credits are required to pass two W-courses.
5. For admission to SCSU’s Studio Art B.S. with Concentrations in Ceramics, Graphic Design, Jewelry/Metals, Painting, Photography, Printmaking, or Sculpture: (1) All majors in studio art must earn grades of “C” or higher in courses counted toward the studio art major. (2) Transfer students majoring in Studio Art must take at least 50 percent (half) of their studio art credits at Southern. (3) Transfer students who enter with 60 to 89 credits are required to pass two W-courses.
6. For admission to WCSU’s Art Program: 1. All art majors must submit a portfolio of works for consideration by the art faculty. Students whose portfolios do not meet standards will be required to take supplemental courses. No student will be allowed to proceed on to a 300-level (or higher) studio course without a successful portfolio review. 2. Students must earn a minimum of “C” grade in each Art department course that counts toward the major. Art courses with grades below “C” must be retaken to satisfy this requirement.

## Related

**Timeline for Priority Registration, Financial Aid, and Campus Residence for Graduating Transfer Ticket Students**

**Important:** August 1 October 1 FAFSA Application opens

**Two semesters before transfer**

> You can begin applying to CSUs as a transfer student. Charter Oak has rolling admissions, with 8 term start dates per year. See websites at bottom of page for admission information for each campus. One semester before transfer 1st day of semester Complete application by this date. Request your electronic transcripts be sent to a CSU or Charter Oak, including your Degree Works Graduation Audit, by following these instructions.

**Note: You can continue to apply past this priority deadline; however, there is no guarantee of priority registration after this point.*

**By March 1 (for Fall start) OR By October 15 (for Spring start)**

> Receive a letter from the CSU Admissions office. The letter will include the advising schedule, the registration schedule, and contact information for your advisor.

**Note: As soon as possible, you should*

*(1) confirm your plans to attend and*

*(2) pay the enrollment confirmation deposition in order to secure priority registration, and*

*(3) if you want on-campus housing, pay the housing deposit to secure housing space.*

**Advising period (varies by campus)**

Meet with a CSU/COSC advisor

**Registration period**

Register with comparable students (exact dates differ among CSUs); your CSU advisor will provide those dates.

**Transfer semester**

Begin classes at CSU or COSC!

*For more precise information regarding application, enrollment, registration, and financial aid at each CSU or COSC, see their respective websites.*

- Central Connecticut State University – CCSU
- Southern Connecticut State University- SCSU
- Western Connecticut State University- WCSU
- Charter Oak State College – COSC

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Audio & Music Production Certificate

mxcc.edu/catalog/academics/audio-music-production/

- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- CONTACT
- RELATED


## Credit Certificate Program

This program is a career-oriented certificate program designed to prepare students to work in various types of audio-related positions in music recording and media.  Students can specialize in either music production or audio production for media, with some overlap between these two areas.

The program emphasizes hands-on training using professional-level, state-of-the-art, digital audio technology and software with some required coursework in music. While not designed as a transfer program, the curriculum includes several courses modeled after those offered by similar bachelor degree programs and should allow for easy transfer to these types of programs.

MxCC's new audio recording and post-production studios and labs are Pro Tools based and will allow students to learn the advanced-level skills necessary to be competent professional audio technicians.

## CERTIFICATE REQUIREMENTS

This certificate is a 30-credit occupational certificate program intended as a stackable credential for students looking to specialize audio and music production. While enrolling in this program as a standalone occupational certificate, it is recommended that students entering the program either have an associate's degree or higher or are enrolled in the Digital Media Production Associate's degree program to improve employability upon graduation.
Audio and Music Production Certificate Graduation Checklist

## Audio & Music Production by Certificate Requirements

| Requirements | Credits |
|---|---|
| COM*131 – Audio Production | 3 |

| | |
|---|---|
| MUS*111 - Fundamentals of Music | 3 |
| MUS*117 – Electronic Music | 3 |
| MUS*219 – Electronic Music Composition/Audio Technology II | 3 |
| MUS*237 – Principles of Music Recording | 3 |
| MUS*238 – Adv. Music Mixing & Processing | 3 |
| Music Studies Elective - MUS*101 or MUS*104 or MUS*137 or MUS*138 | 3 |
| COM*287 Advanced Media Production or COM*295 Internship | 3 |
| MUS*/COM*/DGA* Electives | 3 |
| Open Elective | 3 |
| Total Credits | 30 |

## SALARY INFORMATION

Most graduates holding associate degrees will be seeking entry-level positions, which pay about $25,000 per year, depending on several factors. Pay increases with the employee's level of education and experience. Often students find employment after graduation through their student internship experiences.

National Average Salaries for the year 2018, according to the U.S. Bureau of Labor Statistics:

- Music Director – $50,110
- Composer – $53,999
- Producer and Director – $70,950
- Reporter, Correspondent, and Broadcast news Analyst – $38,870
- Announcer – $30,830
- Sound Engineer Technician – $42,550

The overall job outlook in this field is favorable, although competition is strong for positions at all levels. For the latest, detailed salary information, visit: www.bls.gov.

## Program Coordinator

John Shafer

**Professor & Program Coordinator, Communication & Digital Media Production, & Program Coordinator of Theater Studies**
Phone: 860-343-5811
Email: jshafer@mxcc.edu
Office Location: Chapman Hall, 606
*See office hours here*
Read Biography

## Related Programs

- Art Studies Degree
- Broadcast Communications Certificate
- Corporate Media Production Certificate
- Digital Media Production Degree
- Film & Video Production Certificate
- Fine Arts Degree
- Fine Arts: Graphic Design Degree
- Multimedia Design Certificate
- News & Sports Production Certificate
- Theatre Studies Degree

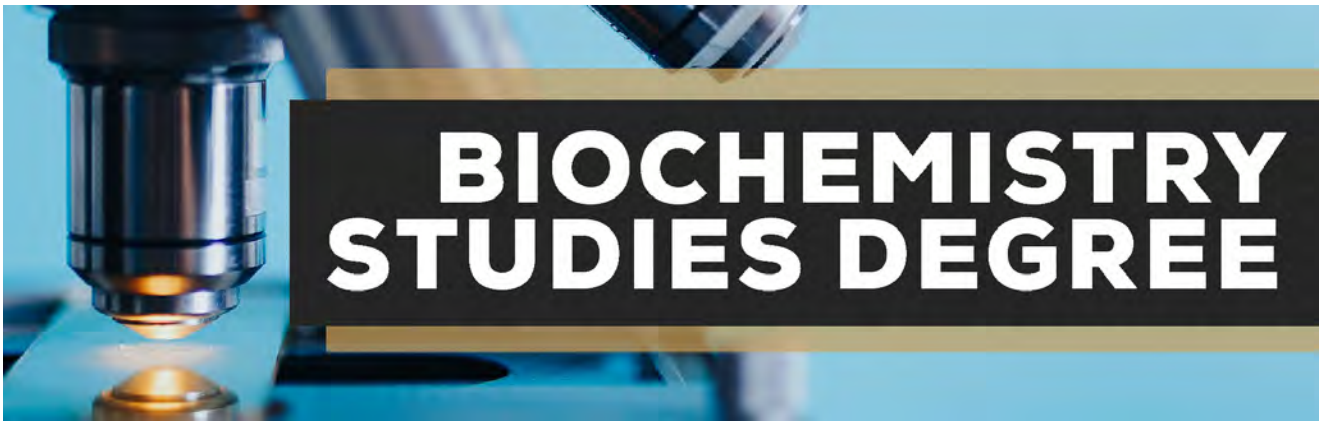
- Web Design & Development Certificate

---

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Biochemistry Studies Degree | Middlesex Community College, CT

mxcc.edu/catalog/academics/biochemistry-studies-degree/





- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- RELATED


## Overview

This program is a **CSCU TAP Transfer Degree** that is intended for Connecticut Community College students to transfer to Connecticut State Universities and Charter Oak State College without either losing any credits or being required to take extra credits in order to complete a bachelor's degree in that same discipline.

Please contact a campus advisor for this program:

- Guided Pathway Advisor
- Faculty Advisor- Frank Stellabotte, FStellabotte@mxcc.commnet.edu

## Requirements

Recommended course of study for the **CSCU Pathway Transfer Degree: Biochemistry Studies, A.A.** If you are studying part time, simply follow the order of the courses listed here, but be aware that some courses serve as prerequisites to subsequent courses. Note that not all courses will be available every semester. You will notice that in many instances you will be able to choose the specific course you will take from within a category. For a list of the courses from each category that you can choose from, go to Appendix (PDF).

Program Requirements are listed on the Connecticut State Colleges & Universities (CSCU) website

**https://www.ct.edu/files/tap/BIOCHEM.MXCC.pdf**

## Outcomes

These requirements are effective if you declared the Transfer Ticket: **CSCU Pathway Transfer Degree: Biochemistry Studies, A.A.** major for the 2017/18 through 2021/22 academic year.

This **Biochemistry Studies, A.A**. Degree serves as the single community college degree to all of the State University and Charter Oak State College business majors listed below. You will declare your specific field when you transfer. With this degree you will be able to transfer to the following majors.

Follow this link for important information about when and how to apply for transfer to a State University or Charter Oak State College.

At Central Connecticut State University:

- Biochemistry-General Track, B.S.
- Biochemistry-American Chemical Society Certified, B.S.

At Eastern Connecticut State University:

Biochemistry, B.S.

At Southern Connecticut State University:

Chemistry- Concentration: Biochemistry, B.S.

At Western Connecticut State University:

- Biochemistry- Non-American Chemical Society Approved, B.S.
- Biochemistry-American Chemical Society Approved, B.S.

## Related

**Timeline for Priority Registration, Financial Aid, and Campus Residence for Graduating Transfer Ticket Students**

**Important:** August 1 October 1 FAFSA Application opens

**Two semesters before transfer**

You can begin applying to CSUs as a transfer student. Charter Oak has rolling admissions, with 8 term start dates per year. See websites at bottom of page for admission information for each campus. One semester before transfer 1st day of semester Complete application by this date. Request your electronic transcripts be sent to a CSU or Charter Oak, including your Degree Works Graduation Audit, by following these instructions.

**Note: You can continue to apply past this priority deadline; however, there is no guarantee of priority registration after this point.*

**By March 1 (for Fall start) OR By October 15 (for Spring start)**

Receive a letter from the CSU Admissions office. The letter will include the advising schedule, the registration schedule, and contact information for your advisor.

**Note: As soon as possible, you should*

*(1) confirm your plans to attend and*

*(2) pay the enrollment confirmation deposition in order to secure priority registration, and*

*(3) if you want on-campus housing, pay the housing deposit to secure housing space.*

**Advising period (varies by campus)**

Meet with a CSU/COSC advisor

**Registration period**

Register with comparable students (exact dates differ among CSUs); your CSU advisor will provide those dates.

**Transfer semester**

Begin classes at CSU or COSC!

*For more precise information regarding application, enrollment, registration, and financial aid at each CSU or COSC, see their respective websites.*

- Central Connecticut State University – CCSU
- Southern Connecticut State University- SCSU
- Western Connecticut State University- WCSU
- Charter Oak State College – COSC

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your*

*advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Biology Studies Degree | Middlesex Community College, CT

mxcc.edu/catalog/academics/biology-studies/

- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- RELATED


## Overview

This program is a **CSCU TAP Transfer Degree** that is intended for Connecticut Community College students to transfer to Connecticut State Universities and Charter Oak State College without either losing any credits or being required to take extra credits in order to complete a bachelor's degree in that same discipline.

Please contact a campus advisor for this program:

- Guided Pathway Advisor
- Faculty Advisor- Frank Stellabotte, FStellabotte@mxcc.commnet.edu

## Requirements

**A.A.** If you are studying part time, simply follow the order of the courses listed here, but be aware that some courses serve as prerequisites to subsequent courses. Note that not all courses will be available every semester. You will notice that in many instances you will be able to choose the specific course you will take from within a category. For a list of the courses from each category that you can choose from, go to Appendix (PDF).

Program Requirements are listed on the Connecticut State Colleges & Universities (CSCU) website

**https://www.ct.edu/files/tap/BIO.MXCC.pdf**

## Outcomes

These requirements are effective if you declared the Transfer Ticket: **CSCU Pathway Transfer Degree: Biology Studies, A.A.** major for the 2017/18 through 2021/22 academic year.

This **Biology Studies, A.A**. Degree serves as the single community college degree to all of the State University and Charter Oak State College business majors listed below. You will declare your specific field when you transfer. With this degree you will be able to transfer to the following majors.

Follow this link for important information about when and how to apply for transfer to a State University or Charter Oak State College.

At Central Connecticut State University:

- Biology- General Biology, B.S.
- Biology-Ecology, Biodiversity, and Evolutionary Biology, B.S
- Biology-Environmental Science, B.S.

At Eastern Connecticut State University:

- Biology, B.A.
- Biology, B.S.

At Southern Connecticut State University:

- Biology, B.A.
- Biology, B.S.

At Western Connecticut State University:

- Biology, B.A.
- Ecology, B.A.

## Related

**Timeline for Priority Registration, Financial Aid, and Campus Residence for Graduating Transfer Ticket Students**

**Important:** August 1 October 1 FAFSA Application opens

**Two semesters before transfer**

You can begin applying to CSUs as a transfer student. Charter Oak has rolling admissions, with 8 term start dates per year. See websites at bottom of page for admission information for each campus. One semester before transfer 1st day of semester Complete application by this date. Request your electronic transcripts be sent to a CSU or Charter Oak, including your Degree Works Graduation Audit, by following these instructions.

**Note: You can continue to apply past this priority deadline; however, there is no guarantee of priority registration after this point.*

**By March 1 (for Fall start) OR By October 15 (for Spring start)**

Receive a letter from the CSU Admissions office. The letter will include the advising schedule, the registration schedule, and contact information for your advisor.

**Note: As soon as possible, you should*

*(1) confirm your plans to attend and*

*(2) pay the enrollment confirmation deposition in order to secure priority registration, and*

*(3) if you want on-campus housing, pay the housing deposit to secure housing space.*

**Advising period (varies by campus)**

Meet with a CSU/COSC advisor

**Registration period**

Register with comparable students (exact dates differ among CSUs); your CSU advisor will provide those dates.

**Transfer semester**

Begin classes at CSU or COSC!

*For more precise information regarding application, enrollment, registration, and financial aid at each CSU or COSC, see their respective websites.*

- Central Connecticut State University – CCSU
- Southern Connecticut State University- SCSU
- Western Connecticut State University- WCSU
- Charter Oak State College – COSC

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your*

*advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Biotechnology Certificate | Middlesex Community College, CT

mxcc.edu/catalog/academics/biotechnology-certificate/

- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- CONTACT
- RELATED


## Credit Certificate Program

The Biotechnology Certificate is a 22-credit, 6-course program that can be completed in one year for full-time students. This certificate is a stackable credential for students who already possess a related A.S. or B.S. degree from the U.S. or abroad – and who are returning to school for employment and technology-based training. It equips students with necessary skills and knowledge, along with good management practices that focus on quality, sterility, documentation, regulatory compliance, and safety in the laboratory environment. These key qualifications are crucial to working in today's biotechnology field.

This certificate program – which includes an internship – keeps students current with the newest discoveries and advancements in biotechnology. It increases and improves their laboratory techniques skills – from the basics such as solution preparation and micropipetting to more advanced skills including performing bacterial transformations and operating large benchtop equipment such as a High Performance Liquid Chromatograph (HPLC).

As the certificate is comprised entirely of courses within MxCC's Biotechnology A.S. degree, students may switch to pursue the full degree instead of or in addition to the certificate (with no penalties).

## Course Requirements

The Biotechnology Certificate consists of 6 courses *(Note that two of these have choices)*:

- BIO*109, Principles of Biotechnology (3 credits)
- BIO*222, Molecular Biotechniques (4 credits)
- BIO*235, Microbiology (4 credits) **or** BIO*263, Molecular Genetics (4 credits)
- CHE*220, Biochemistry (4 credits) **or** CHE*112, Organic Chemistry/Biochemistry (4 credits)
- CHE*250, Instrumental Analysis (4 credits)
- BIO*296, Biotechnology Internship (3 credits)

**Total Credits: 22**

All of the courses listed above currently existing in the Biotechnology A.S. degree program.

**Compare to the Biotechnology Associates Degree offered at MxCC: https://mxcc.edu/catalog/academics/biotechnology**

## Learning Outcomes

Upon completion of the Biotechnology Certificate, graduates will be able to:

1. Conduct themselves as biotechnology lab technicians with the basic skills and knowledge required to function effectively in a research setting.
2. Demonstrate proficiencies in both basic and advanced principles of chemistry and biology that are required by a person working as a lab technician or planning to enter into a four-year college science program.
3. Explain the basic principles of genetics, molecular biology, cell biology, chemistry, biochemistry, and microbiology.
4. Employ sterile technique in the handling of microbial cultures with knowledge of what is safe and what is hazardous.
5. Prepare solutions and perform accurate measurements using precision instruments such as balances and micropipettors.
6. Demonstrate skills in the use of recombinant DNA techniques, PCR, DNA sequence analysis, HPLC, gas chromatography, mass spectroscopy, IR spectroscopy, UV/VIS spectroscopy, as well as the use of the computer to collect and analyze experimental data.
7. Recognize the ethical issues that are relevant to the field of biotechnology.

## Program Coordinator

Dr. Frank Stellabotte

**Program Coordinator, Biotechnology and Biochemistry Studies**
Phone: 860-343-5747
Email: fstellabotte@mxcc.edu
Office Location: Wheaton Hall, Room 209
*See office hours here*

## Related Programs:

- Biology Studies Degree
- Biotechnology Degree
- Chemistry Studies Degree
- Engineering Science Degree
- Environmental Science Degree
- Physics Studies Degree

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Biotechnology Degree | Middlesex Community College, CT

mxcc.edu/catalog/academics/biotechnology/

- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- CONTACT
- RELATED


## Associate in Science Degree

The Biotechnology degree program is designed for students who wish to enter the field of scientific research or who wish to transfer to a four-year program in biology, chemistry or a related field. The program will provide students with skills and knowledge necessary to work in the biotechnology, pharmaceutical, or basic research fields. This program will also provide the majority of the freshman and sophomore level coursework required of biology majors at most four-year institutions. Students may be either full-time or part-time. This program is appropriate for the traditional or nontraditional student. Graduates of the program will able to find employment in a variety of research settings, including the biotechnology and pharmaceutical industries, private and university research laboratories and State run labs. Graduates are well prepared to continue their education in a biology related field immediately after graduation, or later in their careers. **Learn more about this program >**

## Graduation Checklist

Biotechnology – Graduation Checklist

A Graduation Checklist is a printable list of course requirements you will use when you meet with your academic advisor each semester. The checklist helps you keep track of your progress from when you first enter MxCC to when you are ready to graduate.

## Biotechnology Degree Requirements by Semester

| | | |
|---|---|---|
| First Semester (Fall) | | 13 Credits |
| ENG*101, Composition (or ENG*101E or ENG*101-ALP) | General Education Requirement: Written Communication | 3 |
| CSC*101, Introduction to Computers<br>**OR**<br>Higher | Program Requirement | 3 |
| CHE*121, General Chemistry I | Program Requirement | 4 |
| BIO*109, Principles of Biotechnology | General Education Requirement: Historical Knowledge | 3 |
| Second Semester (Spring) | | 15 Credits |

| | | |
|---|---|---|
| BIO*121, General Biology I | General Education Requirement: Scientific Knowledge & Understanding | 4 |
| CHE*122, General Chemistry II | Program Requirement | 4 |
| MAT*167, Principles of Statistics | General Education Requirement: Quantitative Reasoning | 3 |
| MAT*173, College Algebra<br>**OR**<br>Higher | Program Requirement | 4 |
| Third Semester (Fall) | | 15 Credits |
| BIO*222, Molecular Biotechniques | Program Requirement | 4 |
| BIO*235, Microbiology | Program Requirement | 4 |
| BIO*263, Molecular Genetics | Program Requirement | 4 |
| **Choose one:**<br>COM*173, Public Speaking<br>**OR**<br>ENG*202, Technical Writing | General Education Requirement: Written Communication | 3 |
| Fourth Semester (Spring) | | 17 Credits |
| Aesthetic Dimensions Elective | General Education Requirement: Aesthetic Dimensions | 3 |
| Social Phenomena Elective | General Education Requirement: Social Phenomena | 3 |
| BIO*296, Biotechnology Internship | Program Requirement | 3 |
| CHE*220, Biochemistry | Program Requirement | 4 |
| CHE*250, Instrumental Analysis | Program Requirement | 4 |
| Total Program Credits | | 60 |

## Learning Outcomes

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

1. Conduct themselves as lab technicians in a biotechnology laboratory with the basic skills and knowledge required to function effectively in a research setting.
2. Demonstrate proficiencies in both basic and advanced principles of chemistry and biology that are required by a person working as a lab technician or planning to enter into a four-year college science program.
3. Explain the basic principles of genetics, molecular biology, cell biology, chemistry, biochemistry, and microbiology.
4. Employ sterile technique in the handling of microbial cultures with knowledge of what is safe and what is hazardous.
5. Prepare solutions and perform accurate measurements using precision instruments such as balances and micropipettors.
6. Demonstrate skills in the use of recombinant DNA techniques, PCR, DNA sequence analysis, HPLC, gas chromatography, mass spectroscopy, IR spectroscopy, UV/VIS spectroscopy, as well as the use of the computer to collect and analyze experimental data.
7. Recognize the ethical issues that are relevant to the field of biotechnology.

## Program Coordinator

Dr. Frank Stellabotte

**Program Coordinator, Biotechnology and Biochemistry Studies**
Phone: 860-343-5747
Email: fstellabotte@mxcc.edu

Office Location: Wheaton Hall, Room 209
*See office hours here*

## Related Programs

- Biology Studies Degree
- Biotechnology Certificate
- Chemistry Studies Degree
- Engineering Science Degree
- Environmental Science Degree
- Physics Studies Degree

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Business Administration Degree | Middlesex Community College, CT

mxcc.edu/catalog/academics/business-administration/

Interested in the business program at MXCC but not sure what to register for? Attend our Business program event on **August 6 at 10 a.m.** and hear from Sue Lugli, program coordinator, who will discuss briefly the business program, changes to the 2020 semester, and courses you should be taking for the fall. Leave the event registered for your Fall 2020 classes! *Pre-registration is strongly encouraged.*

**Learn more and register here >**

- OVERVIEW
- STUDENT SPOTLIGHT
- REQUIREMENTS
- OUTCOMES
- RELATED

Watch Video At: https://youtu.be/U3_nIixLhow

You love working with others, especially in a challenging business setting. You enjoy solving problems, leading groups, communicating with others and achieving a common goal. Start today with an Associate Degree in Business Administration from Middlesex Community College, and get a real advantage to help you reach your goals.

## Associate in Science Degree

This program is designed to prepare students for exciting and dynamic career opportunities in the 21st century. It is designed to qualify students for entry level managerial and administrative positions or transfer to a four-year institution. With proper advising, students have successfully transferred with a maximum of earned college credit.Before registering, it is the student's responsibility to seek advising with a Business Administration faculty advisor or counselor.

## Contact

**Susan Lugli**
**Associate Professor of Business**
Phone: 860-343-5840
Email: slugli@mxcc.edu
Office Location: Wheaton 313

## Student Spotlight

### SAVVY ALUMNA FINDS SUCCESS

Portland native **Kerianne Heil Burchardt** is ready to mark six years in business as the owner of her consignment shop, Savvy Swap. Her journey to store ownership began after she graduated from Portland High School in 2007.

Kerianne decided to attend Middlesex Community College, where her sister Michaela Heil had also gone to college. Kerianne's goal was to start a career in the fashion merchandising industry and enrolled in the business and marketing program at MxCC.

"I'm a huge advocate for completing basic courses and saving money while getting a good education. MxCC is a good value. That's being smart about it," she said.

Like many Middlesex students, Kerianne worked full-time while attending college full-time for over two years. She worked at a pizza restaurant, a hair salon, and also in retail at the Meriden mall to put herself through school.

"[Former professor] Donna Leonowich was my advisor at Middlesex and I loved her straightforwardness. She didn't beat around the bush and I really appreciated that," Kerianne said.

Kerianne remembers she was often the leader of class group projects and presentations and found herself making sure things got done. Though it was sometimes difficult to schedule classes around her work schedule, she persisted and completed her coursework by 2010.

“I developed many relationships with students and remain in contact via social media with them today,” she added.

She transferred all her MxCC credits to Lasell University in Newton, Massachusetts, and earned a bachelor of science degree in fashion and retail merchandising in 2012.

During an internship with Nordstrom’s in Boston, Kerianne learned about visual merchandise displays and attended corporate meetings. Eventually, she was hired to work in retail with the manager of that department. After a year, she came back to Connecticut and worked in Nordstrom’s men’s department before being promoted to department manager in accessories.

While she was there, Nordstrom’s underwent a renovation and they were getting rid of mannequins and other store supplies. Kerianne, knowing she wanted to eventually own her own shop, was allowed to take these items and filled several trailers’ worth of store display items and put them into storage.

As she focused on opening her own shop, she reduced her Nordstrom’s schedule by working in men’s sales for six months. On April 1, 2014, her store Savvy Swap Consignment opened at 275 Main Street in Portland.

“I always loved shopping consignment and thought it would be a fun retail store to manage,” Kerianne explained. “The best part about it is I didn’t have to save thousands of dollars for inventory. Consigners just brought it all to me.”

Her boutique features gently used or new pieces from top brands such as Ann Taylor, Anthropology, and more, all at affordable prices. Customers can also consign items and receive 40% of the actual sale price.

“The store has been great. It’s really growing in town. I even get new people from all over the state on a daily basis, as well as from Massachusetts and New York,” she added.

Kerianne and her store were featured in the Middletown Press last fall, and she recently joined the Middlesex Chamber of Commerce. She is planning to hold an anniversary celebration complete with raffles, refreshments, and a 20% off sale in April 2020. Stay tuned to the store’s Facebook page for all the details!

## FROM MXCC TO MBA

Human resources professional Denise Jankowski began her college career in her early thirties, an age considered to be nontraditional as a student. A 1986 graduate of Wolcott High School, she moved to Middletown in 1999.

After discovering the affordability of Middlesex Community College, Denise enrolled in one class and gradually returned for more courses. As a single mother, this was important to her. She chose to major in accounting and business, earning dual associate degrees with a 3.80 grade-point average in 2005. She also was a member of the Phi Theta Kappa International Honor Society.

Looking back, Denise highlights math professor Pamela Frost. “Pam was the most amazing math teacher. She really tried to make algebra fun. She would give out candy to the team of two students who were the first to finish a factoring exercise. I remember winning the whole bag!” said Denise.

To get better acclimated into going back to school, Denise took advantage of MxCC’s tutoring services, especially in math and writing.

“I freaked out at taking math but ended up doing very well,” she recalled with an appreciative smile.

As an accounting student, Denise has good memories of Nancy Kelly, who was announced as professor emerita at the 2018 graduation ceremony. “Nancy took the time to make sure all her students understood the material. She had a gift in making accounting seem less difficult than it was,” Denise added.

Denise also worked in the financial aid office as a work-study student, learning even more about the college. Most importantly, she also received scholarships, which allowed her to complete her degree.

Overall, Denise credits MxCC as a good college experience and enjoyed the student mix of ages during her evening classes.

She transferred easily to Eastern Connecticut State College, earning a bachelor’s in business administration in 2008. Denise then went on to complete an MBA from Albertus Magnus College in 2010.

Denise began her career working in dual roles for human resources and accounting, primarily in the manufacturing field.

At Gilman Brothers Company, her duties involved a full spectrum of HR operations, from policies and procedures to benefits and training programs. In subsequent years, she worked her way through other HR roles with responsibilities in export compliance, employee coaching and mentoring, talent management, business partnerships, and more recently, strategic initiatives as the regional HR manager with MW Industries. Located in Berlin, Seymour, and Southington, Conn., MW Industries is the largest and most diversified specialty spring and fastener manufacturer in the U.S.

In May 2018, Denise returned to the MxCC campus as an exhibitor with MW Industries at the Manufacturing Awareness Day event.

“Since I was last here, the Middlesex campus has a new and well-kept Pavilion area. Overall, you can tell MxCC is still a nice and safe place to be,” she said.

*June 2018*

## QUATINA FRAZER SINGS THE PRAISES OF MXCC

Quatina “Tina” Frazer had a great role model while growing up—her mother, Sharon Locklear. As a middle school-aged child, Tina remembers being in the classroom with her. That classroom was at Middlesex Community College.

Flash-forward to 2005, Tina is once again at Middlesex, this time as a business student. While she thought it was cool to be in a college classroom as a child, it also inspired her to return years later, following in her mother’s footsteps.

But she had some challenges before that. Tina went to Middletown High School, and in 1999, before she was able to graduate, she became a parent of two boys. This did not deter her will, because in 2000, she earned her adult high school diploma from Middletown’s Adult Education program, graduating along with her maternal grandmother.

While she was working at Subway training managers, she thought, “Why can’t I be a manager?” So in 2005, she enrolled at MxCC, studying medical transcription just like her mother.

That program was later phased out, so Tina began working toward an associate degree in business administration. She excelled enough to receive scholarships, earn a spot in the Phi Theta Kappa International Honor Society, and was part of Connecticut's All-Academic Team that was recognized at the state capitol in Hartford.

Tina graduated from MxCC in 2008 and easily transferred to Central Connecticut State University. However, now the mother of four boys and on the verge of a divorce, Tina discovered traveling to New Britain became harder to manage, so she continued her studies at Charter Oak College. She earned a BS, with honors, concentrating in business administration in 2011. Her mother also completed her bachelor's in general studies from Charter Oak a few years earlier.

What motivated Tina as she collected her educational achievements? "My kids," she stated without hesitation. "They are the reason to get out of bed each day. They are 'my reason' why I do what I do. I want to be a good role model for them, just like my mother was for me."

Tina praises MxCC for giving her the tools and knowledge to advance in the workforce. In addition to her degree, she earned valuable experience as a work-study student in MxCC's enrollment office. In 2009, Tina returned there as a part-time educational assistant. She appreciates the good advice of her former MxCC supervisor, Mensimah Shabazz, who counseled her while at Middlesex, and fondly remembers business professors Patricia Raymond and Ben Boutaugh. Tina also recognizes her audio production instructor at MxCC, John Bergeron.

What else does Tina sing about? Well, she really does sing at her church, and has written music, hoping to record in the near future. Plus, like her grandfather, The Rev. Howard Locklear Sr. who is also a MxCC graduate, Tina is a reverend, ordained in 2013, and can officiate at weddings and funerals.

Tina and fellow MxCC student Alan Marshall are also involved with N.U. Generation (Noble and Unique), an organization that equips teens and young adults into leaders using God's principles. They participate in community projects with the organization such as B.O.O.T. Camp, partnering with Shiloh Christian Church in Middletown and N.U. Generation's Leadership Academy.

Currently, Tina is employed as a full-time administrative assistant in the Graduate Liberal Studies Program (GLSP) office at Wesleyan University. Soon she can sing even louder, as she is halfway through earning another achievement, a master of arts in liberal studies from Wesleyan.

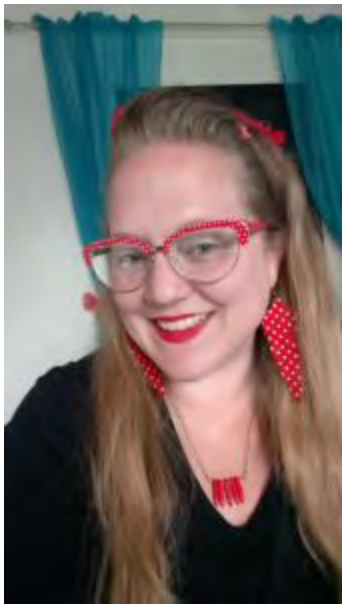
Meanwhile, the Frazer path at MxCC continues today, as Tina's oldest son Isac just began his first semester at Middlesex this month, studying computer information technology. He has helped his mom with her songs and hopes to someday become a music producer.

Tina's three younger sons, Andre Jr., Mackenzie and Elijah, also stepped into an MxCC classroom last month, earning certificates from Professor Donna Hylton's summer camp for area youth, where they learned how to code game apps.

When asked what she would tell others going through similar life challenges, she said, "Don't focus on the time, focus on your 'reasons' and on the end result."

*September 2017*

## LAURIE LYNNE ZLOTOWSKI, MXCC '96



Meriden native Laurie Lynne Zlotowski always had a flair for the creative and entrepreneurial sides of life. Using the fruits of her 1996 MxCC associate degree, which included both design and business classes, Laurie Lynne has taken the customized parties she has been arranging since the age of 18 and turned them into a dynamic business. She recently opened Creative Girl Studios at a charming location on Main Street in Middletown. Children and adults will find excitement and networking opportunities by participating in the Creative Girl experience, either by joining a scheduled workshop or calling Laurie Lynne to design your own. Learn more about this MxCC alumna's passion for helping you create the perfect experience at www.creativegirlstudios.com.

## DENTAL OFFICE MANAGER

**Faith Fraulino**
**MxCC '83**
**Dental Office Manager**

"My Associates Degree from Middlesex (1983), allowed me to move into a position as Assistant to the Marketing Director at Liberty Band, then to Aetna as an underwriter, and ultimately, for nearly thirty years, to the Middletown dental practice of Dr. Michele Salonia where I am Office Manager.

"MxCC also allowed me the flexibility of working while I earned my degree. The professors were sympathetic to the fact that students came from various circumstances and

extended themselves to help us achieve a higher education.

“I know that Middlesex offers its students today the same individualized attention, flexibility, and commitment that I fondly remember because our son just graduated (2016). He had the same wonderful community college experience that I had 33 years ago.”

## FINANCIAL ADVISER- EDWARD JONES

Bill Passarelli of Meriden, CT, worked for a stainless steel manufacturer for almost 20 years. During that time, he saw much of the company’s work moving overseas. He realized it was time to change careers and came to Middlesex Community College to pursue a degree in business administration. He also enrolled in a pathway program at the University of Connecticut School of Business.

While at MxCC, Bill was the Phi Theta Kappa honor society president for two years. This gave him the opportunity to give back to the College and the community in a meaningful and lasting way.

“MxCC was the best choice I could have made. It was a great education, it was convenient, and it was affordable. It prepared me well for my future,” he explained.

After graduating with an associate degree in 2009, he attended the University of Connecticut and earned a bachelor’s in business administration as well as an MBA degree.

Since UConn, Bill has achieved his lifelong dream of becoming a financial advisor. He currently works for Edward Jones Financial Services in Meriden. Now he can help others achieve their long-term financial goals.

“I would have not made it to this point without my start at Middlesex and their amazing faculty and staff!” he added.

## Graduation Checklist

**Business Administration Degree – Graduation Checklist**

A Graduation Checklist is a printable list of course requirements you will use when you meet with your academic advisor each semester. The checklist helps you keep track of your progress from when you first enter MxCC to when you are ready to graduate.

## Business Administration Degree Requirements by Semester

| First Semester (Fall) | | 15 Credits |
|---|---|---|
| ACC*113, Principles of Financial Accounting | Program Requirement | 3 |
| BMG*202, Principles of Management | Program Requirement | 3 |
| ECN*102, Microeconomics | General Education Requirement: Social Phenomena (1 of 2) | 3 |
| ENG*101, Composition (or ENG*101E or ENG*101 ALP) | General Education Requirement: Written Communication | 3 |
| Unrestricted Elective (or MAT*137 or MAT*137E, Intermediate Algebra, if student placement requires this course) | Program Requirement | 3 |
| Second Semester (Spring) | | 15-16 Credits |
| ACC*117, Principles of Managerial Accounting | Program Requirement | 3 |
| BBG*115, Business Software Applications | General Education Requirement: Oral Communication in English | 3 |
| BMK*201, Principles of Marketing | Program Requirement | 3 |
| ECN*101, Macroeconomics | General Education Requirement: Social Phenomena (2 of 2) | 3 |

| | | |
|---|---|---|
| **Scientific Knowledge & Understanding Elective | General Education Requirement: Scientific Knowledge & Understanding | 3 or 4 |
| Third Semester (Fall) | | 15-16 Credits |
| **Choose one:**<br>BBG*231, Business Law<br>**OR**<br>BBG*234, Legal Environment of Business | Program Requirement | 3 |
| ENG*102, Literature & Composition | General Education Requirement: Written Communication II | 3 |
| Aesthetic Dimensions Elective | General Education Requirement: Aesthetic Dimensions | 3 |
| **Scientific Reasoning Elective | General Education Requirement: Scientific Reasoning | 3 or 4 |
| ***Directed Business Elective<br><br>NOTE: If you are planning to attend Central Connecticut State University, you should take MAT*158, Functions, Graphs & Matrices | Program Requirement | 3 |
| Fourth Semester (Spring) | | 15 Credits |
| BMG*204, Managerial Communcications | Program Requirement | 3 |
| CST*201, Intro to Management Information Systems | Program Requirement | 3 |

| | | |
|---|---|---|
| ***Directed Business Elective<br><br>NOTE: BFN*201, Principles of Finance, is recommended for students wishing to transfer to a University business program | Program Requirement | 3 |
| MAT*167, Principles of Statistics | General Education Requirement: Quantitative Reasoning | 3 |
| Historical Knowledge Elective | General Education Requirement: Historical Knowledge | 3 |
| Total Program Credits: | | 60-62 |

***SPECIAL NOTES:***

** At least one Science course must have a laboratory component
*** Directed Business Electives:
BBG*234, Legal Enviroment of Business
BBG*295, Cooperative Work Experience
BFN*201, Principles of Finance
BMG*220, Human Resource Management
BBG*294, Business Internship
BES*118, Small Business Management
BMG*210, Principles of Organizational Behavior
MAT*158, Functions, Graphs, and Matrices

## Learning Outcomes

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

1. Analyze principles, techniques and major functions of management and business organizations
2. Work independently and with others of diverse backgrounds
3. Rationalize and present solutions to problems using business knowledge and knowledge from humanities, social sciences, mathematics and science disciplines
4. Develop a sound ethical, philosophical and moral skill-set necessary to success in business
5. Demonstrate a responsible attitude in relationships with employers and peers
6. Demonstrate proficiencies in reading, writing, listening, presentation and analytical skills

7. Prepare and interpret financial statements and use accounting for managerial decisions
8. Understand and discuss financial issues dealing with the external environment and the market
9. Understand the U.S. legal system and be able to apply the principles to the legal environment in which organizations conduct business
10. Understand marketing principles and methods as they apply to satisfying consumers and society as a whole
11. Demonstrate computer proficiency in word processing, electronic spreadsheet, database management, general ledger accounting systems and presentation software
12. Demonstrate an understanding of how the American economic system is organized, how it functions and how it impacts the global economy

## Job Opportunities

An Associate Degree in Business Administration  from Middlesex Community College prepares students for careers as supervisors, entry- and mid-level managers in sectors including manufacturing, retail, distribution, customer service and electronic businesses.

## How Long Will You Have to go to School?

This degree takes most students about two years to complete. Individual progress and need for any additional coursework may increase this estimated time frame to complete the degree.

## Transfer Opportunities

Many students choose to continue their education, transferring credits earned at MxCC into a bachelor's degree program. Higher levels of education will offer greater opportunities for graduates.

## Job Availability & Growth:

The job outlook in this field are largely correlated with the greater business climate. Overall, a trend of increasing numbers of retirees may bring opportunities to graduates – especially to those with bachelor's degrees and higher levels of education.

## Salary Information:

- https://www.bls.gov/ooh/management/home.htm
- http://www.ctdol.state.ct.us/

### Related Degrees and Certificates

- Accounting Degree

- Accounting Assistant Certificate
- Accounting Technician Certificate
- Business Skills Certificate
- Business Studies Degree
- Entrepreneurship Certificate
- Management Information Systems Degree

---

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

---

# Business Skills Certificate | Middlesex Community College, CT

mxcc.edu/catalog/academics/business-skills/

Interested in the business program at MXCC but not sure what to register for? Attend our Business program event on **August 6 at 10 a.m.** and hear from Sue Lugli, program coordinator, who will discuss briefly the business program, changes to the 2020 semester, and courses you should be taking for the fall. Leave the event registered for your Fall 2020 classes! *Pre-registration is strongly encouraged.*

**Learn more and register here >**


- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- CONTACT
- RELATED


## Credit Certificate Program

This ten-course, 30-credit certificate program is designed to give students not majoring in business sufficient basic business skills to be able to function adequately at a rudimentary level in a workplace environment immediately upon completion. This certificate is comprised of courses designed to provide students with a basic understanding of business in society, basic technology skills, communication skills (both oral and written), and math skills. The certificate is tailored to meet individual student needs and interests by incorporating business elective courses. Students are encouraged to develop their individual areas of interest or maximize employment opportunities by choosing a specific elective option. Students deciding to continue on for an Associate in Science degree will find that all of the courses taken in this certificate program may apply to an Associate of Science in Business Administration, Accounting, or General Studies at Middlesex Community College.

The business skills certificate program is designed to give students not majoring in business sufficient basic business skills to be able to function adequately at a rudimentary level in a workplace environment immediately upon completion. This certificate is comprised of courses designed to provide students with a basic understanding of business in society, basic technology skills, communication skills (both oral and written), and math skills. The certificate is tailored to meet individual student needs and interests by incorporating business elective courses. Students are encouraged to develop their individual areas of interest or maximize employment opportunities by choosing a specific elective option. Students deciding to continue on for an Associate in Science degree will find that all of the courses taken in this certificate program can be put towards the completion of the Associate of Science in Business Administration, Accounting, or General Studies at Middlesex Community College.

## Graduation Checklist

**Business Skills Certificate – Graduation Checklist**

A Graduation Checklist is a printable list of course requirements you will use when you meet with your academic advisor each semester. The checklist helps you keep track of your progress from when you first enter MxCC to when you are ready to graduate.

## Business Skills Certificate Requirements

| Course | Credits | Prerequisite(s) |
|---|---|---|
| ENG*101, Composition | 3 | Yes |
| ECN*101, Principles of Macroeconomics | 3 | Yes |
| ECN*102, Principles of Microeconomics | 3 | Yes |
| ACC*113, Principles of Financial Accounting | 3 | Yes |
| ACC*117, Principles of Managerial Accounting | 3 | ACC*113 or ACC*115 |
| CST*201, Intro to Management Information Systems | 3 | Eligible for either ENG*101E or ENG*101 |
| BMG*202, Principles of Management | 3 | Eligible for ENG*101 |
| BMK*201, Principles of Marketing | 3 | Eligible for ENG*101 |
| BMG*204, Managerial Communications | 3 | ENG*101 or ENG*101E |
| BFN*201, Principles of Finance | 3 | Yes |
| Total Program Credits: | 30 | |

## Program Coordinator

Susan Lugli

**Professor, Business; Program Coordinator, Business Administration and Marketing Business Administration/Marketing**
Phone: 860-343-5840
Email: slugli@mxcc.edu
Office Location: Wheaton 313
*Make an appointment*


## Related Programs:

- Accounting Degree
- Accounting Assistant Certificate
- Accounting Technician Certificate
- Business Administration Degree
- Business Studies Degree
- Entrepreneurship Certificate
- Management Information Systems Degree

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Business Studies Degree | Middlesex Community College, CT

mxcc.edu/catalog/academics/business-studies-degree/

- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- RELATED


## Overview

This program is a **CSCU TAP Transfer Degree** that is intended for Connecticut Community College students to transfer to Connecticut State Universities and Charter Oak State College without either losing any credits or being required to take extra credits in order to complete a bachelor's degree in that same discipline. **A minimum 2.50 cumulative GPA is required for Central Connecticut State University.**

Please contact a campus advisor for this program:

- Guided Pathway Advisor
- Faculty Advisor- Sue Lugli, slugli@mxcc.commnet.edu

## Requirements

Recommended course of study for the **CSCU Pathway Transfer Degree: Business Studies, A.A.** If you are studying part time, simply follow the order of the courses listed here, but be aware that some courses serve as prerequisites to subsequent courses. Note that not all courses will be available every semester. You will notice that in many instances you will be able to choose the specific course you will take from within a category. For a list of the courses from each category that you can choose from, go to Appendix (PDF).

Program Requirements are listed on the Connecticut State Colleges & Universities (CSCU) website

**https://www.ct.edu/files/tap/BUS.MXCC.pdf**

## Outcomes

These requirements are effective if you declared the Transfer Ticket: **CSCU Pathway Transfer Degree: Business Studies, A.A.** major for the 2017/18 through 2021/22 academic year.

This **Business Studies, A.A**. Degree serves as the single community college degree to all of the State University and Charter Oak State College business majors listed below. You will declare your specific field when you transfer. With this degree you will be able to transfer to the following majors.

Follow this link for important information about when and how to apply for transfer to a State University or Charter Oak State College.

At Central Connecticut State University:

- Accounting, B.S.
- Finance, B.S.
- Management, B.S.
- Marketing, B.S.

At Eastern Connecticut State University:

- Accounting, B.S.
- Business Administration, B.S.
- Finance, B.S.

At Southern Connecticut State University:

- Accounting, B.S.
- Business Administration – Business Economics Concentration, B.S.
- Business Administration – Finance Concentration, B.S.
- Business Administration – Management, B.S.
- Marketing, B.S

At Western Connecticut State University:

- Accounting, B.S. Business Management – Financial Management Option, B.B.A.
- Business Management – Supervisory Management Option, B.B.A.
- Marketing, B.B.A.

At Charter Oak State College:

Business Administration, B.A

## Related

**Timeline for Priority Registration, Financial Aid, and Campus Residence for Graduating Transfer Ticket Students**

**Important:**

August 1 October 1 FAFSA Application opens

**Two semesters before transfer**

You can begin applying to CSUs as a transfer student. Charter Oak has rolling admissions, with 8 term start dates per year. See websites at bottom of page for admission information for each campus. One semester before transfer 1st day of semester Complete application by this date. Request your electronic transcripts be sent to a CSU or Charter Oak, including your Degree Works Graduation Audit, by following these instructions.

**Note: You can continue to apply past this priority deadline; however, there is no guarantee of priority registration after this point.*

**By March 1 (for Fall start) OR By October 15 (for Spring start)**

Receive a letter from the CSU Admissions office. The letter will include the advising schedule, the registration schedule, and contact information for your advisor.

**Note: As soon as possible, you should*

*(1) confirm your plans to attend and*

*(2) pay the enrollment confirmation deposition in order to secure priority registration, and*

*(3) if you want on-campus housing, pay the housing deposit to secure housing space.*

**Advising period (varies by campus)**

Meet with a CSU/COSC advisor

**Registration period**

Register with comparable students (exact dates differ among CSUs); your CSU advisor will provide those dates.

**Transfer semester**

Begin classes at CSU or COSC!

*For more precise information regarding application, enrollment, registration, and financial aid at each CSU or COSC, see their respective websites.*

- Central Connecticut State University – CCSU
- Southern Connecticut State University- SCSU
- Western Connecticut State University- WCSU
- Charter Oak State College – COSC

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Chemistry Studies Degree | Middlesex Community College, CT

mxcc.edu/catalog/academics/chemistry-studies/

- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- RELATED


## Overview

This program is a **CSCU TAP Transfer Degree** that is intended for Connecticut Community College students to transfer to Connecticut State Universities and Charter Oak State College without either losing any credits or being required to take extra credits in order to complete a bachelor's degree in that same discipline.

Please contact a campus advisor for this program:

- Guided Pathway Advisor
- Faculty Advisor- James Quinlan, JQuinlan@mxcc.edu

## Requirements

Recommended course of study for the **CSCU Pathway Transfer Degree: Chemistry Studies, A.A.** If you are studying part time, simply follow the order of the courses listed here, but be aware that some courses serve as prerequisites to subsequent courses. Note that not all courses will be available every semester. You will notice that in many instances you will be able to choose the specific course you will take from within a category. For a list of the courses from each category that you can choose from, go to Appendix (PDF).

Program Requirements are listed on the Connecticut State Colleges & Universities (CSCU) website

**https://www.ct.edu/files/tap/CHE.MXCC.pdf**

## Outcomes

These requirements are effective if you declared the Transfer Ticket: **CSCU Pathway Transfer Degree: Chemistry Studies, A.A.** major for the 2017/18 through 2021/22 academic year.

This **Chemistry Studies, A.A**. Degree serves as the single community college degree to all of the State University and Charter Oak State College business majors listed below. You will declare your specific field when you transfer. With this degree you will be able to transfer to the following majors.

Follow this link for important information about when and how to apply for transfer to a State University or Charter Oak State College.

At Central Connecticut State University:

- Chemistry- General Program, B.S.
- Chemistry-American Chemical Society Certified, B.S.

At Southern Connecticut State University:

- Chemistry, B.S.
- Chemistry-American Chemical Society Approved, B.S.

At Western Connecticut State University:

- Chemistry- Non-American Chemical Society Approved, B.A.
- Chemistry-American Chemical Society Approved, B.A.

## Related

**Timeline for Priority Registration, Financial Aid, and Campus Residence for Graduating Transfer Ticket Students**

**Important:** August 1 October 1 FAFSA Application opens

**Two semesters before transfer**

> You can begin applying to CSUs as a transfer student. Charter Oak has rolling admissions, with 8 term start dates per year. See websites at bottom of page for admission information for each campus. One semester before transfer 1st day of semester Complete application by this date. Request your electronic transcripts be sent to a CSU or Charter Oak, including your Degree Works Graduation Audit, by following these instructions.

**Note: You can continue to apply past this priority deadline; however, there is no guarantee of priority registration after this point.*

**By March 1 (for Fall start) OR By October 15 (for Spring start)**

Receive a letter from the CSU Admissions office. The letter will include the advising schedule, the registration schedule, and contact information for your advisor.

**Note: As soon as possible, you should*

*(1) confirm your plans to attend and*

*(2) pay the enrollment confirmation deposition in order to secure priority registration, and*

*(3) if you want on-campus housing, pay the housing deposit to secure housing space.*

**Advising period (varies by campus)**

Meet with a CSU/COSC advisor

**Registration period**

Register with comparable students (exact dates differ among CSUs); your CSU advisor will provide those dates.

**Transfer semester**

Begin classes at CSU or COSC!

*For more precise information regarding application, enrollment, registration, and financial aid at each CSU or COSC, see their respective websites.*

- Central Connecticut State University – CCSU
- Southern Connecticut State University- SCSU
- Western Connecticut State University- WCSU
- Charter Oak State College – COSC

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Child Development Associate (CDA) Credential

mxcc.edu/catalog/academics/cda/

- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- CONTACT
- RELATED


The Child Development Associate Credential is designed to train individuals who wish to be certified by the Council for Early Childhood Professional Recognition. The CDA is a performance-based assessment of childcare workers, home visitors, center and family childcare providers.

The courses provide students with 120 hours of training for the CDA credentialing program. CDA credits can be transferred to the Early Childhood Certificate and Associate Degree programs. Successful completion of this 12-credit program will enable the candidate to apply for a CDA credential from the Council for Early Childhood Professional Recognition.

CDA trainees are expected to demonstrate the ability to nurture children's physical, social, emotional, and intellectual development. The CDA credential is proof of the childcare provider's competence in all areas of child growth and development.

Students completing the program will be able to find employment in daycare centers, preschool programs, Head Start programs,or similar settings.

## Child Development Associate (CDA) Credential by Requirements

| Semester I: Courses | Credits |
|---|---|
| ECE*101 Intro. to Early Childhood Education | 3 |

| | |
|---|---|
| ECE*176 Health, Safety, & Nutrition (CDA-1) | 3 |
| **Semester II or Summer: Courses or Summer & Credits** | |
| ECE*180 Child Development Credential Preparation Course (CDA-I) | 3 |
| ***and one of the following:*** | 3 |
| ECE*141 Infant/Toddler Growth and Development | |
| ECE*103 Creative Arts for Young Children | |
| **Total credits:** | 12 |

*Each of the CDA classes runs for 6 weeks if offered for cohort of students through Connecticut-Charts-A-Course agency or other child care Program contract courses.*

CDA credits can be transferred to the Early Childhood Certificate and Associate Degree programs. Successful completion of this 12-credit program will enable the candidate to apply for a CDA credential from the Council for Early Childhood Professional Recognition.

## Program Coordinator

Norma Rosado-Javier

**Assistant Professor & Program Coordinator, Early Childhood Education**
Phone: 860-343-5758
Email: NRosado-Javier@mxcc.edu
Office Location: Snow 508
*See office hours here*

## Related Programs

- Criminal Justice Degree
- Criminology Studies Degree
- Early Childhood Education Certificate
- Early Childhood Education Degree
- Early Childhood Teacher Credential Studies Degree
- Human Services Degree
- Juvenile Justice Certificate
- Pyschology Studies Degree
- Social Work Studies Degree
- Sociology Studies Degree
- Therapeutic Recreation Certificate

***Becoming Connecticut State Community College***

*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Clinical Coding Certificate | Middlesex Community College, CT

mxcc.edu/catalog/academics/ccc/

- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- CONTACT
- RELATED


## Credit Certificate Program

This 30-credit certificate program prepares students for careers as clinical coders (medical coders). Clinical coders are skilled in classifying medical data utilizing knowledge of medical terminology, anatomy, physiology, disease processes, and pharmacology. Clinical coding is important to healthcare organizations because coding accuracy influences public health policy, impacts revenues, and drives the assessment of healthcare outcomes.

### PROGRAM APPROVAL STATEMENT

The Middlesex Community College Clinical Coding Certificate coding program is approved by the AHIMA Professional Certificate Approval Program. This designation acknowledges the coding program as having been evaluated by a peer review process against a national minimum set of standards for entry-level coding professionals. This process allows academic institutions to be acknowledged as offering an approved coding certificate program.

### Value for Students

The AHIMA Professional Certificate Approval Program designation:

1. Identifies specialized programs that meet established coding educational standards
2. Stimulates improvement of educational standards through faculty development opportunities, and by involving faculty and staff in program evaluation and planning
3. Promotes a better understanding of the goals of professional coding education
4. Provides reasonable assurance that practitioners possess the necessary job skills upon entry into the profession

Program approval effective January of 2021 – January of 2024 with annual interim approval during these years.

### PROFESSIONAL CERTIFICATION

Graduates of the Clinical Coding certificate program are eligible to sit for AHIMA coding certification exams including:

- Certified Coding Associate (CCA®)

- Certified Coding Specialist (CCS®)
- Certified Coding Specialist-Physician-based (CCS-P®)

Students may also choose to seek additional coding certification through the American Academy of Professional Coders (AAPC).

A coding credential provides proof of competency in the field and is often a requirement for clinical coding-related and healthcare revenue management positions.

More information about health information careers can be found in the AHIMA Career and Student Center at http://www.ahima.org/careers.

## Graduation Checklist

**Clinical Coding Certificate – Graduation Checklist**

A Graduation Checklist is a printable list of course requirements you will use when you meet with your academic advisor each semester. The checklist helps you keep track of your progress from when you first enter MxCC to when you are ready to graduate.

## Clinical Coding Certificate Requirements by Semester

| First Semester (Fall) | 10 Credits |
|---|---|
| HIM*101 / MED*125: Medical Terminology | 3 |
| BIO*115: Human Biology | 4 |
| HIM*105: Introduction to Health Information Management | 3 |
| Second Semester (Spring) | 10 Credits |
| BIO*203: Pathophysiology | 3 |
| HIM*120: Clinical Classification Systems I | 3 |
| HIM*121: Clinical Classification Systems II | 3 |
| HIM*213: Pharmacology for HIM | 1 |
| Third Semester | 10 Credits |
| HIM*215: Clinical Coding PPE I | 3 |
| HIM*216: Clinical Coding PPE II | 3 |
| HIM*217: Clinical Coding PPE III | 3 |
| HIM*290: CCS (or CCS-P) Certification Exam Preparation | 1 |
| Total Program Credits: | 30 |

## Learning Outcomes

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

1. Apply knowledge of data content structure and standards to apply classification system guidelines including ICD-10-CM, ICD-10-PCS, CPT, HCPCS II, and SNOMED, and ensure health record documentation is complete and accurate.
2. Protect health information by controlling access, ensuring information security, and understanding the legal and ethical issues in the use of health data.
3. Utilize healthcare data to manage the revenue cycle of the healthcare organization through understanding of payment methods and systems in all care settings.
4. Evaluate organization compliance with regulations and standards to support reimbursement.
5. Understand and apply knowledge of pathophysiology, pharmacology, anatomy & physiology, medical terminology, computer concepts and computer applications as they relate to health information management.

## Outlook

Clinical Coding Certificate graduates with a coding credential (CCA®, CCS®, CCS-P®) are prepared for immediate entry into the workforce. AHIMA completed a salary survey in 2019 and found the average salaries for credentialed coders were $53,790 for the CCA®, $77,790 for the CCS-P®, and $79,060for the CCS® (AHIMA 2019 Salary Report)

Additional salary information is available in the US Salary Survey Report: HIM Professionals in 2019.

## Transferability

- Graduates of the Clinical Coding Certificate will be able to apply 20 credits toward the Health Information Technology – Data Management Associate Degree Program.
- Successful completion of the associate degree program allows graduates to transfer to the Charter Oak State College bachelor degree program in Health Information Management.

## Jobs in Connecticut

Health Information Technology skills are in demand in a number of workplace settings, including:

- Outpatient Clinics
- Hospitals
- Home Health Agencies
- Insurance Companies
- Physicians' Offices
- Long-term Care

## Program Coordinator

Jill Flanigan

**Professor & Program Coordinator, Health Information Management**
Phone: 860-343-5791
Email: jflanigan@mxcc.edu
Office Location: Wheaton Hall, Room 313
*See office hours here*
Read Biography

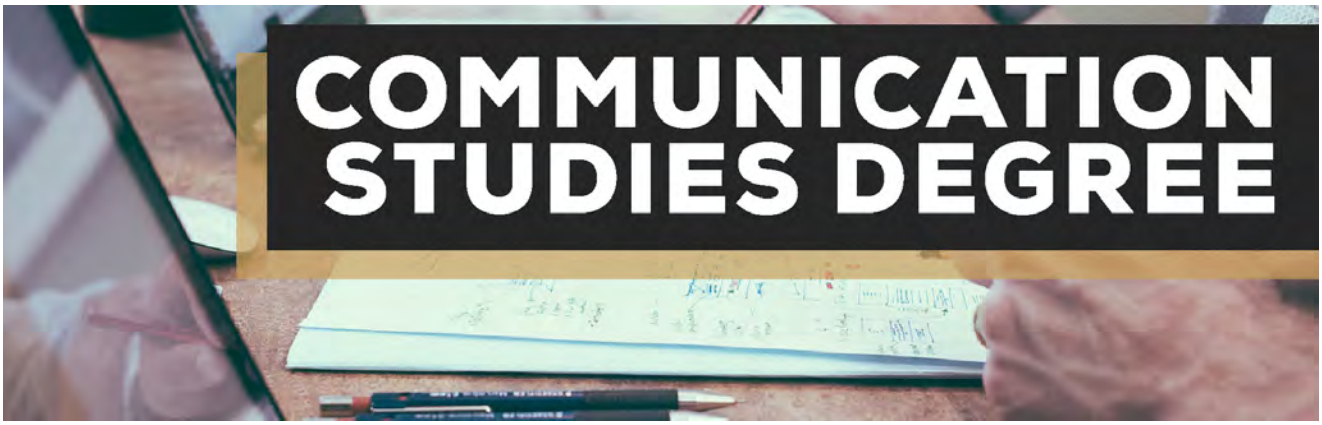
## Related Programs

- Communications Networking Certificate
- Computer Engineering Technology Degree
- Computer Information Technology
- Computer Science Studies Degree
- Health Career Administration Degree
- Health Information Technology – Data Management Degree
- Help Desk Technician Certificate
- Management Information Systems Degree
- Medical Billing & Coding Certificate
- Software Developer Certificate
- Technology Studies Degree

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Communication Studies Degree | Middlesex Community College, CT

mxcc.edu/catalog/academics/communication-studies-degree/





- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- RELATED


## Overview

This program is a **CSCU TAP Transfer Degree** that is intended for Connecticut Community College students to transfer to Connecticut State Universities and Charter Oak State College without either losing any credits or being required to take extra credits in order to complete a bachelor's degree in that same discipline.

Please contact a campus advisor for this program:

- Guided Pathway Advisor
- Faculty Advisor- John Shafer, JShafer@mxcc.edu

## Requirements

Recommended course of study for the **CSCU Pathway Transfer Degree: Communication Studies, A.A.** If you are studying part time, simply follow the order of the courses listed here, but be aware that some courses serve as prerequisites to subsequent courses. Note that not all courses will be available every semester. You will notice that in many instances you will be able to choose the specific course you will take from within a category. For a list of the courses from each category that you can choose from, go to Appendix (PDF).

Program Requirements are listed on the Connecticut State Colleges & Universities (CSCU) website

**https://www.ct.edu/files/tap/COM.MXCC.pdf**

## Outcomes

These requirements are effective if you declared the Transfer Ticket: **CSCU Pathway Transfer Degree: Communication Studies, A.A.** major for the 2017/18 through 2021/22 academic year.

This **Communication Studies, A.A**. Degree serves as the single community college degree to all of the State University and Charter Oak State College business majors listed below. You will declare your specific field when you transfer. With this degree you will be able to transfer to the following majors.

Follow this link for important information about when and how to apply for transfer to a State University or Charter Oak State College.

At Central Connecticut State University:

- Strategic Communications, B.A.
- Media Studies – Digital Filmmaking and Television Production Emphasis, B.A.
- Media Studies – Media Analyst Emphasis, B.A.
- Media Studies – Multimedia Production and New Technologies Emphasis, B.A.

At Eastern Connecticut State University:

Communication, B.S.

At Southern Connecticut State University:

- Communication – Advertising and Public Relations, B.S.
- Communication – Film, Television, and Digital Production, B.S.
- Communication – Personal and Professional Communication, B.S.

At Western Connecticut State University:

- Communication – Communication Studies, B.A.
- Media Arts – Media Production Option, B.A.

At Charter Oak State College:

General Studies – Communication Concentration, B.A.

## Related

**Timeline for Priority Registration, Financial Aid, and Campus Residence for Graduating Transfer Ticket Students**

**Important:** August 1 October 1 FAFSA Application opens

**Two semesters before transfer**

> You can begin applying to CSUs as a transfer student. Charter Oak has rolling admissions, with 8 term start dates per year. See websites at bottom of page for admission information for each campus. One semester before transfer 1st day of semester Complete application by this date. Request your electronic transcripts be sent to a CSU or Charter Oak, including your Degree Works Graduation Audit, by following these instructions.

**Note: You can continue to apply past this priority deadline; however, there is no guarantee of priority registration after this point.*

**By March 1 (for Fall start) OR By October 15 (for Spring start)**

> Receive a letter from the CSU Admissions office. The letter will include the advising schedule, the registration schedule, and contact information for your advisor.

**Note: As soon as possible, you should*

*(1) confirm your plans to attend and*

*(2) pay the enrollment confirmation deposition in order to secure priority registration, and*

*(3) if you want on-campus housing, pay the housing deposit to secure housing space.*

**Advising period (varies by campus)**

> Meet with a CSU/COSC advisor

**Registration period**

> Register with comparable students (exact dates differ among CSUs); your CSU advisor will provide those dates.

**Transfer semester**

> Begin classes at CSU or COSC!

*For more precise information regarding application, enrollment, registration, and financial aid at each CSU or COSC, see their respective websites.*

- Central Connecticut State University – CCSU
- Southern Connecticut State University- SCSU
- Western Connecticut State University- WCSU
- Charter Oak State College – COSC

***Becoming Connecticut State Community College***

*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Communications Networking Certificate | Middlesex Community College, CT

mxcc.edu/catalog/academics/networking/

- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- CONTACT
- RELATED


## Credit Certificate Program

The certificate program will provide students with strong fundamentals in both data networking technologies and telecommunications networking technologies and will demonstrate the students understanding of networking concepts. An emphasis will be placed on CISCO network training in order to prepare students to take the CCNA (CISCO Certified Network Associate) exam. Students completing the program will receive training in Windows Server Administration that prepares them to complete the Microsoft 70-640 certification exam. There is also specialize instruction in computer security that is aligned with the industry-recognized CompTIA Security+ exam. Completing the certificate program will lead to such jobs as help desk staff, network technician, network coordinator.

The Communications Networking Certificate program is a 22-credit program; the courses required by this certificate may transfer to the Computer Information Technology Associate's degree program at MxCC.

## Communications Networking Certificate by Requirements

| | Credits |
|---|---|

| | |
|---|---|
| CST*120 Introduction to Operating Systems | 3 |
| CST*141 Computer Hardware | 4 |
| CST*163 Windows Server Administration | 3 |
| CST*231 Data Comm & Networking | 3 |
| CST*228 Voice and Data Interworking | 3 |
| CST*270 Network Security Fundamentals | 3 |
| CSC*295 Cooperative Work Experience | 3 |
| Total Program Credits: | 22 |

## Program Coordinator

Donna Hylton

**Professor/Program Coordinator of Computer Information Technology and Management Information Systems**
Phone: 860-343-5774
Email: dhylton@mxcc.edu
Office Location: Snow 512
*See office hours here*
Read Biography

## Related Programs

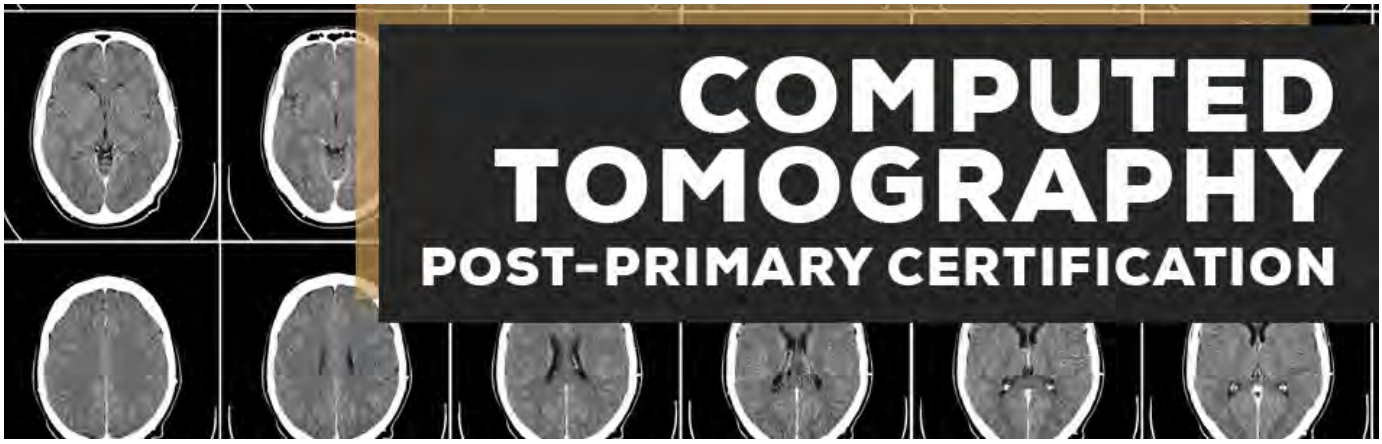
- Computer Engineering Technology Degree
- Computer Information Technology Degree
- Computer Science Studies Degree
- Health Information Management Certificate
- Health Information Management Degree
- Help Desk Technician Certificate
- Management Information Systems Degree
- Software Developer Certificate
- Technology Studies Degree

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your*

*advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Post-Primary Certification

mxcc.edu/catalog/academics/computed-tomography-post-primary-certification/





- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- CONTACT
- RELATED


Middlesex Community College's Computed Tomography (CT) program is designed to prepare certified Radiographers for immediate employment in the workplace as CT Technicians in hospitals, clinics, and medical offices. The program emphasizes that quality patient care will be provided by individuals who have received instruction based on educational and instructional guidelines consistent with the profession.

## Computed Tomography (CT) Program Information

The Middlesex Community College Computed Tomography (CT) Certificate program is a two-semester program for certified Radiographers interested in a career as a CT Technician. The program accepts and starts a new class during the fall semester each year.

Following the successful completion of all Program requirements and obligations to the college, students are awarded Certificate in Computed Tomography and may sit for the professional Registry exam sponsored by the American Registry of Radiologic Technologists (ARRT). A minimum score of 75 on the national post-primary certification examination is required for certification as a Computed Tomographer.

The program adheres to MxCC Student and Faculty Non-Discrimination policies in that there is no discrimination of student or faculty on the basis of race, color, national or ethnic origin, religion, age, sex, marital or veteran status, sexual orientation, physical disability, or any other legally protected status.

Our graduates are allied health professionals who administer ionizing radiation to humans for diagnostic, therapeutic or research purposes. They perform CT procedures and related techniques producing data at the request of and interpretation by a licensed independent practitioner. Employment opportunities include education, sub-specialization, sales and applications, and administration.

## Downloadable Program Forms & Documents

- Computed Tomography Program Handbook
- Computed Tomography Program Application 2021
- Computed Tomography Info Packet 2021

## Computed Tomography by Requirements

| Requirements | Credits |
|---|---|
| CAT*201: Cross Sectional Anatomy I | 1 |
| CAT*202: CT Image Display, Post Processing and Quality Assurance I | 2 |
| CAT*203: CT Procedures and Instrumentation I | 2 |
| CAT*204: Clinical Experience I | 4 |
| CAT*205: Cross Sectional Anatomy II | 2 |
| CAT*206: CT Image Display, Post Processing and Quality Assurance II | 3 |
| CAT*207: CT Procedures and Instrumentation II | 3 |
| CAT*208: Clinical Experience II | 4 |
| Total Credits: | 21 |

Following the successful completion of all Program requirements and obligations to the college, students are awarded Certificate in Computed Tomography and may sit for the professional Registry exam sponsored by the American Registry of Radiologic Technologists (ARRT). A minimum score of 75 on the national post-primary certification examination is required for certification as a Computed Tomographer.

Our graduates are allied health professionals who administer ionizing radiation to humans for diagnostic, therapeutic or research purposes. They perform CT procedures and related techniques producing data at the request of and interpretation by a licensed independent practitioner. Employment opportunities include education, sub-specialization, sales and applications, and administration.

## Program Coordinator

Dr. Judy Wallace

**Program Coordinator, Radiologic Technology, Computed Tomography & Mammography Programs**
Phone: 860-343-5780
Email: jwallace@mxcc.edu
Office Location: Wheaton 209
*See office hours here*

## Related Programs:

- Radiologic Technology Degree
- Mammography Post-Primary Certification

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Computer Engineering Technology Degree | Middlesex Community College, CT

mxcc.edu/catalog/academics/cet/

- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- CONTACT
- RELATED


Do you enjoy working and playing with computer hardware, software or electronics? Do you like learning about math and science and figuring out why things work the way they do? Are mathematical and logical puzzles – and trying to solve complex problems – your idea of fun?

If so, a career in computer engineering technology might be right for you! The Technology Studies: Computer Engineering Technology Option degree program at MxCC prepares students for transfer to institutions with Bachelor's Degree programs in Computer Engineering Technology, Industrial Technology, Networking Technology, or other related fields, or for entry into computer-based industry positions such as:

- IT Professional (including Network Administrator, Systems Administrator, Systems Analyst, Support Specialist)
- Programmer or Software Developer
- Computer Technologist or Engineer (Hardware/Software)

Our program helps students develop skills in the building, testing, operation, and maintenance of computer systems and associated software systems. To do this, students gain background knowledge in the application of electric circuits, computer programming, software applications, computer hardware, computer networking, and engineering.

At MxCC, students learn how to apply science, engineering, and mathematical analysis to solve computer engineering technology problems. Along the way, they develop abilities to apply written, oral, and graphical communication in both technical and non-technical environments, and to identify and use appropriate technical literature. They learn new concepts and techniques as required for continuing professional development, and fully prepare to take the industry-based certification exams.

## Associate in Science Degree

This program prepares students for transfer to institutions with Bachelor's Degree programs in Computer Engineering Technology, Industrial Technology, Networking Technology, or other related fields, or for entry into computer-based industry positions. The objectives of this hands-on, technically oriented program include:

- Provide students with a background in electric circuits, computer hardware and software, networking, and engineering standards to the building, testing, operation, and maintenance of computer systems and associated software systems.
- Provide students with the ability to apply science, engineering, and mathematical analysis in solving computer engineering technology problems.
- Prepare students to take the industry-based certification exams.
- Develop students' ability to apply written, oral, and graphical communication in both technical and non-technical environments.

- Develop students' ability to learn new concepts and techniques as required for continuing professional development.

The target audience for this program includes both full and part time students with an interest in pursuing a career as an IT Professional (including Network Administrator, Systems Administrator, Systems Analyst, Support Specialist), Programmer/Software Developer, or Computer Technologist or Engineer (Hardware/Software). This is a College of Technology Pathway Program with articulation agreements with four year institutions. Successful completion of the program allows students to enter their junior year in the Computer Engineering Technology Program at Central Connecticut State University. Consultation with the Program Coordinator is strongly recommended if students wish to transfer to other related programs or other institutions.

## Graduation Checklist

**Technology Studies: Computer Engineering Technology Option Degree – Graduation Checklist**

A Graduation Checklist is a printable list of course requirements you will use when you meet with your academic advisor each semester. The checklist helps you keep track of your progress from when you first enter MxCC to when you are ready to graduate.

## Technology Studies: Computer Engineering Option Degree Requirements by Semester

| First Semester (Fall) | | 17 Credits |
|---|---|---|
| Aesthetic Dimensions Elective | General Education Requirement: Aesthetic Dimensions | 3 |
| Historical Knowledge Elective | General Education Requirement: Historical Knowledge | 3 |
| CST*141, Computer Hardware | Program Requirement | 4 |
| ENG*101, Composition (or ENG*101E or ENG*101 ALP) | General Education Requirement: Written Communication I | 3 |
| MAT*254, Calculus I<br>*Note: You may have to take prerequisite Math courses if you do not place into MAT*254* | Program Requirement | 4 |
| **Second Semester (Spring)** | | **15 Credits** |
| COM*173, Public Speaking | General Education Requirement: Oral Communication in English | 3 |
| ECN*102, Microeconomics | General Education Requirement: Social Phenomena (1 of 2) | 3 |
| ENG*202,Technical Writing | General Education Requirement: Written Communication II | 3 |
| CSC*101, Intro to Computers | Program Requirement | 3 |
| MAT*167, Principles of Statistics | General Education Requirement: Quantitative Reasoning | 3 |
| **Third Semester (Fall)** | | **16 Credits** |
| CST*231, Data Communication and Networking | Program Requirement | 3 |
| CSC*105, Programming Logic | Program Requirement | 3 |
| EGR*111, Introduction to Engineering | General Education Requirement: Scientific Knowledge & Understanding | 3 |
| PHY*121, General Physics I | General Education Requirement: Scientific Reasoning | 4 |

| | | |
|---|---|---|
| Philosophy (PHL*) Elective | Program Requirement | 3 |
| Fourth Semester (Spring) | | 14 Credits |
| Social Phenomena Elective (2 of 2) | General Education Requirement: Social Phenomena (2 of 2) | 3 |
| CSC*220, Object-Oriented Programming Using JAVA | Program Requirement | 3 |
| EGR*221, Introduction to Electric Circuit Analysis | Program Requirement | 4 |
| PHY*122, General Physics II | Program Requirement | 4 |
| Total Program Credits: | | 62 |

## TRANSFERABILITY

The Technology Studies: Computer Engineering Technology Option is a fully articulated College of Technology Pathway Program. Successful completion of the program allows students to enter their junior year in the Computer Engineering Technology Program at Central Connecticut State University. Consultation with the Program Coordinator is strongly recommended if students wish to transfer to other related programs or other institutions.

## EMPLOYMENT OUTLOOK

Computer engineering technology jobs are HOT! HOT! HOT!
Nationally, computers and networks continue to be among the leading technologies driving engineering job markets – especially as businesses and other organizations continue to integrate new technologies and streamline their computer systems. More computer engineers will be needed to implement technological changes as innovations become more sophisticated. Additionally, jobs will be created from the need to replace workers who move into managerial positions, transfer to other occupations, or leave the labor force.

The U.S. Bureau of Labor Statistics projects that the employment for computer occupations will grow 22 percent between 2010 and 2020, faster than the average growth of 14.3 percent. Among computer occupations, software developers – systems software are projected to grow 32.4 percent. According to the National Association of Colleges and Employers, Computer Engineering and Engineering Technology were among highest-paid majors in 2012-13 with the starting salaries between $62,200 and $71,700.

In Connecticut, computer-related occupations are projected to be among the fastest growing STEM (Science, Technology, Engineering, and Mathematics) occupations (over the ten-year period from 2008 to 2018). The top hot jobs in this sector are:

- Computer software engineers
- Computer systems analysts
- Network systems and data communications analysts

## Program Coordinator

Dr. Lin Lin

**Professor & Program Coordinator of Engineering, Computer Science and Technology**
Phone: 860-343-5763
Email: llin@mxcc.edu
Office Location: Wheaton 313
*See office hours here*
Read Biography

## Related Programs:

- Communications Networking Certificate
- Computer Engineering Technology Degree
- Computer Information Technology
- Computer Science Studies Degree
- Health Information Management Certificate
- Health Information Management Degree
- Help Desk Technician Certificate
- Management Information Systems Degree
- Software Developer Certificate
- Technology Studies Degree

---

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Computer Information Technology Degree | Middlesex Community College, CT

mxcc.edu/catalog/academics/computer-information-technology/

- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- CONTACT
- RELATED


## Associate in Science Degree

The Computer Information Technology (CIT) degree program is designed to provide students with a well-rounded technical foundation and offer options in which they can concentrate their skills in either software development or networking. For students who enter the program without a firm grasp on a career direction, the program's core gives a broad range of subject areas that the students can experience before formalizing their concentration.

A report published by the U.S. Bureau of Labor explains, *"To keep IT systems running, a large workforce is needed to maintain networks, create new software, and ensure information security. In addition, the proliferation of smart phones has given rise to a new "app economy," in which new employment opportunities are available for workers who create the programs that run on mobile devices."* The CIT degree incorporate courses networking, programming, network security, and mobile device programming. All of these are high-demand areas of IT.

An internship experience enhances the curriculum and allows the student to apply their skills to an on-the-job experience. Upon graduation the student is prepared to obtain a job in the Information Technology field or pursue an advanced degree at a four-year college or university.

## Graduation Checklist

**Computer Information Technology Degree – Graduation Checklist**

A Graduation Checklist is a printable list of course requirements you will use when you meet with your academic advisor each semester.  The checklist helps you keep track of your progress from when you first enter MxCC to when you are ready to graduate.

## Computer Information Technology by Degree Requirements

| First Semester (Fall) | | 15-16 Credits |
|---|---|---|
| ENG*101, Composition (or ENG*101E or ENG*101-ALP) | General Education Requirement: Written Communication | 3 |
| MAT*137, Intermediate Algebra (or higher, depending on placement) | Gen Ed for Career Programs: Quantitative Reasoning | 3 |
| CST*120, Introduction to Operating Systems | Program Requirement | 3 |

| | | |
|---|---|---|
| **Choose one:**<br>CSC*105, Programming Logic<br>**OR**<br>CSC*116, Introduction to Programming with Javascript | Program Requirement | 3 |
| **Choose one:**<br>CSC*101, Intro to Computers<br>**OR**<br>Open Elective if student confirms computer proficiency | Program Requirement | 3 |
| Second Semester (Spring) | | 15-16 Credits |
| CST*201, Introduction to Management Information Systems | Program Requirement | 3 |
| ENG*202, Technical Writing | General Education Requirement (1 of 2): Written Communication | 3 |
| **Choose one:**<br> Programming languages (CSC* or CST*) to be selected with advice from Program Coordinator (for students in the Programming Track)<br>**OR**<br>CST*163, Windows Server Administration (for students in the Networking Track) | Program Requirement | 3 |
| ECN*102, Microeconomics | General Education Requirement: Social Phenomena | 3 |
| General Education Requirement:<br>Science Elective - Choose one course, with or without lab, from one of the following competencies:<br>Scientific Knowledge & Understanding<br>OR<br>Scientific Reasoning | | 3 or 4 |
| Third Semester (Fall) | | 15-16 Credits |
| **Choose one:**<br>DGA* elective<br>**OR**<br>CST*141, Computer Hardware<br>**OR**<br>CSA/CSC/CST Elective | Program Requirement | 3 or 4 |
| COM*173, Public Speaking | General Education Requirement (2 of 2): Oral Communication | 3 |
| **Choose one:**<br>rogramming languages (CSC* or CST*) to be selected with advice from Program Coordinator (for students in the Programming Track<br>**OR**<br>CST*231, Communications Networking (for students in the Networking Track) | Program Requirement | 3 |
| CSA*140, Database Applications | Program Requirement | 3 |
| CST*270, Network Security Fundamentals | Program Requirement | 3 |
| Fourth Semester (Spring) | | 15 Credits |
| Aesthetic Dimensions Elective | General Education Requirement: Aesthetic Dimensions | 3 |
| CSC*231, Database Design I | Program Requirement | 3 |
| **Choose one:**<br>Programming languages (CSC* or CST*) to be selected with advice from Program Coordinator (for students in the Programming Track)<br>**OR**<br>CST*228, Voice and Data Interworking (for students in the Networking Track) | Program Requirement | 3 |

| | | |
|---|---|---|
| PSY* or SOC* Elective | Program Requirement | 3 |
| CSC*295, Coop Ed/Work Experience | Program Requirement | 3 |
| Total Program Credits: | | 60-62 |

## Learning Outcomes

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

1. Develop the ability to analyze, develop, and design code through knowledge and comprehension of information systems concepts and skills.
2. Develop the strategic and critical thinking skills through development of the ability to identify, gather, measure summarize, verify, analyze, design, develop and test programs and hardware design.
3. Develop the ability to identify and solve unstructured problems in unfamiliar setting and exercise judgment based on facts.
4. Develop communication through development of proficiency in oral/written/electronic communication skills and the development of the ability to explain programming concepts and code and related technical issues to others.
5. Develop leadership skill through the development of the ability to work collaboratively with a diverse team, including organization, control, and assessment of group-based work, and provide leadership when appropriate.
6. Develop the skills to apply current technology, analyze business problems, and design and develop software and solve technical issues; apply word processing, spreadsheet, database, presentation, email, and collaborative software skills in a professional context.
7. Develop the skills to communicate using network technologies, access information via internet, and understand information integrity and security issues.

## OUTLOOK

Information Technology (IT) is an essential component of the today's workplace. The need for highly skilled computer professionals will continue to grow and computer professionals will be expected to integrate knowledge of a wide array of emerging tools, including mobile devices, cloud computing, security systems, to name a few. Additionally, work is done in diverse teams using collaborative software and integration is as important as system development. The student seeking to enter this field will require a broad range of expertise from operating systems installation to application support.

The employment outlook for computer support specialists, according the Bureau of Labor Statistics (BLS), is expected to grow 18 percent from 2010 to 2020. There is a growing need for these skills as organizations upgrade their computer equipment and software to newer technology. Additionally, mobile computing and health care IT require new software application which will increase the demand for specialized application development skills. BLS also reports that "The need for stronger cyber security will drive the demand for developers to design new software to detect, contain, and prevent viruses."

The Connecticut Department of Labor projects technical occupations are expected to gain more new jobs that any other occupational group. The nationwide and local trends all indicate that there will be a significant need of skill IT professionals to meet the growing demands of the Connecticut labor force.

## TRANSFERABILITY

Courses within the Computer Information Technology degree transfer to Central Connecticut State University and other colleges with the State University system. Students seeking to transfer should seek the advice of the Program Coordinator.

## Program Coordinator

Donna Hylton

**Professor/Program Coordinator of Computer Information Technology and Management Information Systems**
Phone: 860-343-5774
Email: dhylton@mxcc.edu
Office Location: Snow 512
*See office hours here*
Read Biography

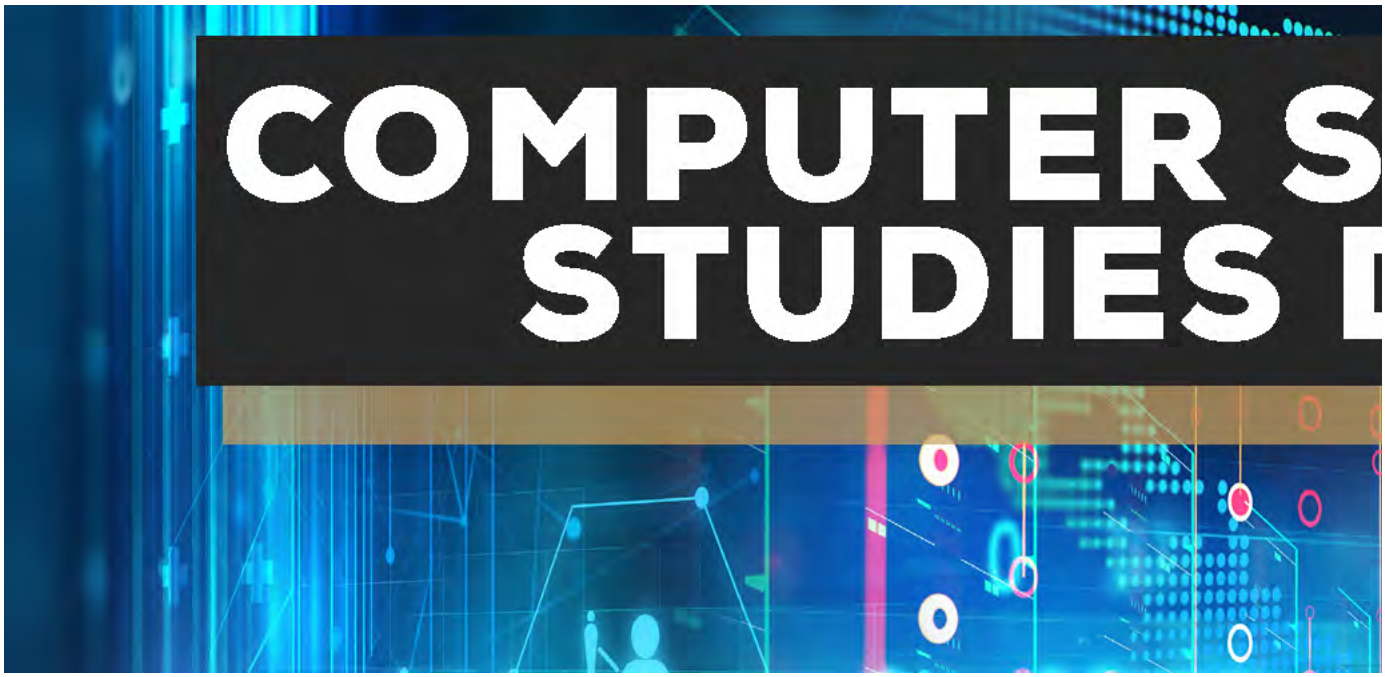
## Related Programs

***Becoming Connecticut State Community College***

*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Computer Science Studies Degree | Middlesex Community College, CT

mxcc.edu/catalog/academics/css/





- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- CONTACT
- RELATED


Computer Science is the study of computers and computational systems. Unlike electrical and computer engineers, computer scientists deal mostly with software and software systems; this includes their theory, design, development, and application.

## Program Objectives

- Complete an Associate in Arts degree in Computer Science Studies.
- Transfer seamlessly into a Bachelor of Science Degree Program with junior-level status in the receiving CSCU institution as part of the CSCU transfer tickets program.

Upon successful completion of the program, students will be able to:

- Communicate using terminology appropriate to Computer Science.
- Understand theories and research methods used in computer Science.
- Apply critical thinking and problem-solving skills on questions asked in Computer Science.
- Recognize the need to engage in lifelong learning.

## Graduation Checklist

**Computer Science Studies Degree – Graduation Checklist**

A Graduation Checklist is a printable list of course requirements you will use when you meet with your academic advisor each semester. The checklist helps you keep track of your progress from when you first enter MxCC to when you are ready to graduate.

## Computer Science Studies by Semester

| First Semester (Fall) | | 17 Credits |
|---|---|---|
| ENG*101, Composition (or ENG*101E) | General Education Requirement: Written Communication | 3 |

| | | |
|---|---|---|
| CSC*105, Programming Logic (with a C or better) | Program Requirement | 3 |
| MAT*186, Pre-Calculus | General Education Requirement: Quantitative Reasoning | 4 |
| CSA*140, Database Applications | Program Requirement | 3 |
| Select one of the following:<br>• BIO*121, General Biology I<br>• CHE*121, General Chemistry I<br>• PHY*221, Calculus-Based Physics I | General Education Requirement: Scientific Reasoning | 4 |
| Second Semester (Spring) | | 14 Credits |
| CSC*220, Object-Oriented Programming Using Java (with a C or better) | Program Requirement | 3 |
| CSC*231, Database Design (with a C or better) | Program Requirement | 3 |
| MAT*254, Calculus I (with a C or better) | Program Requirement | 4 |
| Select the second course in the sequence you began the first semester:<br>• BIO*122, General Biology II<br>• CHE*122, General Chemistry II<br>• PHY*222, Calculus-Based Physics II | General Education Requirement: Scientific Knowledge & Understanding | 4 |
| Third Semester (Fall) | | 16 Credits |
| MAT*256, Calculus II (with a C- or better) | Program Requirement | 4 |
| General Education Requirement: Written Communication | | 3 |
| General Education Requirement: Social Phenomena | | 3 |
| General Education Requirement: Historical Knowledge | | 3 |
| General Education Requirement: Aesthetic Dimensions | | 3 |
| Fourth Semester (Spring) | | 16 Credits |
| CSC*XXX, Client-side Web Design<br>*(MxCC does not offer this course so in order to complete this degree, you will have to take this class at another community college)* | Program Requirement | 3 |
| EET*252, Digital Systems (with a C- or better)<br>*(MxCC does not offer this course so in order to complete this degree, you will have to take this class at another community college)* | Program Requirement | 4 |
| MAT*210, Discrete Math (with a C or better) | Program Requirement | 3 |
| General Education Requirement: Social Phenomena | | 3 |
| General Education Requirement: Oral Communication | | 3 |
| Total Program Credits: | | 63 |

## Job Availability & Growth

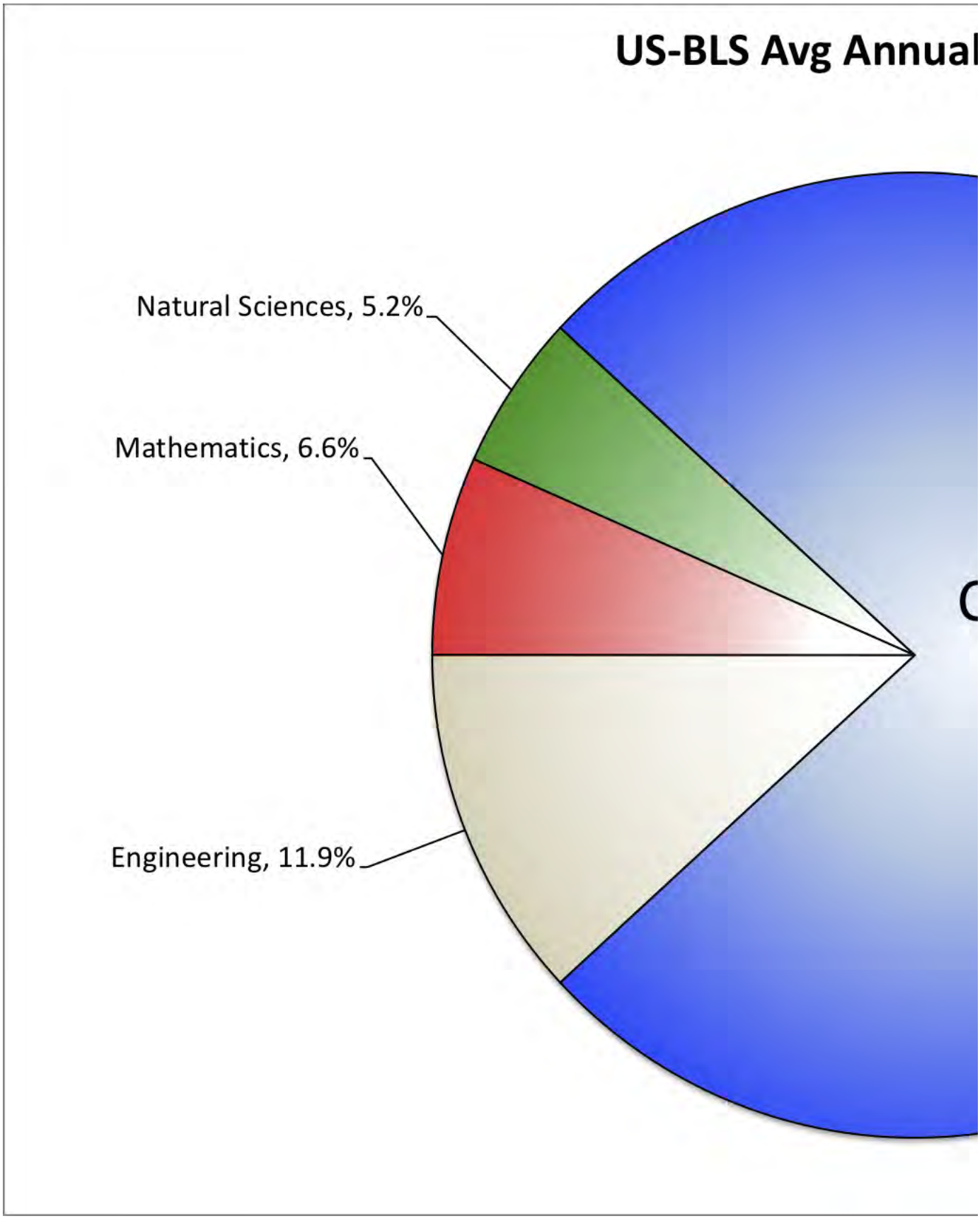
“Employment of computer and information technology occupations is projected to grow 12 percent from 2018 to 2028, much faster than the average for all occupations. These occupations are projected to add about 546,200 new jobs. Demand for these workers will stem from greater emphasis on cloud computing, the collection and storage of big data, and information security.”

-US Bureau of Labor Statistics

## Salary Information

“The median annual wage for computer and information technology occupations was $86,320 in May 2018, which was higher than the median annual wage for all occupations of $38,640.”

-US Bureau of Labor Statistics



## Career Options

- Computer, data, and network security
- Programming
- Systems administration or analysis
- Data and information and engineering
- Database design and administration
- Digital media production
- Network administration, systems, or data communications analysis
- Software engineering
- Web design and development

## Program Coordinator

Dr. Lin Lin

**Professor & Program Coordinator of Engineering, Computer Science and Technology**
Phone: 860-343-5763
Email: llin@mxcc.edu
Office Location: Wheaton 313
*See office hours here*
Read Biography

## Related Programs:

- Communications Networking Certificate
- Computer Engineering Technology Degree
- Computer Information Technology
- Health Information Management Certificate
- Health Information Management Degree
- Help Desk Technician Certificate
- Management Information Systems Degree
- Software Developer Certificate
- Technology Studies Degree

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Corporate Media Production Certificate | Middlesex Community College, CT

mxcc.edu/catalog/academics/corporate-media-production/

- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- CONTACT
- RELATED


## Credit Certificate Program

The Corporate Media Production certificate program prepares students for entry-level media production positions in business, industry and education. Emphasis is on hands-on production skills. Corporate media professionals tend to be generalists; therefore, this program provides students with a variety of production experiences including writing scripts, camera operation, video editing, web production and video streaming as they apply to business. An internal practicum in the college's nationally recognized Corporate Media Center or an external internship at a company or non-profit organization is required.

## Graduation Checklist

**Corporate Media Production Certificate – Graduation Checklist**

A Graduation Checklist is a printable list of course requirements you will use when you meet with your academic advisor each semester.  The checklist helps you keep track of your progress from when you first enter MxCC to when you are ready to graduate.

## Corporate Media Production by Certificate Requirements

| Certificate Requirements | Credits |
|---|---|
| BMG*204, Managerial Communications or BES*118 Small Business Management | 3 |
| BMK*201 Principles of Marketing | 3 |
| COM*111 Scriptwriting | 3 |
| COM*129 Digital Video Production | 3 |
| COM*131 Audio Production or COM*125 / DGA*125 New Media Production | 4 |
| ART*147 / COM*147 Digital Cinematography | 3 |
| COM*264 Advanced Editing Workshop | 3 |
| COM*287 Advanced Media Production or COM*295 Internship | 3 |
| COM*293 Corporate Media Practicum | 3 |
| Open Elective | 3 |
| Total Program Credits | 30 |

## Learning Objectives

- Provide students with a knowledge and experience with technology used in corporate media production, business and new media such as cameras, video editing workstations, microphones, video recorders and web based applications.
- Provide students with critical thinking skills so that style can be applied to their productions.
- Familiarize students with media content produced for business including sales, marketing and employee videos, educational television, event production, public relations and advertising.
- Prepare students for entry-level positions with course work, a developed resume, portfolio and internship experience.
- Develop students' ability to apply written, oral, and visual communications to business environments.
- Develop students' ability to learn new concepts and techniques as required for continuing professional development.

## SALARY INFORMATION

Corporate media professionals tend to be generalists therefore this program provides students with a variety of production experiences including writing scripts, camera operation, video editing, web production and video streaming as they apply to business to prepare them for corporate media jobs.

Most graduates holding associate degrees will be seeking entry-level positions, which pay about $25,000 per year, depending on several factors. Pay increases with the employee's level of education and experience. Often students find employment after graduation through their student internship experiences.

National Average Salaries for the year 2018, according to the U.S. Bureau of Labor Statistics:

- Film & Video Editor – $54,040
- Camera Operator – $59,040
- Producer and Director – $70,950
- Technical Writer – $69,850
- Web Developer – $66,130
- Sound Technician – $42,550
- Video Technician – $59,040
- Public Relations – $58,020

The overall job outlook in this field is favorable, although competition is strong for positions at all levels. For the latest, detailed salary information, visit: www.bls.gov.

## Program Coordinator

**Richard Lenoce**
Professor of Broadcast-Cinema
Office: Chapman Hall 606
Phone: 860-343-5796
Email: rlenoce@mxcc.edu

## Related Programs:

- Art Studies Degree
- Audio & Music Production Certificate
- Broadcast Communications Certificate
- Digital Media Production Degree
- Film & Video Production Certificate
- Fine Arts Degree
- Fine Arts: Graphic Design Degree
- Multimedia Design Certificate
- News & Sports Production Certificate
- Theatre Studies Degree
- Web Design & Development Certificate

---

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Criminal Justice Degree | Middlesex Community College, CT

mxcc.edu/catalog/academics/criminal-justice/

- OVERVIEW
- STUDENT SPOTLIGHT
- REQUIREMENTS
- OUTCOMES
- RELATED


## Associate in Science Degree

Students interested in careers in law enforcement, corrections, security, and the court system should consider this program.  The Associate in Science degree will allow a student to pursue a career immediately upon completion or transfer to a four year institution. This degree program provides preparation for career opportunities in criminal justice and for the continuation of education at a four-year college or university. The curriculum examines police science, law, judicial studies, and corrections.

## CONTACT

Rebecca Rist-Brown

**Professor & Program Coordinator, Criminal Justice & Criminology Studies**
Phone: 860-343-5849
Email: rristbrown@mxcc.edu
Office Location: Snow Hall, Room 508
*Make an appointment*

## Student Spotlight

### DETERMINED AND FOCUSED SINGLE MOM

New Haven resident and single mother **Brenda Vera** finds her motivation to push forward from her 10-year-old son. That determination eventually led her to a career in law enforcement.

In 2002, Brenda attended Wilbur Cross High School in New Haven and received her high school diploma from the New Haven adult education program. After that, she enrolled in the one-year paralegal certificate program at the Branford Hall Career Institute. She graduated from there in 2004.

For five years, Brenda drove a school bus. She describes that job as having a lot of responsibility, but she could also relate well with the students.

Soon, however, Brenda found herself in a difficult and unhealthy relationship involving verbal domestic violence. This brought her some direct exposure to the benefits of police work.

“I always wanted to have a career that can make a difference in people’s lives,” Brenda said. So, she began taking courses at Middlesex Community College as a pathway toward earning a degree in criminal justice.

Brenda soon was hired as an inspector for the Connecticut Department of Motor Vehicles in the commercial vehicle safety division. However, she was still looking for a career where she could help people more directly.

Since the Connecticut DMV is also considered part of the state’s protective services, Brenda applied to the Police Academy (POST) in Meriden. This involved passing a multitude of exams—agility, written, psychological, and polygraph tests as well as an oral interview and a medical exam. She lived at the facility for six months while her mother, who is originally from Puerto Rico, cared for her son. Brenda graduated from the Connecticut Police Academy in 2015 and went on to serve the DMV for four years handling truck inspections and motor vehicle stops throughout the state. (See CT DMV video Brenda appeared in.)

With sights on finishing a criminal justice degree, Brenda continued taking classes part-time at MxCC. “The teachers are great and very helpful. I really like Middlesex,” Brenda said. “I especially liked my English 101 professor, who was easy to understand and explained things well.”

She later went on to become a full-time municipal police officer and in May 2019, she completed a lateral transfer to a position with the Branford Department of Police Service. The department publicly welcomed her with a post on their social media platforms.

“I love the people in Branford. Everyone is very nice and welcoming, and they respect law enforcement,” she said.

As of the Fall 2019, Brenda has three more courses left to take at Middlesex and plans to graduate with an associate degree in May 2020. She is looking to attend the University of New Haven and eventually complete a four-year degree in criminal justice.

“I see things as a single mom. Pursue your goals and don’t give up,” she said. “Stay determined and focused and keep trying even when it’s gets hard.”

*September 2019*

## THE POWER OF SETTING GOALS

Several years ago, MxCC Criminal Justice graduate Christian Vazquez heard a motivational speaker on television talk about how to be successful. “I can’t remember his name,” Christian said. “But I remember that he said if you want to accomplish goals, write them down and look at them every single day. So, that’s what I did.”

Christian, who at the time was 25 years old and working full-time as a CNC machinist, wrote down his four goals:

- Go to a two-year college and earn a degree in business administration
- Join the Army
- Find job in law enforcement
- Earn a bachelor's degree

He hung the list on his bedroom wall, a daily reminder of what he wanted to do with his life. Seven years of very hard work and dedication later, he has (nearly) achieved all four goals.

The first goal he accomplished was earning that business administration degree from Middlesex Community College, which he completed in 2011 (while working full time). Next, he joined the Army National Guard, becoming the first member of his family to ever serve in the US Armed Forces. He completed boot camp at Ft. Leonard Wood in Missouri in May 2012 and went to Fort Bliss in El Paso, Texas, that August to serve as a military police observer, controller and trainer. As a private first class, Christian trained other guardsmen in transporting prisoners, interviewing inmates, and riot control (an assignment typically given to someone at the sergeant level or higher). He also served on a task force that trained and evaluated all MP companies preparing to be deployed to Cuba, Afghanistan and other places. At the same time, he trained in military combat support to these companies.

Christian's tour ended without being deployed and he returned to Connecticut to complete his six year commitment, serving as a military police officer at the West Hartford Reserve Center. During this time, he re-enrolled at MxCC to pursue his criminal justice degree – thereby taking steps towards his goal of working permanently in law enforcement.

Christian said he felt very privileged to be taking classes from MxCC's exceptional and accomplished faculty – which included an FBI agent, a police chief, and a criminologist. These professors used their own personal experiences in law enforcement to give students the "real-life" view of what they were learning in the classroom. Christian thought this made classes extremely interesting, and said the overall Criminal Justice program at MxCC provided a thorough look at the entire profession – the good, the bad, the risks (including risking your own life) and the rewards.

With each class, Christian became more convinced that he was on the right path. He talked to every professor as much as he could during and after class to see what else he could learn from them. MxCC's small class size and the encouraging learning environment helped Christian develop meaningful relationships with fellow students and faculty, and succeed in

his work.  This was especially important when he faced conflicting deadlines with his many responsibilities. Although he worked during lunch breaks and well into the nights to complete class assignments on time, there were instances when he just had to reach out for help.

> “The only reason I was able to complete my degree on time was because my professors at MxCC gave me their full support,” Christian said.  “I got to know every professor and they got to know me and my situation.  When they knew I had weekend drills coming up, they gave me a little extra flexibility to complete my work.  This made all the difference in the world.”

When it came time to apply for the Corrections Academy, Christian again turned to his professors for help preparing for the written exam and oral interview.  After he was accepted, he now had a new workload to fit into his already-packed schedule of full-time work, some remaining classes at MxCC needed for graduation, National Guard duties, and, of course, his family.

“It was a tough time but by the grace of God I had the strength to get through it,” he said.

And he did get through it, graduating this past summer from MxCC’s Criminal Justice Program (earning his second degree from the College) and from the Corrections Academy. He immediately began a full-time job as a corrections officer working at Hartford Correctional Center, a level 4, high-security urban jail that primarily holds pre-trial offenders.  He could now officially quit his machinist job – and cross one more goal off his list.

There is one more item on Christian’s list, which is still taped to his wall:  earning a bachelor’s degree.  He is tackling that goal this fall at Waterbury’s Post University, where he was accepted into the Business Administration and Management Program.

Christian believes with hard work and motivation, anyone can set and meet his or her goals. “First, I think people need to search their souls to find out what they want do with their lives,” he said.  “Then, they can make a plan – and a back-up plan – to achieve those dreams.  The important thing is for people to put their time in to get what they want, and to never quit!”

It took a little while for Christian to understand this in his own life.  But with an amazing amount of energy and hard work, he has turned his list of dreams into a list of actual accomplishments.  He has built a better life for himself and for his family – with thanks, in great part, to the opportunities and people at MxCC.

---

## MIDDLETOWN POLICE CAPTAIN

**By Gary Wallace, MxCC 2009**

MxCC was my second chance at higher education.

But before that in 1985, I graduated from East Hampton High School and received a dual scholarship for soccer and baseball to attend Mitchell College in New London, CT, the next year. My major was business administration.

Unfortunately, I was more interested in athletics than books, and I did not do well that first year. Although I was due to return the next year, I decided to explore the U.S. Armed Forces. My brother is a Vietnam Navy veteran, and my father and uncles are WWII Army veterans. The thought of war did not pique my interest, but the concepts of the Navy and what it had to offer did. I decided not to return to Mitchell College and joined the Navy.

Leaving behind the opportunity to play the sports I loved was difficult, but I could also play in the service, and it absolutely fulfilled my needs. My first ship was a guided missile destroyer (USS Barney DDG-6) stationed at Norfolk, VA. Trained as an operations specialist, I used radar and tracking equipment in the ship's Combat Information Center. We also had a soccer team that played teams in other countries as we traveled.

The Barney decommissioned in 1990, and I was reassigned to the aircraft carrier USS John F. Kennedy CV-67. The Kennedy was like a floating city! We had 5,200 sailors on board and several aircraft. The Kennedy and its battle group were involved in the Persian Gulf War and assisted in missions across the Mediterranean Sea. Upon return from the Gulf War in 1991, the ship was docked for many months for an overhaul. While in port, the Kennedy team participated in the Norfolk Naval Base Soccer Tournament against some of the best athletes in the area. Keep in mind, Norfolk is the largest US naval base in the world. Our team won the championship that year going 10-1, and yours truly was named the most valuable player. Believe it or not, having that connection to the sport I loved kept me thinking about home. My parents were always big supporters of us growing up, and I truly missed them. I was only 24 when I separated from the Navy after four years, so I returned home to Connecticut.

Then I applied to the Middletown Police Department, not really knowing what to expect. Having matured over the years, I needed to consider going back to school. Law enforcement seemed like a natural option. I loved community, family, helping others and the uniform. My father was an auxiliary police officer in New York many years ago, and we discussed this decision. He had reservations but ultimately agreed, as did my mother. She also stressed that going back to school was very necessary, and that I would need my education going into this or any career. She was right. During my time in the military, I further understood the importance of a quality education and a solid foundation to which my life would be built upon.

So, midway through my law enforcement career I found all of that at MxCC! After working for almost six years in Middletown, I knew that it was time to get back into school. When I began to consider options, I knew that my veteran status would be helpful. MxCC was the perfect

choice for me. It had been many years since I had set foot in the classroom, and this was my second chance at college. I tested exceptionally well for placement, but I knew that a smaller, close-knit, environment was the best thing for me. The advisers who I worked with initially were like family. Always helpful, always there to answer questions, always took the extra time to clear up any concerns. I often wondered, “What took me so long to get here?”

We jump-started my educational journey with the Portfolio Development course which allowed working, experienced students like myself the opportunity to turn documented life experience into good, quality, educational credits. I earned 33 credits that semester, so coupled with my transferred credits from Mitchell College, the military and the police academy, I was well on my way to my associate degree. What also worked out well for me at MxCC was the veteran tuition waiver, and the City of Middletown reimbursed me for books and fees. I must admit that living nearby was also a plus. Finally in 2009, I proudly received an associate degree in criminal justice.

The staff at MxCC has been so helpful, trusting and vested in my future that our personal relationships continue to this day. Whether I am invited to campus for a meeting or a special event, the filming of a commercial, or as a special guest of President Wasescha on her radio show, I have always been blessed to have such great support around me. My experiences at MxCC have played a major role in my advancement in law enforcement. All my career successes have been supported by my education from MxCC.

Finally, I am extremely proud to have worked with the MxCC’s criminal justice coordinator, Rebecca Rist-Brown, on a very important topic—internships. Together, we have reshaped our agencies’ relationship. MxCC interns interested in law enforcement now work hand in hand with Middletown detectives in the Investigative Services Division, which I oversee. The experiences and relationships that have been formed under this new initiative have been invaluable.

I would like to thank everyone at MxCC for being my solid foundation!

## Graduation Checklist

**Criminal Justice Degree – Graduation Checklist**

A Graduation Checklist is a printable list of course requirements you will use when you meet with your academic advisor each semester.  The checklist helps you keep track of your progress from when you first enter MxCC to when you are ready to graduate.

## Criminal Justice Degree Requirements by Semester

| | |
|---|---|
| First Semester (Fall) | 15 Credits |

| | | |
|---|---|---|
| ENG*101, Composition (or ENG*101E or ENG*101-ALP) | General Education Requirement: Written Communication | 3 |
| CJS*101, Intro to Criminal Justice | Program Requirement | 3 |
| MAT*137, Intermediate Algebra | General Education Requirement: Quantitative Reasoning - Career Oriented Programs | 3 |
| SOC*240, Criminology | Program Requirement | 3 |
| Historical Knowledge Elective | General Education Requirement (1 of 2): One course selected from any of these competencies: Aesthetic Dimensions, Historical Knowledge, Oral Communication, Social Phenomena, or Written Communication | 3 |
| Second Semester (Spring) | | 15 Credits |
| Aesthetic Dimensions Elective | General Education Requirement: Aesthetic Dimensions | 3 |
| CJS*213, Evidence and Procedures | Program Requirement | 3 |
| Written Communication Elective | General Education Requirement (2 of 2): One course selected from any of these competencies: Aesthetic Dimensions, Historical Knowledge, Oral Communication, Social Phenomena, or Written Communication | 3 |
| Criminal Justice Elective (1 of 5) | Program Requirement | 3 |
| CJS*211, Criminal Law I | Program Requirement | 3 |
| Third Semester (Fall) | | 15-16 Credits |
| CJS*294, Contemporary Issues in Criminal Justice | Program Requirement | 3 |

| | | |
|---|---|---|
| PSY*111, General Psychology I | Program Requirement | 3 |
| SOC*101, Principles of Sociology | General Education Requirement:<br>Social Phenomena Elective | 3 |
| Criminal Justice Elective (2 of 5) | Program Requirement | 3 |
| Science Elective, with or without Lab component | General Education Requirement:<br>Science Elective - Choose one course, with or without lab, from one of the following competencies:<br>Scientific Knowledge & Understanding<br>OR<br>Scientific Reasoning | 3 or 4 |
| Fourth Semester (Spring) | | 15 Credits |
| Program Requirement: Criminal Justice Elective (3 of 5) | Program Requirement | 3 |
| Program Requirement: Criminal Justice Elective (4 of 5) | Program Requirement | 3 |
| Program Requirement: Criminal Justice Elective (5 of 5) | Program Requirement | 3 |
| Open Elective (1 of 2)<br>Any course numbered 100 or above | Program Requirement | 3 |
| Open Elective (2 of 2)<br>Any course numbered 100 or above | Program Requirement | 3 |
| Total Program Credits: | | 60 (61) |

## Learning Outcomes

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

1. Identify and explain the basic structures and functions of the criminal justice system.
2. Interpret the basic concepts and functions of criminal law.
3. Integrate multidisciplinary theories which constitute the basis for understanding criminality and victimization.
4. Apply constitutional principles that protect the rights of individuals and regulate criminal justice practices and procedures.
5. Discuss the importance of social and ethical issues confronting the criminal justice systems.

## A CAREER IN CRIMINAL JUSTICE:

- **Is a CJ Degree the Right Choice?**
- **20 Jobs You Can Get With A Criminal Justice Degree**
- **7 Criminal Justice Careers for Those Freaked Out by Firearms**

## CAREER EXPLORATION:

Center for Online Education: https://www.onlinecolleges.net/degrees/criminal-justice/

Community for Acccredited Online Schools:

- Resources Guidebook: https://www.accreditedschoolsonline.org/criminal-justice-degree/student-resources/
- Financial Aid and Scholarships: https://www.accreditedschoolsonline.org/criminal-justice-degree/financial-aid-scholarships/
- Careers Guide: https://www.accreditedschoolsonline.org/criminal-justice-degree/careers/

## Related Programs

- Child Development Associate (CDA) Credential
- Criminology Studies Degree
- Early Childhood Education Certificate
- Early Childhood Education Degree
- Early Childhood Teacher Credential Studies Degree
- Human Services Degree
- Pyschology Studies Degree
- Social Work Studies Degree
- Sociology Studies Degree
- Therapeutic Recreation Certificate

***Becoming Connecticut State Community College***

*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Criminology Studies Degree | Middlesex Community College, CT

mxcc.edu/catalog/academics/criminology-studies/

- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- RELATED


## Overview

This program is a **CSCU TAP Transfer Degree** that is intended for Connecticut Community College students to transfer to Connecticut State Universities and Charter Oak State College without either losing any credits or being required to take extra credits in order to complete a bachelor's degree in that same discipline.

Please contact a campus advisor for this program:

- Guided Pathway Advisor
- Faculty Advisor- Rebecca Rist-Brown, RRist-Brown@mxcc.edu

## Requirements

Recommended course of study for the **CSCU Pathway Transfer Degree: Criminology Studies, A.A.** If you are studying part time, simply follow the order of the courses listed here, but be aware that some courses serve as prerequisites to subsequent courses. Note that not all courses will be available every semester. You will notice that in many instances you will be able to choose the specific course you will take from within a category. For a list of the courses from each category that you can choose from, go to Appendix (PDF).

Program Requirements are listed on the Connecticut State Colleges & Universities (CSCU) website

**https://www.ct.edu/files/tap/CRM.MXCC.pdf**

## Outcomes

These requirements are effective if you declared the Transfer Ticket: **CSCU Pathway Transfer Degree: Criminology Studies, A.A.** major for the 2017/18 through 2021/22 academic year.

This **Criminology Studies, A.A**. Degree serves as the single community college degree to all of the State University and Charter Oak State College business majors listed below. You will declare your specific field when you transfer. With this degree you will be able to transfer to the following majors.

Follow this link for important information about when and how to apply for transfer to a State University or Charter Oak State College.

In order to graduate and be guaranteed admission to a State University or to Charter Oak State College, you must earn an overall 2.0 grade point average. At CCSU, you must complete all courses for the major and the minor with a C- or better, and you must maintain a minimum GPA of 2.0. At ECSU, you must have a GPA of 2.0 or better in the set of required courses for the major. At SCSU, you must maintain an overall GPA of 2.0 or better. At WCSU, you must maintain a cumulative GPA of 2.3 or better.

At Central Connecticut State University:

Criminology, B.A.

At Eastern Connecticut State University:

Criminology, B.A.

At Southern Connecticut State University:

Sociology with Criminology and Criminal Justice Concentration B.S.

At Western Connecticut State University:

- Justice and Law Administration with Corrections, Probation, and Offender Rehab Option, B.S.
- Justice and Law Administration with Law Enforcement Option, B.S.
- Justice and Law Administration with Legal Studies Option, B.S.
- Justice and Law Administration with Paralegal Studies Option, B.S.
- Justice and Law Administration with Criminology Option, B.S.

At Charter Oak State College:

Criminal Justice, B.S.

## Related

### Timeline for Priority Registration, Financial Aid, and Campus Residence for Graduating Transfer Ticket Students

**Important:**

August 1 October 1 FAFSA Application opens

**Two semesters before transfer**

> You can begin applying to CSUs as a transfer student. Charter Oak has rolling admissions, with 8 term start dates per year. See websites at bottom of page for admission information for each campus. One semester before transfer 1st day of semester Complete application by this date. Request your electronic transcripts be sent to a CSU or Charter Oak, including your Degree Works Graduation Audit, by following these instructions.

**Note: You can continue to apply past this priority deadline; however, there is no guarantee of priority registration after this point.*

**By March 1 (for Fall start) OR By October 15 (for Spring start)**

> Receive a letter from the CSU Admissions office. The letter will include the advising schedule, the registration schedule, and contact information for your advisor.

**Note: As soon as possible, you should*

*(1) confirm your plans to attend and*

*(2) pay the enrollment confirmation deposition in order to secure priority registration, and*

*(3) if you want on-campus housing, pay the housing deposit to secure housing space.*

**Advising period (varies by campus)**

> Meet with a CSU/COSC advisor

**Registration period**

> Register with comparable students (exact dates differ among CSUs); your CSU advisor will provide those dates.

**Transfer semester**

Begin classes at CSU or COSC!

*For more precise information regarding application, enrollment, registration, and financial aid at each CSU or COSC, see their respective websites.*

- Central Connecticut State University – CCSU
- Southern Connecticut State University- SCSU
- Western Connecticut State University- WCSU
- Charter Oak State College – COSC

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Digital Marketing Certificate | Middlesex Community College, CT

mxcc.edu/catalog/academics/digital-marketing/

- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- CONTACT
- RELATED


Tell a good story, be creative, work with others. That's what professionals in the digital marketing field do. They are visual, analytical, love social media, and live in the virtual world. The Digital Marketing certificate prepares students for entry-level digital marketing positions. It also can boost current marketable skills on a resume and help facilitate a career change.

The Digital Marketing certificate is a career path that includes business, communications, English, and new media production courses. While the Digital Marketing program is offered as a certificate, the program can also be an area of specialization for the New Media Production associate degree and can be taken concurrently.

| Certificate Requirements | Credits |
|---|---|
| DGA*110 Computer Graphics | 3 |
| BMK*201 Principles of Marketing | 3 |
| BMG*202 Principles of Management | 3 |
| BMK*216 Internet Marketing | 3 |
| COM*120 Social Media | 3 |
| ECN*101 Macroeconomics | 3 |
| DGA*241 Internet Web Design I | 3 |
| ENG*101 (or ENG*101E): Composition | 3 |
| COM*295 Internship | 3 |
| Any course in ACC/BBG/BMG/DGA/COM/ENG | 3 |
| Total Program Credits | 30 |

**Learning Outcomes**

A review from the American Marketing Association and the Digital Marketing Association of the top skills digital Marketers need to be successful in the workforce are embedded in the program design.  In addition, the Digital Marketing certificate outcomes provide competencies in the top skills required found in digital marketing positions; Marketing Knowledge, Social Media Marketing, Marketing Strategy, Product Management, Budgeting, Marketing Communications, Content Marketing, E-commerce, User Interface & Experience, Online Advertising Email Marketing, Search Engine Optimization (SEO), Website Optimization, Display and Video Advertising and Analytics.

Upon completion of this certificate, a student will be able to:

- Understand and apply segmentation, targeting, positioning, branding, and the marketing mix in pursuit of long-term marketing objectives.
- Develop and apply integrated marketing strategies for all channels.
- Analyze principles, techniques and major functions of management and business organizations.
- Create Search Engine Marketing (SEM) & Conversion Rate Optimization (CRO) techniques (campaigns), evaluate their effectiveness and recommend changes that will improve an e-commerce campaign's conversion rates.
- Understand the various methods of online display advertising and create online display ad campaigns and measure its ROAS (return on ad spend based on budgeting) for an e-commerce site.
- Understand and interpret web analytics; determine the appropriate KPIs for any type of website and make appropriate recommendations to an e-commerce website based on the conversion funnel and analytics.
- Understand and implement best practices in marketing to a database of current and potential customers via email.
- Create compelling content including titles, bylines and copy and utilize knowledge of social media tactics to design an effective social media campaigns.
- Use new media including social media, blogs, web sites and online portfolios for course presentations and job preparation.
- Effectively use a variety of industry standard tools and processes for producing contemporary forms of digital media across multiple delivery platforms and delivery systems.

## Program Coordinator

Susan Lugli

**Professor, Business; Program Coordinator, Business Administration and Marketing Business Administration/Marketing**
Phone: 860-343-5840
Email: slugli@mxcc.edu
Office Location: Wheaton 313
*Make an appointment*

## Related Programs

- Accounting Degree
- Accounting Assistant Certificate
- Accounting Technician Certificate
- Business Administration Degree
- Business Skills Certificate
- Business Studies Degree
- Digital Media Production Degree
- Entrepreneurship Certificate
- Management Information Systems Degree

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Digital Media Production Degree | Middlesex Community College, CT

mxcc.edu/catalog/academics/digital-media-production/

- OVERVIEW
- STUDENT SPOTLIGHT
- REQUIREMENTS
- OUTCOMES
- RELATED


## Associate in Applied Science Degree

The Digital Media Production Associate in Applied Science (A.A.S.) degree qualifies students to work in the many industries that require skills in digital technology and media production such as video production, broadcast television, digital cinema, digital and interactive media, audio recording and mixing, radio, social media, computer graphics, web design, audio and music production, and animation.  During the first semester, full-time students take the same classes within the major and have the same schedule. Before the end of their first semester students are required to enroll in a certificate, specializing in one of several areas of media production: Audio and Music, Corporate Media, Film and Video, Multimedia Design, News and Sports, and Web Design and Development. To meet graduation requirements, each student will produce a thesis project and participate in an internship in their area of specialization. Placement in ENG*101 is required for most courses.

The Digital Media Production Associate of Applied Science degree, will provide students the opportunity to complete 21 credits of general education coursework (including two program-related courses that fulfill the “aesthetic dimensions” competency) and 12 credits of common course requirements in digital media.

A unique aspect of this program is that students will complete the balance of their degree requirements through 27 credits of directed electives targeted to needed positions in Connecticut's growing media industry. This will require students to co-enroll in one of the college's digital media professional certificate programs.  Students will select from one of the six areas of specialization designed to fulfill their educational and career goals from their chosen certificate.

## CONTACT

Richard Lenoce

**Professor & Program Coordinator, Digital Media Production**
Phone: 860-343-5796
Email: rlenoce@mxcc.edu
Office Location: Chapman Hall 606
*See office hours here*
Read Biography

## Student Spotlight

## BROADCAST ALUM EARNS NATIONAL JOURNALISM AWARD

Naugatuck High School graduate **Steve Yablonski** began his college career as a theater major at Southern Connecticut State University in New Haven. At the time, he really didn't want to go to college or even know what to study, but he gave it a try.

To avoid mounting student loan debt, Steve continued his studies at Naugatuck Valley Community College in Waterbury. Though he majored in general studies, he discovered an interest in journalism and broadcasting. He even landed an internship at MSNBC when it was located in New Jersey and drove there from

Connecticut three times a week. A professor at NVCC suggested Steve visit Middlesex Community College in Middletown to consider transferring into their broadcasting program.

Steve said he met with MxCC professor Rich Lenoce, coordinator of the Digital Media Production programs at the MxCC Center for New Media. “At that moment, I knew Middlesex was perfect,” said Steve.

As Steve reflected on why he entered a journalism program, he said, “I remember sitting on my couch in the summer of 2006, and there was a war between Israel and Lebanon. I remember thinking, all the reporters are talking about is the political problems that led to the fighting. But what about the normal people who are living with air raid sirens going off all hours of the day and rockets landing in neighborhoods around the region. I knew I wanted to be there and tell those stories. That’s when I realized journalism was my passion.”

Steve attended MxCC as a full-time student while also working full-time. He said he appreciated the online classes during this busy time, but also cherishes the special friends he made with classmates and professors.

“Every professor I had at MxCC was amazing, especially in our department. But I really learned a lot from Patience Hettrick, who taught our final class before graduating. She was also he assistant news director at WFSB at the time, and I learned so much from her about the business. I will forever be grateful to her for her knowledge. She really helped launch my career,” said Steve.

Professor Lenoce recalls, “Steve came to Middlesex with experience in TV news, having done an internship with MSNBC at Joe Scarborough’s [‘Scarborough Country’] program. Immediately I could tell that Steve was intelligent, inquisitive and ambitious and would go far in the broadcast news and social media business. His success shows the doors that are open for students with the kinds of hands-on program Middlesex provides for those passionate about their work.”

In 2009, Steve earned his associate degree in broadcast communications from MxCC. He first worked as a web intern at WFSB in Hartford, just as the digital producer or digital journalist roles became more common in the industry. After covering several major, national stories (including the Annie Le murder; the trial and sentencing of the Cheshire home invasion killers; the Boston Marathon bombing; the mass-shooting at Sandy Hook, and countless snowstorms), Steve went to the powerhouse station in Boston, WCVB, to advance his career as a digital content producer. After about two years, he headed over to Boston 25 News.

At his social media producer job at Boston 25 News, Steve said he checks in with the TV and digital producers about the stories for the day. From there he works to figure out what elements can be beneficial to viewers, who is looking for extra content in web articles, or get

creative and make some graphics and videos to push people to watch newscasts. He then works on strategic angles for target audiences based on geographic areas and/or specific interests that will most likely show up in someone's social media feed.

"I like the rush of breaking news. Doing the same thing day after day can get boring, but working in news is great because things can change in a matter of seconds. You need to constantly be on your game to keep people informed about what's going on in their neighborhoods, state, country and around the world," Steve added.

2019 is a memorable year for Steve's accomplishments at Boston 25 News. He and his team were recognized with two distinguished journalism awards, the Regional Edward R. Murrow Award and National Edward R. Murrow Award for Excellence in Social Media for their coverage of a series of deadly gas explosions in Massachusetts last year. (Watch Boston 25 News Murrow award promotional video.)

"A few heavily populated communities in northeastern Massachusetts were told to evacuate immediately because homes and businesses were exploding and catching fire without warning. It was madness. No one knew what was happening at the time and no one had been in a situation like this before. [We] knew that our [regular] TV viewers were no longer in front of their televisions. They were watching live video in our app or Facebook Live. It was our job to relay important information to those viewers who would otherwise not know important safety information. Like where to evacuate to, how to manually shut off gas valves, and even how to know if their home was affected by color-coded tags the fire department was leaving on homes. We were on the air for hours trying to get important information out to people who weren't directly affected and pushing people who were affected to our website, news app and social media accounts where they would find more important, potentially life-saving information," explained Steve.

Steve has some advice for prospective MxCC students. He said, "It's worth it, and you'll get an amazing education at Middlesex. When you're a senior in high school, figuring out which college to go to and what to major in can be really tough. If you don't know right away, then don't sweat it. You have plenty of time. I didn't figure it out until my mid-20s. It took me a while, but I'm so grateful that I figured it out and got to work. You'll know right away when you found what you want to be doing for the rest of your life."

He said working hard is important during studies at Middlesex. "You're heading into a college that cares about you and your future. You're more than just a social security number to professors in your department. Because class sizes are much smaller than at other colleges and universities, it's so easy to get the one-on-one time with your professors and advisors that you need. I appreciated that so much and treasure the friendships I made with my former classmates and professors," added Steve.

Steve clearly appreciates his Middlesex education. “I will never forget the skills I learned that helped me get to where I am today. Without my time at MxCC, I don’t know where I would be today,” he said.

*November 2019*

## CODY DISCOVERS HIS POTENTIAL

When **Cody Buffinton** was in high school, he took a trip to Middlesex Community College as part of a class visit. Little did he know this little trip would lead to even bigger adventures.

Having already taken some TV classes, Cody graduated from Killingworth-Haddam High School in 2012. At the time he wanted to attend college in California, but that didn’t work out. Since he had been to the Middletown campus, Cody and some other friends from high school decided to attend Middlesex Community College.

Cody earned his associate degree in 2014 and discovered his potential as a digital media production and broadcast communications student at MxCC. In fact, Cody credits his internship and production work experience while attending college as being enough to propel him in his current career as a “travel creator.”

Cody’s favorite classes at MxCC were those that involved broadcasting, especially learning how to be a news anchor. For a digital production class, he prepared a short film called “Daydreamer,” where the stories featured what three kids want to do when they grow up: be a doctor, an actor, or live in a fantasy world.

For hands-on learning, Professor Rich Lenoce helped Cody get an internship with the well-known TV show, *The People’s Court*, filmed in Stamford, Conn. His duties included making calls to recruit audience members, handling defendants, and even appearing in the audience a few times himself.

His favorite Middlesex memory is when he participated in the Center for New Media’s annual media festival. Cody also enjoyed the digital editing class with Professor Rick Eriksen, where he learned how to use important software skills such as Adobe Premiere Pro and After Effects—both programs he continues to use now.

Working for a production company for almost two years, Cody researched other jobs and started to freelance after college. He filmed plays, weddings, and anything else to save enough money to start producing his own YouTube videos. For one of his first big adventure trips, he traveled to Thailand, noting that these films are popular with young people in their twenties in that country. He spent 30 days there, filming everyday. The videos became some of the top viewed within a couple months.

In 2016, Cody and some friends traveled together and began to market and promote their videos by posting to other websites, news sites, and social media, including Reddit. At least two videos were posted a week with trending topics—sometimes shocking—to gain attention. Another way Cody promotes his videos is through *Right This Minute*, a TV show and website where videographers can upload videos to try to get them to go viral.

To further market his videos, Cody says boosting shorter versions of his videos on Facebook can then be shared and linked to YouTube for the full versions—and then promoted again on YouTube with an ad.

After a popular video he did at Skulls Island in Bali, Indonesia, Cody's audience started growing, and he was able to charge more, get more work by people finding him, as well as secure sponsors. He also attends YouTube's annual Buffer Festival held in Toronto. Cody also took a stab at a TV pilot and will soon debut a show on Insight TV, a Netflix-style venue which claims to be the "most adventurous TV channel in the world!"

Reaching back to his college days, Cody said, "Middlesex was a good place for me to start and get more professional in what I am doing." To other broadcast/media students, his advice is "to not just do the work while at school, but to continue to hone your craft at home. To do really well, you should be willing to work the long hours beyond just in class."

While the media industry is constantly changing, this doesn't intimidate Cody's future plans. "I would just create content specific for that platform," he said.

To discover your potential at MxCC, click here to get started.

And thanks to Cody for appearing in some of MxCC's recruitment materials!

*December 2018*

## RYAN NICHOLSON MAKES A DASH FOR NORTH CAROLINA

When Ryan Nicholson graduated from Xavier High School a few years ago, he first headed for the University of Connecticut to study biology. While there, he felt the bio route didn't really work for him, so the Middletown native enrolled at Middlesex Community College to explore other educational options.

As a full-time MxCC student and while working full-time, Ryan took general studies classes and eventually landed in an art class with Professor Judith DeGraffenried. During this period, he discovered a genuine interest in graphic design. Little did he know it at the time, this became the point where his future career and his lifelong enthusiasm for baseball would intersect.

In his final semester at Middlesex, Ryan accepted a graphic design internship with the locally popular sports team, the New Britain Bees. The Bees organization is a member of the independent Atlantic League of Professional Baseball (not affiliated with Major League Baseball) and hosts 72 home games during the season.

Meanwhile, despite some initial doubts from his family about studying art, Ryan went on to graduate from MxCC with an associate degree in graphic design and new media in 2017.

After completing his internship with the Bees, Ryan's front office opportunity bee-lined into a full-time gig starting in May 2017. However by November that year, he was laid-off by the team.

But Ryan's hopes were not completely dashed. Growing up a Boston Red Sox fan, baseball was always a passion for him, and next came his chance to break into the Major League affiliated minor league program. He decided to attend the MLB's Baseball Winter Meetings in Orlando last December to seek better opportunities. This annual event is the perfect place to get face time with professional baseball management, especially for internships and entry-level roles.

Ryan soon found himself moving to North Carolina to begin a graphic design position with the Winston-Salem Dash, a Class A Advanced Minor League affiliate with the Chicago White Sox. As part of the Carolina League, the Class A Advanced teams play a longer season than Class A or Class A Short teams. (Opening day is April 12 at the BB&T Ballpark in Winston-Salem.)

While designing sales collateral and season ticket books for the Dash, Ryan reflected on the courses he took with MxCC instructors Pat Rasch and Rick Ericksen. Impressed with Instructor Rasch's freelance work in book publishing, Ryan now appreciates the diligence of

her Adobe InDesign class. He also admires the extensive experience Professor Ericksen brought to the new media classes, especially in the area of troubleshooting, something Ryan didn't expect from a community college.

Ryan looks at the progression of his career this way, "If you're not happy doing something you don't want to do, you won't magically become happy. I'd rather be doing something that makes me happy to begin with, and for now it's baseball and design."

*February 2018*

## MIDDLETOWN'S FRAMER

**Dmitri D'Alessandro, MxCC Class of 2000,** says he's been leveraging everything he learned at MxCC to run his business at Middletown Framing. "As a small business owner, had I not received that toolbox of skills in my Multimedia studies, I would have had to spend thousands of dollars to learn what I needed to know—from the creative to the traditional, it was all there."

Middletown Framing is located at 502 Main Street, Middletown.

## CIVILIAN DISPATCHER TRAINER

**David Boyce, MxCC '99**

Graduating from Middlesex with an Associates Degree in Broadcast Communications, David Boyce then went immediately to work for the City of Middletown as a 911 Dispatcher. A lifelong resident of Middletown, David is the Civilian Dispatcher Trainer in the City's Central Communications Center where he conducts quality assurance on police, fire, EMS, and 911 calls and provides preliminary and continuing training for new and current dispatchers. David is also an EMT, Justice of the Peace, and a Notary Public. He is Chairman of the City of Middletown's Human Relations Commission.

“At Middlesex I enjoyed serving as Vice President of the Student Senate and appreciated the dedication given by so many of the professors there.”

## VIDEO PRODUCER

**Noah Golden MxCC ’10**

Noah Golden, a life-long resident of Guilford, Connecticut, earned his Associate’s Degree in Broadcast Communications from MxCC in 2010 and, in 2013, received his Bachelor’s Degree in Broadcast Journalism from Quinnipiac University. He is a video producer for the Yale School of Medicine where he has produced over 30 videos. On the side, Noah is also an actor/singer/drummer both onstage and behind the scene with multiple local productions including Long Wharf Theatre, Vista Arts Center, and Swing Bridge Arts Alliance.

“Middlesex provided a nurturing environment throughout my work in the BC Studio with Rich Lenoce, Pete Galgano, and Patience Hettrick; in acting class with Dic Wheeler; and on the Flying Horse Newspaper under the guidance of Terry McNulty and Dale Griffith.”

## PRODUCER FOR CONNECTICUT NETWORK

**Bill Flood, MxCC ’89**

Portland resident, Bill Flood received his associate degree from MxCC in Broadcast Communications in 1989 and now produces for Connecticut’s public access network, “the CSPAN of the Constitution State,” with events designed to encourage civic engagement.

“At MxCC, I enjoyed the small class size, the diversity of ages and experiences among my fellow students, and the teachers. When I took John Shafer’s Media Aesthetic course, something clicked. I started hanging out in the studio, where we got to play with all sorts of toys —tools, I should say. The same tools the professionals were using in live broadcasting at the time. That’s important. MxCC was a part of the real world. We were constantly encouraged through internships and other ways to

work on real projects.  People on the staff and fellow students had work and world experience they were living every day. MxCC connected me with WTNH where I got a job as a broadcast journalist. And I was off!”

## LAURA KRUEGER ’89

**MxCC Alum and Parent**

Laura Krueger earned her associate degree in Broadcast Communications from Middlesex Community College in 1989 and is currently the director of public relations and marketing for The Salvation Army, Southern New England Division.

“It is that unique experience, learned at MxCC, that has made me marketable to one of the largest charitable organizations around—and I owe it all to my wonderful college experience,” said Laura, who is originally from Middletown and lives in Meriden.

Laura’s superb experience at MxCC also made Middlesex her family’s top pick when choosing a college for her son Kevin. “I knew he would enjoy taking classes there, especially in the digital media production program,” Laura said. “There’s a supportive feeling of community, and the faculty is top notch!” Kevin just finished his first year at MxCC and plans on graduating with his associate degree in 2018.

“I am continuously surprised at the ways in which MxCC has given me the tools needed to span the course of multiple careers, “ Laura explained, reflecting on her time at the College. “As a dance studio owner for 21 years, the broadcast training helped me put together the technical side of dance recitals. Everything from sound, lighting, video and rigging, to directing, technical cues and show production. I had all of these things in mind during the course of the year as I choreographed routines.”

“This enabled me to produce events and marketing at Westfield Shoppingtown in Meriden. As performing groups came in, I could speak the lingo of the equipment needed, and if the sound system needed phono jacks or 3-pin XLRs. I was able to work with radio and television stations for commercial advertising, news pieces, telethons and radio-thons,” she added.

As a production manager for cable, Laura knew the ins and outs of putting together television commercials and programs—even creating and teaching a television production course for public access users, using one of her favorite books at MxCC. Having learned all the positions of broadcast news, she could easily jump from floor director, to camera operator, to teleprompter while working at FOX 61.

One of the things Laura enjoyed most at MxCC was her time as the president/station manager and disc jockey at the College's radio station. She continued doing this for Silver City Sound and Video for oldies cruises, weddings, car shows and events, and was a videographer for these and corporate productions as well. Having worked with the media, she was asked to manage national advertising and media for Cecchetti USA, a classical ballet organization.

Along with her MxCC degree, this extensive background has prepared Laura for her work with The Salvation Army. She has a connection to television and radio technicians, reporters and anchors. She knows what they need on their end to make their news pieces come together because she's been there.

Laura also is an active member of the MxCC Alumni Network and is interested in supporting the MxCC Foundation's efforts in strengthening the College's presence in the community and beyond.

*August 2017*

## Graduation Checklist

**Digital Media Production Degree – Graduation Checklist**

A Graduation Checklist is a printable list of course requirements you will use when you meet with your academic advisor each semester.  The checklist helps you keep track of your progress from when you first enter MxCC to when you are ready to graduate.

## Embedded Certificate Requirements

Audio & Music Production

## Digital Media Production—Audio & Music Embedded Certificate Requirements

| First Semester (Fall) | Category | 15 Credits |
|---|---|---|
| ENG*101 (or ENG*101#): Composition | Gen Ed: Written Communication | 3 |
| COM*104: Careers in Media | Digital Media Core Course | 3 |
| DGA*101: Introduction to Digital Arts | Digital Media Core Course | 3 |

| | | |
|---|---|---|
| COM*203: Media Literacy | Gen Ed: Aesthetic Dimensions | 3 |
| COM*129: Digital Video Production | Gen Ed: Aesthetic Dimensions | 3 |
| Second Semester (Spring) | Category | 15-16 Credits |
| MAT*137 or higher | Gen Ed: Quantitative Reasoning | 3(4) |
| COM*131: Audio Production | Audio & Music Requirement | 3 |
| MUS*117: Electronic Music | Audio & Music Requirement | 3 |
| Elective chosen from the following competencies: | Aesthetic Dimensions, Historical Knowledge, Oral Communication, Social Phenomena, or Written Communication | 3 |
| MUS*111: Fundamentals of Music | Audio & Music Requirement | 3 |
| Third Semester (Fall) | Category | 15 Credits |
| MUS*219: Electronic Music Composition | Audio & Music Requirement | 3 |
| MUS*237: Principles of Music Recording | Audio & Music Requirement | 3 |
| Elective chosen from the following Gen Ed competency: | Social Phenomena | 3 |
| COM* or DGA* Elective | | 3 |
| MUS*101 or MUS*104 or MUS*137 or MUS*138 | Audio & Music Requirement | 3 |
| Fourth Semester (Spring) | Category | 15-16 Credits |
| COM*287: Advanced Media Production | Digital Media Core Capstone 1 of 2 | 3 |
| COM*295: Internship | Digital Media Core Capstone 2 of 2 | 3 |

| | | |
|---|---|---|
| MUS*238: Advanced Music Mixing & Processing | Audio & Music Requirement | 3 |
| Elective chosen from the following Gen Ed competencies: | Scientific Knowledge & Understanding OR Scientific Reasoning | 3(4) |
| Any course numbered 100 or higher | Unrestricted Elective | 3 |

Corporate Media Production

## Digital Media Production—Corporate Media Embedded Certificate Requirements

| First Semester (Fall) | Category | 15 Credits |
|---|---|---|
| ENG*101 (or ENG*101E): Composition | Gen Ed: Written Communication | 3 |
| COM*104: Careers in Media | Digital Media Core Course | 3 |
| DGA*101: Introduction to Digital Arts | Digital Media Core Course | 3 |
| COM*203: Media Literacy | Gen Ed: Aesthetic Dimensions | 3 |
| COM*129: Digital Video Production | Gen Ed: Aesthetic Dimensions | 3 |
| Second Semester (Spring) | Category | 15-16 Credits |
| MAT*137 or higher | Gen Ed: Quantitative Reasoning | 3(4) |
| COM*111: Scriptwriting | Corporate Media Requirement | 3 |
| COM*125 / DGA*125: New Media Production | Corporate Media Requirement | 3 |
| ART*147 / COM*147: Digital Cinematography | Corporate Media Requirement | 3 |
| DGA*110: Computer Graphics | Corporate Media Requirement | 3 |
| Third Semester (Fall) | Category | 15 Credits |

| | | |
|---|---|---|
| COM*131: Audio Production | Corporate Media Requirement | 3 |
| BMK*201: Principles of Marketing | Corporate Media Requirement | 3 |
| Elective chosen from the following Gen Ed competency: | Social Phenomena | 3 |
| BMG*204: Managerial Communications OR BES*118: Small Business Management | Corporate Media Requirement | 3 |
| COM*264: Advanced Editing Workshop | Corporate Media Requirement | 3 |
| Fourth Semester (Spring) | Category | 15-16 Credits |
| COM*287: Advanced Media Production | Digital Media Core Capstone 1 of 2 | 3 |
| COM*295: Internship | Digital Media Core Capstone 2 of 2 | 3 |
| Elective chosen from the following Gen Ed competency: | Scientific Knowledge and Understanding OR Scientific Reasoning | 3(4) |
| Elective chosen from the following Gen Ed competencies: | Aesthetic Dimensions, Historical Knowledge, Oral Communication, Social Phenomena, or Written Communication | 3 |
| Any course numbered 100 or higher | Unrestricted Elective | 3 |

Digital Marketing

| | | |
|---|---|---|
| First Semester (Fall) | Category | 15 Credits |
| ENG*101 (or ENG*101E): Composition | Gen Ed: Written Communication | 3 |
| COM*104: Careers in Media | Digital Media Core Course | 3 |
| DGA*101: Introduction to Digital Arts | Digital Media Core Course | 3 |
| COM*203: Media Literacy | Gen Ed: Aesthetic Dimensions | 3 |
| COM*129: Digital Video Production | Gen Ed: Aesthetic Dimensions | 3 |
| Second Semester (Spring) | Category | 15-16 Credits |

| | | |
|---|---|---|
| MAT*137 or higher | Gen Ed: Quantitative Reasoning | 3(4) |
| BMK*201: Principles of Marketing | Digital Marketing Requirement | 3 |
| BMG*202: Principles of Management | Digital Marketing Requirement | 3 |
| ECN*101: Macroeconomics | Digital Marketing Requirement | 3 |
| DGA*110: Computer Graphics | Digital Marketing Requirement | 3 |
| Third Semester (Fall) | Category | 15 Credits |
| BMK*216: Internet Marketing | Digital Marketing Requirement | 3 |
| COM*120: Social Media | Digital Marketing Requirement | 3 |
| Elective chosen from the following Gen Ed competency: | Social Phenomena | 3 |
| DGA*241: Internet Web Design I | Digital Marketing Requirement | 3 |
| Any course numbered 100 or higher | Unrestricted Elective | 3 |
| Fourth Semester (Spring) | Category | 15-16 Credits |
| COM*287: Advanced Media Production | Digital Media Core Capstone 1 of 2 | 3 |
| COM*295: Internship | Digital Media Core Capstone 2 of 2 | 3 |
| Any course numbered 100 or higher | Unrestricted Elective | 3 |
| Elective chosen from the following Gen Ed competencies: | Scientific Knowledge & Understanding OR Scientific Reasoning | 3(4) |
| Any course in ACC/BBG/BMG/DGA/COM/ENG | Digital Marketing Requirement | 3 |

Film & Media Production

## Digital Media Production—Film & Video Embedded Certificate Requirements

| | | |
|---|---|---|
| First Semester (Fall) | Category | 15 Credits |

| | | |
|---|---|---|
| ENG*101 (or ENG*101E): Composition | Gen Ed: Written Communication | 3 |
| COM*104: Careers in Media | Digital Media Core Course | 3 |
| DGA*101: Introduction to Digital Arts | Digital Media Core Course | 3 |
| COM*203: Media Literacy or COM*154: Film Study and Appreciation | Gen Ed: Aesthetic Dimensions | 3 |
| COM*129: Digital Video Production | Gen Ed: Aesthetic Dimensions | 3 |
| Second Semester (Spring) | Category | 15-16 Credits |
| MAT*137 or higher | Gen Ed: Quantitative Reasoning | 3(4) |
| COM*111: Scriptwriting | Film & Video Requirement | 3 |
| COM*220: Television Studio Production | Film & Video Requirement | 3 |
| ART*147 / COM*147: Digital Cinematography or COM*131: Audio Production | Film & Video Requirement | 3 |
| Elective chosen from the following competencies: | Aesthetic Dimensions, Historical Knowledge, Oral Communication, Social Phenomena, or Written Communication | 3 |
| Third Semester (Fall) | Category | 15 Credits |
| COM*153: Film Production | Film & Video Requirement | 3 |
| COM*228: Broadcast Journalism | Film & Video Requirement | 3 |
| Elective chosen from the following Gen Ed competency: | Social Phenomena | 3 |
| COM*131: Audio Production or DGA* Elective | Film & Video Requirement | 3 |
| COM*264: Advanced Editing | Film & Video Requirement | 3 |
| Fourth Semester (Spring) | Category | 15-16 Credits |

| | | |
|---|---|---|
| COM*287: Advanced Media Production | Digital Media Core Capstone 1 of 2 | 3 |
| COM*295: Internship | Digital Media Core Capstone 2 of 2 | 3 |
| Elective chosen from the following Gen Ed competencies: | Scientific Knowledge & Understanding OR Scientific Reasoning | 3(4) |
| COM* or DGA* Elective | | 3 |
| Any course numbered 100 or higher | Unrestricted Elective | 3 |

Multimedia

## Digital Media Production—Multimedia Embedded Certificate Requirements

| First Semester (Fall) | Category | 15 Credits |
|---|---|---|
| ENG*101 (or ENG*101E): Composition | Gen Ed: Written Communication | 3 |
| COM*104: Careers in Media | Digital Media Core Course | 3 |
| DGA*101: Introduction to Digital Arts | Digital Media Core Course | 3 |
| COM*203: Media Literacy | Gen Ed: Aesthetic Dimensions | 3 |
| COM*129: Digital Video Production | Gen Ed: Aesthetic Dimensions | 3 |
| **Second Semester (Spring)** | **Category** | **15-16 Credits** |
| MAT*137 or higher | Gen Ed: Quantitative Reasoning | 3(4) |
| ART*121: Two-Dimensional Design | Multimedia Requirement | 3 |
| DGA*110: Computer Graphics | Multimedia Requirement | 3 |
| COM*125 / DGA*125: New Media Production | Multimedia Requirement | 3 |

| | | |
|---|---|---|
| ART*/COM*/DGA*/GRA* Elective | | 3 |
| Third Semester (Fall) | Category | 15 Credits |
| DGA*120: Digital Image Editing I | Multimedia Requirement | 3 |
| GRA*150: Introduction to Graphic Design or DGA*260: Animation | Multimedia Requirement | 3 |
| Elective chosen from the following Gen Ed competency: | Social Phenomena | 3 |
| DGA*250: Interactive Multimedia Production | Multimedia Requirement | 3 |
| ART*/COM*/DGA*/GRA* Elective | | 3 |
| Fourth Semester (Spring) | Category | 15-16 Credits |
| COM*287: Advanced Media Production | Digital Media Core Capstone 1 of 2 | 3 |
| COM*295: Internship | Digital Media Core Capstone 2 of 2 | 3 |
| Elective chosen from the following Gen Ed competencies: | Scientific Knowledge & Understanding OR Scientific Reasoning | 3(4) |
| Elective chosen from the following competencies: | Aesthetic Dimensions, Historical Knowledge, Oral Communication, Social Phenomena, or Written Communication | 3 |
| Any course numbered 100 or higher | Unrestricted Elective | 3 |

News & Sports Production

## Digital Media Production—News & Sports Production Embedded Certificate Requirements

| | | |
|---|---|---|
| First Semester (Fall) | Category | 15 Credits |

| | | |
|---|---|---|
| ENG*101 (or ENG*101E): Composition | Gen Ed: Written Communication | 3 |
| COM*104: Careers in Media | Digital Media Core Course | 3 |
| DGA*101: Introduction to Digital Arts | Digital Media Core Course | 3 |
| COM*203: Media Literacy | Gen Ed: Aesthetic Dimensions | 3 |
| COM*129: Digital Video Production | Gen Ed: Aesthetic Dimensions | 3 |
| Second Semester (Spring) | Category | 15-16 Credits |
| MAT*137 or higher | Gen Ed: Quantitative Reasoning | 3(4) |
| COM*220: Television Studio Production | News & Sports Requirement | 3 |
| COM*111: Scriptwriting | News & Sports Requirement | 3 |
| COM*226: Journalism | News & Sports Requirement | 3 |
| ART*147 / COM*147: Digital Cinematography or COM*131: Audio Production | News & Sports Requirement | 3 |
| Third Semester (Fall) | Category | 15 Credits |
| DGA*110: Computer Graphics or DGA*120: Digital Image Editing I | News & Sports Requirement | 3 |
| COM*228: Broadcast Journalism | News & Sports Requirement | 3 |
| Elective chosen from the following Gen Ed competency: | Social Phenomena | 3 |
| COM*264: Advanced Editing | News & Sports Requirement | 3 |
| Elective chosen from the following competencies: | Aesthetic Dimensions, Historical Knowledge, Oral Communication, Social Phenomena, or Written Communication | 3 |
| Fourth Semester (Spring) | Category | 15-16 Credits |

| | | |
|---|---|---|
| COM*287: Advanced Media Production | Digital Media Core Capstone 1 of 2 | 3 |
| COM*295: Internship | Digital Media Core Capstone 2 of 2 | 3 |
| Elective chosen from the following Gen Ed competencies: | Scientific Knowledge & Understanding OR Scientific Reasoning | 3(4) |
| COM*101: Mass Communications | News & Sports Requirement | 3 |
| Any course numbered 100 or higher | Unrestricted Elective | 3 |

Web Design and Development

## Digital Media Production—Web Design & Development Embedded Certificate Requirements

| First Semester (Fall) | Category | 15 Credits |
|---|---|---|
| ENG*101 (or ENG*101E): Composition | Gen Ed: Written Communication | 3 |
| COM*104: Careers in Media | Digital Media Core Course | 3 |
| DGA*101: Introduction to Digital Arts | Digital Media Core Course | 3 |
| COM*203: Media Literacy | Gen Ed: Aesthetic Dimensions | 3 |
| COM*129: Digital Video Production | Gen Ed: Aesthetic Dimensions | 3 |
| Second Semester (Spring) | Category | 15-16 Credits |
| MAT*137 or higher | Gen Ed: Quantitative Reasoning | 3(4) |
| COM*120: Social Media | Web Design & Development Requirement | 3 |
| DGA*110: Computer Graphics | Web Design & Development Requirement | 3 |
| DGA*241: Internet Web Design I | Web Design & Development Requirement | 3 |

| | | |
|---|---|---|
| ART*/COM*/DGA*/GRA* Elective | ART*121 Recommended | 3 |
| Third Semester (Fall) | Category | 15 Credits |
| DGA*120: Digital Image Editing I | Web Design & Development Requirement | 3 |
| Elective chosen from the following Gen Ed competency: | Social Phenomena | 3 |
| DGA*242: Internet Web Design II | Web Design & Development Requirement | 3 |
| DGA*250: Interactive Multimedia Production | Web Design & Development Requirement | 3 |
| ART*/COM*/DGA*/GRA* Elective | | 3 |
| Fourth Semester (Spring) | Category | 15-16 Credits |
| COM*287: Advanced Media Production | Digital Media Core Capstone 1 of 2 | 3 |
| COM*295: Internship | Digital Media Core Capstone 2 of 2 | 3 |
| Elective chosen from the following Gen Ed competencies: | Scientific Knowledge & Understanding OR Scientific Reasoning | 3 |
| Elective chosen from the following competencies: | Aesthetic Dimensions, Historical Knowledge, Oral Communication, Social Phenomena, or Written Communication | 3 |
| Any course numbered 100 or higher | Unrestricted Elective | 3 |

## Learning Outcomes

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

1. Effectively use a variety of industry standard tools and processes for producing contemporary forms of digital media across multiple delivery platforms and delivery systems.
2. Use advanced technologies within a chosen area of specialization with the goal of successfully transitioning from school to working in the industry.

3. Plan, create and maintain a professional portfolio highlighting and marketing professional skills and capabilities. Showcase this portfolio via websites, blogs, and social media to achieve employment and educational goals.
4. Demonstrate key competencies in media writing, video production, audio production, graphic design, interactive media, photography and other technologies within digital media arts.
5. Apply critical thinking and aesthetic judgments in creating collaborative Digital Media projects.
6. Communicate clearly, concisely, visually, verbally and in writing, using techniques appropriate for the intended audience.
7. Apply course knowledge and gain media production experience in a work environment through experiential learning including internships, practicums and community engaged learning.

## Related Programs

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Early Childhood Education Certificate

mxcc.edu/catalog/academics/early-childhood-education-cert/

- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- CONTACT
- RELATED


## Credit Certificate Program

The Certificate Program in Early Childhood Education(ECE) is designed for students who wish to enter the field of early childhood education or who are already employed in an early childhood education setting and wish to earn a credential and expand their knowledge and competency in working with young children. The program will provide students with the skills and competencies necessary to work effectively with children from birth through age eight. Students may be either full-time or part-time.

Graduates of the program will be able to find employment in day care centers, preschool programs, Head Start programs, or similar.

Courses from the Early Childhood Certificate will transfer to the Early Childhood Associate in Science degree program.

The Certificate Program in Early Childhood Education (ECE) is designed for students who wish to enter the field of early childhood education or who are already employed in an early childhood education setting and wish to earn a credential and expand their knowledge and competency in working with young children. The program will provide students with the skills and competencies necessary to work effectively with children from birth through age eight. Students may be either full-time or part-time.

Graduates of the program will be able to seek employment in day care centers, preschool programs, Head Start programs, or similar.

Courses from the Early Childhood Certificate will transfer to the Associate Degree in Early Childhood Education program.

## Graduation Checklist

**Early Childhood Education Certificate – Graduation Checklist**

A Graduation Checklist is a printable list of course requirements you will use when you meet with your academic advisor each semester.  The checklist helps you keep track of your progress from when you first enter MxCC to when you are ready to graduate.

| Requirements: | Credits |
|---|---|
| ECE*101 Intro. to Early Childhood Education | 3 |
| ENG*101 College Writing | 3 |

| | |
|---|---|
| PSY*111 General Psychology | |
| **One of the following courses:**<br>ECE*103 Creative Art Experiences for Children or ECE*106 Music and Movement for Children | 3 |
| ECE*176 Health, Safety, and Nutrition | 3 |
| PSY*204 Child and Adolescent Psychology (ECE*182) | 3 |
| ECE*210 Observation and Participation | 3 |
| ECE*295 Student Teaching | 6 |
| **Directed Electives (select one from the list below)**<br>• ECE*141 Infant/Toddler Development<br>• ECE*275 Child, Family, and School Relations<br>• ECE*215 The Exceptional Learner<br>• ECE*231 Early Literacy Development | 3 |
| Total Program Credits: | 30 |

## JOBS YOU CAN GET WITH AN EARLY CHILDHOOD EDUCATION CERTIFICATE:

The Early Childhood Education Certificate will allow the student to obtain work in early childhood education settings such as daycares, preschools, and Head Start programs. They will be qualified to work with children from birth to age eight, which may also allow for positions in after school programs and assisting in elementary schools and camps. This program also meets the needs of individuals already working in the early childhood field, who are interested in earning credentials and expanding their knowledge.

## HOW LONG WILL YOU HAVE TO GO TO SCHOOL?

This is a 30-credit program. Students who attend full-time with no remedial classes may finish the certificate in one year. The length of time it takes a part-time student to complete the program depends on their course load. Students can also transfer to Middlesex's Early Childhood Education Degree program, which will allow them to work in higher paying positions within the early childcare education field.

## JOB AVAILABILITY & GROWTH:

Job availability and growth within the child-care field is expected to be average to excellent in response to the great need for quality child-care facilities and high turnover rates among staff.

## SALARY INFORMATION:

https://www.bls.gov/ooh/education-training-and-library/preschool-teachers.htm
https://www.bls.gov/ooh/personal-care-and-service/childcare-workers.htm
https://www.bls.gov/ooh/education-training-and-library/kindergarten-and-elementary-school-teachers.htm
https://www.ctdol.state.ct.us/

## Program Coordinator

Norma Rosado-Javier

**Assistant Professor & Program Coordinator, Early Childhood Education**
Phone: 860-343-5758
Email: NRosado-Javier@mxcc.edu
Office Location: Snow 508
*See office hours here*

## Related Programs

- Child Development Associate (CDA) Credential
- Criminal Justice Degree
- Criminology Studies Degree
- Early Childhood Education Degree
- Early Childhood Teacher Credential Studies Degree
- Human Services Degree
- Juvenile Justice Certificate
- Pyschology Studies Degree
- Social Work Studies Degree
- Sociology Studies Degree
- Therapeutic Recreation Certificate

---

***Becoming Connecticut State Community College***

*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Early Childhood Education Degree | Middlesex Community College, CT

mxcc.edu/catalog/academics/early-childhood-education/

- OVERVIEW
- STUDENT SPOTLIGHT
- REQUIREMENTS
- OUTCOMES
- RELATED


## Associate in Science Degree

***Accredited by the National Association of the Education of Young Children since 2013.***

The Associate in Science Program in Early Childhood Education is designed for students who wish to enter the field of early childhood education or who are already employed in an early childhood education setting and wish to earn a credential and expand their knowledge and competency in working with young children. The program provides students with the skills and competencies necessary to work effectively with children from birth through age eight. Students may be either full-time or part-time.

Graduates of the program will be able to find employment in day care centers, preschool programs, Head Start programs, or similar. Associate degree holders would also be eligible for head teacher status in child care centers or could seek further education in a Connecticut Early Childhood Education Teacher Certification program. It will also allow one to transfer to a four-year institution.

The Early Childhood Education Program is accredited by the National Association for the Education of Young Children, 1313 L Street, NW, Suite 500, Washington, DC 20005.

Start today – and combine your skills and your passion in a career that's exciting and fulfilling – that makes a real difference in people's lives. Apply today for Middlesex Community College's **Associate Degree in Early Childhood Education**, a **certificate in Early Childhood Education** and a **credential track for Child Development Associate, CDA**, which will give you a competitive edge for your future employment in a variety of jobs, including daycares, preschools, Head Start programs in teacher or head teacher positions and many others.

**Early Childhood Education Program Data May 2020**

## CONTACT

Norma Rosado-Javier

**Assistant Professor & Program Coordinator, Early Childhood Education**
Phone: 860-343-5758
Email: NRosado-Javier@mxcc.edu
Office Location: Snow 508
*See office hours here*

## Student Spotlight

### UNFORGETTABLE EXPERIENCE

**Janet Suquilanda '13**

When I moved to CT in 2003 from NYC and left my job of 15 years I was unable to land a full-time job here in CT as an Administrative Assistant. Most jobs available were only on a part-time basis. That's when I decided to change my career and after having my third son.

Once he was in preschool I started to volunteer, then I was hired to substitute while attending college. My new career was Early Childhood Education. While I went to school I landed a job in the computer lab on campus, where I was given the opportunity to study and complete my assignments while working and helping out other students.

I had the pleasure of meeting wonderful staff who helped me achieve my goals, especially Landi Hou, who was the staff assistant in the computer lab. Dr. Ijey was also a wonderful coordinator to the program and teacher. I would not have done it without any of these

wonderful people.

I graduated in 2013 and now I am a teacher assistant for Community Renewal Team doing exactly what I wanted to do. Believe it or not, when I was a child I always pretended to be a teacher and I achieved that dream. And now my son is attending MxCC. Thanks, MxCC, for this opportunity, especially at my age.

## Graduation Checklist

**Early Childhood Education Degree – Graduation Checklist**

A Graduation Checklist is a printable list of course requirements you will use when you meet with your academic advisor each semester. The checklist helps you keep track of your progress from when you first enter MxCC to when you are ready to graduate.

## Early Childhood Education Degree Requirements by Semester

| First Semester (Fall) | | 15 Credits | Comments |
|---|---|---|---|
| ENG*101, Composition (or ENG*101E or ENG*101-ALP) | General Education Requirement: Written Communication | 3 | |
| ECE*101, Intro to Early Childhood Education | Program Requirement | 3 | You must take this course prior to taking any ECE* courses numbered 200 and above |
| ECE*106, Music and Movement for Young Children | Program Requirement | 3 | |
| ECE*176, Health, Safety, and Nutrition | Program Requirement | 3 | |

| | | | |
|---|---|---|---|
| PSY*111, General Psychology I | General Education Requirement (1 of 2):<br>One course selected from any of these competencies: Aesthetic Dimensions, Historical Knowledge, Oral Communication, Social Phenomena, or Written Communication | 3 | |
| Second Semester (Spring) | | 15 Credits | Comments |
| ECE*103, Creative Art Experiences for Young Children | Program Requirement | 3 | |
| **Choose one of the following:**<br>ECE*141, Infant/Toddler Growth and Development<br>**OR**<br>ECE*180, CDA Preparation Course | Program Requirement | 3 | |
| Math (MAT*) Elective (numbered 104 or higher) | General Education Requirement: Quantitative Reasoning Elective - Career Oriented Programs | 3 | Refer to your Placement Test, SAT, ACT, or GED scores to determine the best Math course for you |
| PSY*204, Child and Adolescent Development | Program Requirement | 3 | |
| Sociology (SOC*) Elective | General Education Requirement: Social Phenomena Elective | 3 | |
| Third Semester (Fall) | | 15-16 Credits | Comments |

| | | | |
|---|---|---|---|
| COM*173, Public Speaking | General Education Requirement (2 of 2):<br>One course selected from any of these competencies: Aesthetic Dimensions, Historical Knowledge, Oral Communication, Social Phenomena, or Written Communication | 3 | |
| ECE*131, Children's Literature | Program Requirement | 3 | If you change your major to a program other than Early Childhood Education, this course cannot be used as a Written Communication elective |
| ECE*210, Observation and Participation Seminar | Program Requirement | 3 | |
| ECE*215, The Exceptional Learner | Program Requirement | 3 | |
| Science Elective, with or without Lab component | General Education Requirement:<br>Science Elective - Choose one course, with or without lab, from one of the following competencies:<br>Scientific Knowledge & Understanding<br>OR<br>Scientific Reasoning | 3 or 4 | |
| Fourth Semester (Spring) | | 15 Credits | Comments |

| | | |
|---|---|---|
| **Choose one of the following:**<br>ART*100, Art Appreciation<br>**OR**<br>ART*101, Art History I<br>**OR**<br>ART*102, Art History II<br>**OR**<br>MUS*101, Music History & Appreciation<br>**OR**<br>MUS*104, World Music | General Education Requirement: Aesthetic Dimensions | 3 |
| ECE*231, Early Language and Literacy Development | Program Requirement | 3 |
| ECE*275, Child, Family, and School Relations | Program Requirement | 3 |
| ECE*295, Student Teaching Practicum | Program Requirement | 6 |
| Total Program Credits: | | 60-61 |

## Learning Outcomes

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

1. Promote child development and learning by understanding of what young children are like; understanding what influences their development; and using this understanding to create great environments where all children can thrive. This knowledge of how children develop and learn will help to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all young children from birth through age eight.
2. Build family and community relationships through understanding and valuing children's families and communities; create respectful, reciprocal relationships; and involve all families in their children's development and learning.

3. Observe, document, and assess through understanding the purposes of assessment; use effective assessment strategies; and use assessment responsibly, to positively influence children's development and learning.
4. Teach and learn through building close relationships with children and families; use developmentally effective teaching and learning strategies; have sound knowledge of academic disciplines or content areas; and be able to combine all of these to give children experiences that promote development and learning.
5. Become a professional by identifying themselves with the early childhood profession; are guided by ethical and other professional standards; are continuous, collaborative learners; thinks reflectively and critically; and advocate for children, families, and the profession.

## JOBS YOU CAN GET WITH AN EARLY CHILDHOOD EDUCATION DEGREE:

The Early Childhood Education Associate Degree from Middlesex Community College will allow a student to get work in early childhood education settings such as daycares, preschools, and Head Start programs.  They will be qualified to work with children from birth to age eight, which may also allow for positions in after school programs and assisting in elementary schools and camps. This program also meets the needs of individuals already working in the early childhood field, who are interested in earning credentials and expanding their knowledge.

## SALARY INFORMATION:

https://www.bls.gov/ooh/education-training-and-library/preschool-teachers.htm
https://www.bls.gov/ooh/personal-care-and-service/childcare-workers.htm
https://www.bls.gov/ooh/education-training-and-library/kindergarten-and-elementary-school-teachers.htm

**Statewide:**
Preschool teachers, except special education-  $29,821 annually

## Related Programs

- Child Development Associate (CDA) Credential
- Criminal Justice Degree
- Criminology Studies Degree
- Early Childhood Education Certificate
- Early Childhood Teacher Credential Studies Degree
- Human Services Degree
- Juvenile Justice Certificate
- Pyschology Studies Degree

- Social Work Studies Degree
- Sociology Studies Degree
- Therapeutic Recreation Certificate

---

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# CSCU Pathway Transfer Degree: Early Childhood Teacher Credential Studies, A.A.

**Middlesex Community College**

**Please contact a campus advisor for this program:**

Professor Norma Rosado-Javier, NRosado-javier@mxcc.edu

**These requirements are effective if you declared this major for the 2017/18 academic year.**

**With this degree you will be able to transfer to the following majors. Follow this link for important information about when and how to apply for transfer to a State University or Charter Oak State College.**

| | |
|---|---|
| **At Eastern Connecticut State University:** | **Bachelor of General Studies with a Concentration in Early Childhood Education – ECTC Level B** |
| **At Southern Connecticut State University:** | **Bachelor of Arts in Interdisciplinary Studies with concentration in Early Childhood Pedagogy and Curriculum and Child, Family and Community Studies** |
| **At Charter Oak State College:** | **Bachelor of General Studies with a Concentration in Child Studies – ECTC Track – Level B, B.S.** |

**Important note:** Earning the Early Childhood Teacher Credential (ECTC) is not equivalent to earning public school teaching certification and does not qualify you to work in a role where a State Teacher Certification Endorsement is required. Completion of the ECTC validates that you meet the requirements for the role of the teacher in early childhood programs accepting state funds.

Here is the recommended course of study for the **Early Childhood Teacher Credential Studies Transfer Degree.** If you are studying part time, simply follow the order of the courses listed here. Note that not all courses will be available every semester. You will notice that in many instances you will be able to choose the specific course you will take from within a category. For a list of the courses from each category that you can choose from, go to Appendix (PDF).

| **First Semester:** | **15 credits** |
|---|---|
| ENG 101 Composition | 3 credits |
| ECE 101 Introduction to Early Childhood Education | 3 credits |
| PSY 111 General Psychology (must completed with a C- or better before PSY 204) | 3 credits |
| Choose one **Aesthetic Dimensions** course | 3 credits |
| Choose one **Oral Communication** course | 3 credits |

| **Second Semester:** | **15 credits** |
|---|---|
| ECE 215 The Exceptional Learner | 3 credits |
| PSY 204 Child and Adolescent Development (must be completed before ECE 295) | 3 credits |
| Choose one ECE course | 3 credits |
| Choose one **Quantitative Reasoning** course | 3 credits |
| Choose one **Written Communication II** course | 3 credits |

**Begin the transfer application process in your third semester or the semester before you plan to graduate. FAFSA becomes available October 1.**

| **Third Semester:** | **15-16 credits** |
|---|---|
| ECE 210 Observation, Participation and Seminar (must be completed before ECE 295) | 3 credits |
| ECE 231 Early Language and Literacy Development | 3 credits |
| Choose one ECE course | 3 credits |
| Choose one **Historical Knowledge and Understanding** course | 3 credits |
| Choose one **Scientific Knowledge and Understanding** course | 3-4 credits |

**During your last semester at MXCC, apply for graduation by the dates found here.**

| **Fourth Semester:** | **15-16 credits** |
|---|---|
| ECE 295 Student Teaching Practicum | 6 credits |
| Choose one ECE course | 3 credits |
| Choose one **Social Phenomena** course | 3 credits |
| Choose one **Scientific Reasoning** course | 3-4 credits |

---

**Here is another way to look at the degree, by requirements**

**General Education Requirements:** **30-31 credits**

Unless a course is specifically designated, such as ENG 101 Composition for **Written Communication** I, you will have a choice about which course you take. For a list of the courses from each category that you can choose from, go to Appendix (PDF).

| | |
|---|---|
| **Written Communication I:** ENG 101 Composition | 3 credits |
| **Written Communication II (select one):** | 3 credits |
| **Scientific Reasoning (select one):** | **3**-4 credits |
| **Scientific Knowledge and Understanding (select one):** | **3**-4 credits |
| **Quantitative Reasoning (select one):** | 3 credits |
| **Historical Knowledge and Understanding (select one):** | 3 credits |
| **Social Phenomena (select the following and one additional):** PSY 111 General Psychology (must be completed with a C- or better before PSY 204) | 6 credits |
| **Aesthetic Dimensions (select one):** | 3 credits |
| **Oral Communication (select one):** | 3 credits |

**Major Program Requirements:** **30 credits**

| | |
|---|---|
| ECE 101 Introduction to Early Childhood Education | 3 credits |
| ECE 210 Observation, Participation and Seminar (must be completed before ECE 295) | 3 credits |
| ECE 215 The Exceptional Learner | 3 credits |
| ECE 231 Early Language and Literacy Development | 3 credits |
| ECE 295 Student Teaching Practicum | 6 credits |
| Choose three ECE courses | 9 credits |

| | |
|---|---|
| PSY 204 Child and Adolescent Development | 3 credits |

**Unrestricted Electives:*** **0 credits**

*You are free to choose any courses at or above 100-level to complete any available unrestricted electives. You should also consider using unrestricted electives to meet foreign language requirements for programs at Central, Eastern and Western. You can also complete other General Education requirements. Your advisor will help you to determine which courses to select.

**Early Childhood Teacher Credential Studies Transfer Degree Total: 60-61 credits**

**In order to graduate and be guaranteed admission to a State University or to Charter Oak State College, you must earn an overall 2.0 grade point average.**

# Economics Studies Degree | Middlesex Community College, CT

mxcc.edu/catalog/academics/economics-studies-degree/

- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- RELATED


## Overview

This program is a **CSCU TAP Transfer Degree** that is intended for Connecticut Community College students to transfer to Connecticut State Universities and Charter Oak State College without either losing any credits or being required to take extra credits in order to complete a bachelor's degree in that same discipline.

Please contact a campus advisor for this program:

- Guided Pathway Advisor
- Faculty Advisor- Tad Lincoln, TLincoln@mxcc.edu

## Requirements

Recommended course of study for the **CSCU Pathway Transfer Degree: Economics Studies, A.A.** If you are studying part time, simply follow the order of the courses listed here, but be aware that some courses serve as prerequisites to subsequent courses. Note that not all courses will be available every semester. You will notice that in many instances you will be able to choose the specific course you will take from within a category. For a list of the courses from each category that you can choose from, go to Appendix (PDF).

Program Requirements are listed on the Connecticut State Colleges & Universities (CSCU) website

**https://www.ct.edu/files/tap/ECN.MXCC.pdf**

## Outcomes

These requirements are effective if you declared the Transfer Ticket: **CSCU Pathway Transfer Degree: Economics Studies, A.A.** major for the 2017/18 through 2021/22 academic year.

This **Economics Studies, A.A**. Degree serves as the single community college degree to all of the State University and Charter Oak State College business majors listed below. You will declare your specific field when you transfer. With this degree you will be able to transfer to the following majors.

Follow this link for important information about when and how to apply for transfer to a State University or Charter Oak State College.

At Central Connecticut State University:

Economics, B.A.

At Eastern Connecticut State University:

- General Economics, B.A.
- Business Economics, B.A.

At Southern Connecticut State University:

Economics, B.A.

At Western Connecticut State University:

Economics, B.A.

## Related

**Timeline for Priority Registration, Financial Aid, and Campus Residence for Graduating Transfer Ticket Students**

**Important:** August 1 October 1 FAFSA Application opens

**Two semesters before transfer**

You can begin applying to CSUs as a transfer student. Charter Oak has rolling admissions, with 8 term start dates per year. See websites at bottom of page for admission information for each campus. One semester before transfer 1st day of semester Complete application by this date. Request your electronic transcripts be sent to a CSU or Charter Oak, including your Degree Works Graduation Audit, by following these instructions.

**Note: You can continue to apply past this priority deadline; however, there is no guarantee of priority registration after this point.*

**By March 1 (for Fall start) OR By October 15 (for Spring start)**

Receive a letter from the CSU Admissions office. The letter will include the advising schedule, the registration schedule, and contact information for your advisor.

**Note: As soon as possible, you should*

*(1) confirm your plans to attend and*

*(2) pay the enrollment confirmation deposition in order to secure priority registration, and*

*(3) if you want on-campus housing, pay the housing deposit to secure housing space.*

**Advising period (varies by campus)**

Meet with a CSU/COSC advisor

**Registration period**

Register with comparable students (exact dates differ among CSUs); your CSU advisor will provide those dates.

**Transfer semester**

Begin classes at CSU or COSC!

*For more precise information regarding application, enrollment, registration, and financial aid at each CSU or COSC, see their respective websites.*

- Central Connecticut State University – CCSU
- Southern Connecticut State University- SCSU
- Western Connecticut State University- WCSU
- Charter Oak State College – COSC

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your*

*advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Engineering Science Degree | Middlesex Community College, CT

mxcc.edu/catalog/academics/engineering-science/

- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- CONTACT
- RELATED


## Associate in Science Degree

The MxCC Engineering Science associate degree program is part of the Connecticut College of Technology (COT) pathway programs. The Program prepares students to complete an Associate of Science degree in Engineering Science and make seamless transition into a Bachelor of Science Degree Program in Engineering (or Engineering Concentration) with junior level status in a COT affiliated institution. The affiliated institutions include University of Connecticut, Central Connecticut State University, University of Hartford, Fairfield University, University of Bridgeport, Eastern Connecticut State University, and Southern Connecticut State University.

This program also prepares students for entry into engineering-based industry positions, as well as for advancement (through retraining and upgrading skills) for those already employed in engineering technology fields.

Upon successful completion of the program, students will be able to:

1. Identify and formulate engineering problems by applying engineering, mathematical, scientific and technological principles and concepts.
2. Solve engineering problems using critical thinking and problem-solving skills.
3. Work as a member of a team.

4. Recognize the need for (or Engage in) life-long learning and remain current in one's field.

The MxCC Robotics Club was established in 2014 to provide students with hands-on, multidisciplinary, and collaborative experience in the rapidly expanding fields of robotics, robotics programming, and 3D printing. The Club creates a community for the students and helps them to forge new relationships around their common interest, thus enhancing retention.

Start today toward your engineering career pathway – or to qualify for that advanced job title – with MxCC's two-year degree.

See a student's success story here.

Watch Video At: https://youtu.be/PjssYpW2oZw

## Graduation Checklist

**Engineering Science Degree – Graduation Checklist**

A Graduation Checklist is a printable list of course requirements you will use when you meet with your academic advisor each semester.  The checklist helps you keep track of your progress from when you first enter MxCC to when you are ready to graduate.

## Engineering Science Degree Requirements by Semester

| First Semester (Fall) | | 17 Credits |
|---|---|---|
| CHE*121, General Chemistry I | General Education Requirement: Scientific Knowledge & Understanding | 4 |
| EGR*111, Introduction to Engineering | Program Requirement | 3 |
| ENG*101, Composition (or ENG*101E or ENG*101 ALP) | General Education Requirement: Written Communication I | 3 |
| HIS* Elective | General Education Requirement: Historical Knowledge | 3 |
| MAT*254, Calculus I<br><br>*You may have to take prerequisite Math courses if you do not place into MAT*254* | General Education Requirement: Quantitative Reasoning | 4 |
| Second Semester (Spring) | | 17 Credits |
| ENG*102, Literature & Composition | General Education Requirement: Written Communication II | 3 |
| Social Phenomena Elective | General Education Requirement: Social Phenomena Elective | 3 |
| EGR*221, Introduction to Electric Circuit Analysis | Program Requirement | 4 |
| MAT*256, Calculus II | Program Requirement | 4 |
| CSC*105, Programming Logic or EGR*250, Comp Methods for Engineering | Program Requirement | 3 |
| Third Semester (Fall) | | 16-17 Credits |
| PHL*111, Ethics | Program Requirement | 3 |

| | | |
|---|---|---|
| PHY*221, Calculus-Based Physics I | General Education Requirement: Scientific Reasoning | 4 |
| ART*, DGA*, or MUS* Elective | Program Requirement | 3 |
| EGR*211, Applied Mechanics I (Statics) | Program Requirement | 3 |
| EGR*214, Engineering Thermodynamics or CHE*122, General Chemistry II | Program Requirement | 3/4 |
| Fourth Semester (Spring) | | 14 Credits |
| PHY*222, Calculus-Based Physics II | Program Requirement | 4 |
| MAT*285, Differential Equations | Program Requirement | 3 |
| EGR*212, Applied Mechanics II (Dynamics) | Program Requirement | 3 |
| MAT*268, Calculus III: Multivariable | Program Requirement | 4 |
| Total Program Credits: | | 64-65 |

## WHAT YOU CAN DO WITH AN ENGINEERING SCIENCE DEGREE FROM MXCC

MxCC's two-year degree program includes courses in engineering, mathematics, physics, chemistry, computer programming, and more. Students will be able to apply knowledge of mathematics, science, and engineering as they identify, formulate, and solve engineering problems. They will be able to design and conduct experiments (as well as systems, components, or processes that meet desired needs within realistic constraints), and be able to analyze and interpret data.

Students who transfer to a four-year college to earn a bachelor's degree will select specific engineering programs which will determine their career path after graduation. Specific engineering programs include: • Biomedical/Biomaterials Engineering • Chemical Engineering • Civil Engineering • Computer Engineering • Electrical Engineering • Engineering Physics • Environmental Engineering • Management & Engineering for Manufacturing • Materials Science & Engineering • Mechanical Engineering.

Students already employed in engineering technology fields will be better suited for higher-level jobs and career advancement.

## JOB AVAILABILITY & GROWTH:

Engineers enjoy countless career paths, depending on their specific skills and interest. The U.S. Department of Labor/Employment and Training Administration offers detailed information about job availability and growth through the "Occupational Information Network" (O*NET).

Learn How to Become an Engineer

## SALARY INFORMATION:

Salaries for engineers vary, but are typically on the high end. Check out current information from the U.S. Department of Labor.

## Program Coordinator

**Dr. Lin Lin**
**Professor of Engineering, Computer Science, and Technology**
Phone: 860-343-5763
Email: llin@mxcc.edu
Office Location: Wheaton 313

Related Programs

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# English Studies Degree | Middlesex Community College, CT

mxcc.edu/catalog/academics/english-studies/

- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- RELATED


## Overview

This program is a **CSCU TAP Transfer Degree** that is intended for Connecticut Community College students to transfer to Connecticut State Universities and Charter Oak State College without either losing any credits or being required to take extra credits in order to complete a bachelor's degree in that same discipline.

Please contact a campus advisor for this program:

- Guided Pathway Advisor
- Faculty Advisor- Christine Ruggiero, CRuggiero@mxcc.edu

## Requirements

Recommended course of study for the **CSCU Pathway Transfer Degree: English Studies, A.A.** If you are studying part time, simply follow the order of the courses listed here, but be aware that some courses serve as prerequisites to subsequent courses. Note that not all courses will be available every semester. You will notice that in many instances you will be able to choose the specific course you will take from within a category. For a list of the courses from each category that you can choose from, go to Appendix (PDF).

Program Requirements are listed on the Connecticut State Colleges & Universities (CSCU) website

https://www.ct.edu/files/tap/ENG.MXCC.pdf

## Outcomes

These requirements are effective if you declared the Transfer Ticket: **CSCU Pathway Transfer Degree: English Studies, A.A.** major for the 2017/18 through 2021/22 academic year.

This **English Studies, A.A**. Degree serves as the single community college degree to all of the State University and Charter Oak State College business majors listed below. You will declare your specific field when you transfer. With this degree you will be able to transfer to the following majors.

Follow this link for important information about when and how to apply for transfer to a State University or Charter Oak State College.

At Central Connecticut State University:

English, B.A.

At Eastern Connecticut State University:

- English-General English Studies, B.A.
- English-Literacy Concentration, B.A.
- English-Creative Writing Concentration, B.A.
- English-Cultural Studies Concentration, B.A.
- English-Rhetoric and Composition Concentration, B.A.
- English-Student-Designed Concentration, B.A.

At Southern Connecticut State University:

English, B.A.

At Western Connecticut State University:

English/Literature, B.A.

At Charter Oak State College:

English, B.A.

**You are free to choose any courses at or above 100-level to complete unrestricted electives. If you decide to use your Unrestricted Electives to take additional ENG courses, keep these CSU/COSC policies in mind. You should meet with your advisor before selecting any additional courses.

- For the English BA, either ENG 221 OR ENG 231 (but not both) can be applied
- For the English BA, Literary Studies, three (and sometimes four) additional 200-level ENG courses can be applied: one from ENG 210, ENG 213, & ENG 114; one from ENG 250, ENG 251, ENG 262, ENG 263, & ENG 264; one from ENG 281; and one from ENG 221, ENG 222, ENG 231, ENG 232 For the English BA, Rhetoric and Composition, ENG 281 can be applied For the English BA, Cultural Studies, two from ENG 114, ENG 250, ENG 251, ENG 262, & ENG 262; and one from ENG 281 can be applied. For the English BA, Creative Writing one from ENG 210, ENG 213, ENG 214, ENG 263, and ENG 264; and one from ENG 281, can be applied
- For the English BA, Literature OR English BA, Professional Writing, no additional 100- or 200-level courses will be applied For the English BA, Creative Writing, ENG 282 & ENG 283 will be applied
- For the English BA, 2 of the remaining courses from ENG 221, ENG 222, ENG 231, & ENG 232 will be applied

COSC. For the English BA, 4 additional 200-level courses will be applied

## Related

**Timeline for Priority Registration, Financial Aid, and Campus Residence for Graduating Transfer Ticket Students**

**Important:** August 1 October 1 FAFSA Application opens

**Two semesters before transfer**

> You can begin applying to CSUs as a transfer student. Charter Oak has rolling admissions, with 8 term start dates per year. See websites at bottom of page for admission information for each campus. One semester before transfer 1st day of semester Complete application by this date. Request your electronic transcripts be sent to a CSU or Charter Oak, including your Degree Works Graduation Audit, by following these instructions.

**Note: You can continue to apply past this priority deadline; however, there is no guarantee of priority registration after this point.*

**By March 1 (for Fall start) OR By October 15 (for Spring start)**

> Receive a letter from the CSU Admissions office. The letter will include the advising schedule, the registration schedule, and contact information for your advisor.

**Note: As soon as possible, you should*

*(1) confirm your plans to attend and*

*(2) pay the enrollment confirmation deposition in order to secure priority registration, and*

*(3) if you want on-campus housing, pay the housing deposit to secure housing space.*

**Advising period (varies by campus)**

Meet with a CSU/COSC advisor

**Registration period**

Register with comparable students (exact dates differ among CSUs); your CSU advisor will provide those dates.

**Transfer semester**

Begin classes at CSU or COSC!

*For more precise information regarding application, enrollment, registration, and financial aid at each CSU or COSC, see their respective websites.*

- Central Connecticut State University – CCSU
- Southern Connecticut State University- SCSU
- Western Connecticut State University- WCSU
- Charter Oak State College – COSC

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Entrepreneurship Certificate | Middlesex Community College, CT

mxcc.edu/catalog/academics/entrepreneurship/

Interested in the business program at MXCC but not sure what to register for? Attend our Business program event on **August 6 at 10 a.m.** and hear from Sue Lugli, program coordinator, who will discuss briefly the business program, changes to the 2020 semester, and courses you should be taking for the fall. Leave the event registered for your Fall 2020 classes! *Pre-registration is strongly encouraged.*

**Learn more and register here >**


- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- CONTACT
- RELATED


## Credit Certificate Program

This ten-course, 30-credit certificate program is designed for individuals interested in owning their own business. Students completing the program will possess the fundamental knowledge and skills necessary to succeed in a self owned business. Sanctioned by the United States Small Business Administration, this certificate combines a liberal arts component which emphasizes a communications competence and provides the technical knowledge and perspective needed to start, manage or grow a business. A student will be able to pursue a career or apply courses to an Associate in Science degree.

You're creative, innovative and resourceful. You have solid communication skills, and a high level of motivation to be successful. You also enjoy business, accounting and computer work. Now you can take your skills and interests to the next level – an exciting career as your own boss, running your own business.

The Entrepreneurship Certificate program at Middlesex Community College will prepare you to run your own business more efficiently, grow your business and gain an edge in increasing its success in today's competitive business climate.

This program is designed for individuals interested in owning their own business. This certificate is sanctioned by the United States Small Business Administration. The program combines liberal arts and technical foundations and skills needed to start, manage or grow a business. When you finish this program, you may choose to pursue a career or apply courses to an associate degree program at Middlesex Community College.

## Graduation Checklist

**Entrepreneurship Certificate – Graduation Checklist**

A Graduation Checklist is a printable list of course requirements you will use when you meet with your academic advisor each semester. The checklist helps you keep track of your progress from when you first enter MxCC to when you are ready to graduate.

## Entrepreneurship Certificate by Requirements

| Course | Credits | Prerequisite? |
|---|---|---|
| ACC*113, Principles of Financial Accounting | 3 | Yes |
| BBG*115 Business Software Applications<br>**OR**<br>CST*201 Management Information Systems | 3 | Eligible for either ENG*101E or ENG*101 |
| BES*118, Small Business Management | 3 | Eligible for either ENG*101E or ENG*101 |
| BMG*202, Principles of Management | 3 | Eligible for ENG*101 |
| BMG*204, Managerial Communications | 3 | ENG*101 or ENG*101E |
| BMK*106 Principles of Selling | 3 | Eligible for ENG*101-ALP, ENG*101E, or ENG*101 |
| BMK*201, Principles of Marketing | 3 | Eligible for ENG*101. |
| COM*173, Public Speaking | 3 | Either ENG*101 ALP, ENG*101E, or ENG*101. |
| ECN*102, Principles of Microeconomics | 3 | Yes |
| ENG*101, Composition | 3 | Yes |
| Total Program Credits: | 30 | |

## Program Coordinator

Susan Lugli

**Professor, Business; Program Coordinator, Business Administration and Marketing Business Administration/Marketing**
Phone: 860-343-5840
Email: slugli@mxcc.edu
Office Location: Wheaton 313
*Make an appointment*


## Related Programs

- Accounting Degree
- Accounting Assistant Certificate
- Accounting Technician Certificate
- Business Administration Degree
- Business Skills Certificate
- Business Studies Degree
- Management Information Systems Degree

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Film and Video Production Certificate

mxcc.edu/catalog/academics/film-and-video-production-certificate/

- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- CONTACT
- RELATED

## Credit Certificate Program

The Film and Video certificate program teaches video production as applied to the broadcast television, film, corporate and digital media industries with an emphasis on narrative, documentary/news and informational programming. This hands-on program teaches all aspects of field, studio and video post-production on advanced technology in the college's Center for New Media.  The Advanced Media Production and Internship act as capstone courses providing students with portfolio examples of professional work and on-site work experience in preparation for entry level positions or contract employment in the field.

This 30-credit certificate program is intended as a stackable credential for students looking to specialize in digital video production. When enrolling in this program as a standalone occupational certificate, it is recommended that students entering the program either have an associate's degree or higher or are enrolled in the Digital Media Production Associate's degree program to improve employability upon graduation.

## Graduation Checklist

**Film & Video Production Certificate – Graduation Checklist**

A Graduation Checklist is a printable list of course requirements you will use when you meet with your academic advisor each semester. The checklist helps you keep track of your progress from when you first enter MxCC to when you are ready to graduate.

## Film & Video by Certificate Requirements

| Course | Credits |
|---|---|
| COM*129 Digital Video Production | 3 |
| ART*147 / COM*147 Digital Cinematography or COM*131 Audio Production | 3 |
| COM*101 Introduction to Mass Communication | 3 |
| COM*111 Scriptwriting | 3 |
| COM*153: Film Production | 3 |
| COM*220: Television Studio Production | 3 |
| COM*228: Broadcast Journalism | 3 |
| COM*264: Advanced Editing | 3 |
| ENG*101 College Composition or Open Elective when taken as part of the New Media Production degree program or if student already has a degree. | 3 |
| COM*287 Advanced Media Production or COM*295 Internship | 3 |
| Total Credits | 30 |

## SALARY INFORMATION

The Film and Video certificate program from MxCC prepares students to seek employment in areas that include television, television production, news, entertainment TV, film production, advertising, and corporate media.

Most graduates holding associate degrees will be seeking entry-level positions, which pay about $25,000 per year, depending on several factors. Pay increases with the employee's level of education and experience. Often students find employment after graduation through their student internship experiences.

National Average Salaries for the year 2018, according to the U.S. Bureau of Labor Statistics:

- Film & Video Editor – $54,040
- Camera Operator – $59,040
- Producer and Director – $70,950
- Reporter, Correspondent, and Broadcast news Analyst – $38,870
- Announcer – $30,830
- Sound Technician – $42,550
- Video Technician – $59,040

The overall job outlook in this field is favorable, although competition is strong for positions at all levels. For the latest, detailed salary information, visit: www.bls.gov.

## Program Coordinator

**Richard Lenoce**
Professor of Broadcast-Cinema
Office: Chapman Hall 606
Phone: 860-343-5796
Email: rlenoce@mxcc.edu

## Related Programs:

- Art Studies Degree
- Audio & Music Production Certificate

- Broadcast Communications Certificate
- Corporate Media Production Certificate
- Digital Media Production Degree
- Fine Arts Degree
- Fine Arts: Graphic Design Degree
- Multimedia Design Certificate
- News & Sports Production Certificate
- Theatre Studies Degree
- Web Design & Development Certificate

---

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Fine Arts Degree | Middlesex Community College, CT

mxcc.edu/catalog/academics/fine-arts/

- OVERVIEW
- STUDENT SPOTLIGHT
- REQUIREMENTS
- OUTCOMES
- RELATED


## Associate in Arts Degree

Students may follow one of two tracks to earn a Fine Arts degree:

The **Fine Arts Degree** provides a transfer program in the fine arts for students who wish to continue in this field after graduation. In addition to the primary transfer function, this program also provides cultural enrichment for students wishing only the associate's degree.

Students who plan to transfer to a four-year college are advised to check with the intended college concerning the number of transferable credits. Completion of the requirements of an additional program "track" does not constitute a different degree.

You love art and people have always said you're good at it. You have a keen eye for design and enjoy working on creative projects. You like to work hard on the details that make things look good – from your art to your surroundings. You work hard – and it pays off.

Now you can start on a career that brings your curiosity and passion for art together in a growing career field with many opportunities for the future.

Start right away at Middlesex Community College with an Associate Degree in Fine Arts. You can concentrate on Fine Arts and Graphics Design tracks as you move forward toward a fulfilling career. The educational experience at MxCC offers a competitive edge for your future employment in a variety of fields, including marketing, advertising, publishing, printing, art directing, artistic design, multimedia design, illustration, animation, photography and Web design.

## Contact

Judith DeGraffenried

**Professor & Program Coordinator, Coordinator of Fine Arts/Graphic Arts**
Phone: 860-343-5871
Email: jdegraffenried@mxcc.edu
Office Location: Snow 407
*See office hours here*
Read Biography

## Student Spotlight

### YVONNE PAGE ILLUSTRATES HER DREAM

Since she was three years old, Yvonne Page always wanted to write and illustrate children's books. Her dream after graduating Middletown High School was to attend Savannah College of Art and Design in Georgia.

However, fate had different plans for her. The day Yvonne graduated from high school was the same day her first son, Jacquai, was born. While this temporarily changed her initial college hopes, she gladly found nearby Middlesex Community College. Not only did she enroll as a student at MxCC, she has been a full-time employee there since 2010.

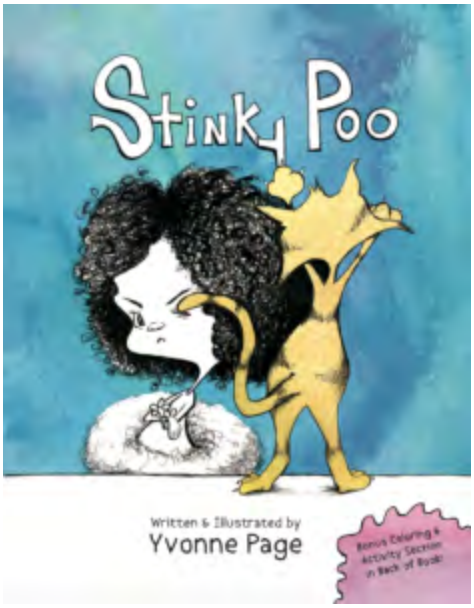
But first, Yvonne worked at a day care center and in retail before deciding she needed to go back to school to advance her career. She began classes in fine arts and graphic design at MxCC in 2002, and she enrolled her son in the preschool that was there at the time. Yvonne was also a student worker in the grants and marketing offices prior to graduating with an associate degree in 2005. Her freelance and part-time work with the College helped her land the full-time role of webmaster and graphics specialist.

Yvonne illustrated for several magazines and greeting card companies over the years. Now married with three boys, she shares comics about her life as well as the struggles and joys of being a mom with a large following on social media.

Never forgetting her childhood dream, Yvonne committed herself to completing the book she started 12 years ago, and in 2017 began her foray into writing and illustrating children's books.

Drawn by hand using pen and ink, Yvonne scanned black and white illustrations for the book into Adobe Photoshop and layered them with scanned watercolor backgrounds. While the final drawings are enhanced and refined digitally, they authentically tell the story of a girl named Victoria and her pet cat. Entitled, "Stinky Poo," the 40-page picture book also includes an activity section in the back for children to color and play games based on the story.

Yvonne credits Professor of Fine and Graphic Arts Judith de Graffenried for helping her with the first mock book she designed as a Middlesex student. She patiently learned about perspective drawing and watercolor from now retired teacher Lucinda Patrick. Yvonne is also grateful for the support from current faculty members Matt Weber and Rick Eriksen.

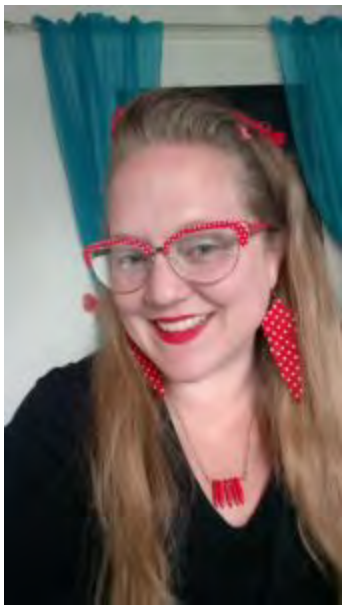



These days, you can find Yvonne in a quiet space upstairs in Founders Hall, producing projects ranging from the MxCC website to brochures and advertisements. She appreciates her time as a former MxCC student. "Financial aid, flexible hours, and the work-study program made everything easier for me when I was a single mother—as well as the support from my parents," Yvonne said.

She hopes Jacquai, now 16, can also seek out his creative writing dream, possibly also at Middlesex.

To find the book online, visit yvonnepage.com.

## LAURIE LYNNE ZLOTOWSKI, MXCC ’96



Meriden native Laurie Lynne Zlotowski always had a flair for the creative and entrepreneurial sides of life. Using the fruits of her 1996 MxCC associate degree, which included both design and business classes, Laurie Lynne has taken the customized parties she has been arranging since the age of 18 and turned them into a dynamic business. She recently opened Creative Girl Studios at a charming location on Main Street in Middletown. Children and adults will find excitement and networking opportunities by participating in the Creative Girl experience, either by joining a scheduled workshop or calling Laurie Lynne to design your own. Learn more about this MxCC alumna’s passion for helping you create the perfect experience at www.creativegirlstudios.com.

## LANDSCAPE ARTIST

**Aleta Gudelski MxCC ’86**
**Landscape Artist**

Adjunct Fine Arts Instructor at MxCC since 1986 and former Department Chair of Fine Arts at East Catholic High School in Manchester (1992-2001), Aleta Gudulski received her “best design and theory instruction at MxCC…The hands-on approach of my fine art instructors helped me to gain confidence in the skills I already had, and the experience challenged me to grow beyond my comfort zone. The personal attention and professional expertise at Middlesex provided an excellent foundation for my own teaching at every level.”

Aleta earned an Associates Degree at Middlesex in 1986, a B.A. in Art and Education from Southern Connecticut State University in l981, and an M.A. in Arts and Liberal Studies from Wesleyan in l991. She resides in Durham.

www.aletagudelski.com

## Graduation Checklists

Fine Arts Degree Graduation Checklist

A Graduation Checklist is a printable list of course requirements you will use when you meet with your academic advisor each semester. The checklist helps you keep track of your progress from when you first enter MxCC to when you are ready to graduate.

## Fine Arts Degree by Semester

| Course | Category | Credits |
|---|---|---|
| First Semester (Fall) | | 15 Credits |
| ART*101 Art History I | MxCC General Education Requirement (1 of 2) | 3 |
| ART*109 Color Theory | Program Requirement | 3 |
| ART*111 Drawing I | Gen Ed: Aesthetic Dimensions | 3 |
| ART*121 Two-Dimensional Design | Program Requirement | 3 |
| ENG*101 (or ENG*101E): Composition | Gen Ed: Written Communication | 3 |
| Second Semester (Spring) | | 15 Credits |
| ART*102 Art History II | MxCC General Education Requirement (2 of 2) | 3 |
| ART*112 Drawing II | Program Requirement | 3 |
| ART*122 3-D Design | Program Requirement | 3 |
| ART*215 Illustration | Program Requirement | 3 |
| Gen Ed: Social Phenomena Elective | Gen Ed: Social Phenomena | 3 |
| Third Semester (Fall) | | 15 Credits |
| ART*131 Sculpture | Program Requirement | 3 |
| ART*155 Watercolors | Program Requirement | 3 |
| ART* or DGA* Elective | Program Requirement | 3 |
| ART*253 Oil Painting I | Program Requirement | 3 |
| MAT*137 Intermediate Algebra | Gen Ed: Quantitative Reasoning for Career Programs | 3 |

| Fourth Semester (Spring) | | 15-16 Credits |
|---|---|---|
| ART*250 Digital Photography | Program Requirement | 3 |
| Program Requirement<br>ART*, GRA*, or DGA* Elective | Program Requirement | 3 |
| Program Requirement<br>ART* or DGA* Elective | Program Requirement | 3 |
| Open Elective | Program Requirement | 3 |
| Gen Ed: Scientific Knowledge OR Scientific Reasoning Elective | Gen Ed: Scientific Knowledge OR Scientific Reasoning | 3-4 |
| Total Program Credits | | 60-61 |

## JOBS YOU CAN GET WITH A FINE ARTS DEGREE

The Associate Degree in Fine Arts gives students specific skills for a general advantage when applying for jobs that require a degree. This degree is meant to teach students necessary artistic skills, not to be an occupational degree.

It's possible to find niche markets working as an artist, such as muralist, gallery painter, portrait artist, etc.  Illustration and photography are also fields to consider while studying in this program. The skills gained through the Fine Arts program at Middlesex will help those pursuing any artistic career.

With further formal education it is possible to become an art teacher, a gallery or museum worker, or an art director.  It is important for a student to research the required education for any of these fields.

## HOW LONG WILL YOU HAVE TO GO TO SCHOOL?

The Fine Arts Degree at Middlesex Community College takes most students two years to complete. Individual course load and need for any additional courses may affect the time it takes for degree completion.

This degree requires no further formal education but it is recommended that one continue art studies.

## SAMPLE SALARY INFORMATION:

For salary and job information, visit: www.bls.gov

## Related Programs

- Art Studies Degree
- Audio & Music Production Certificate
- Broadcast Communications Certificate
- Corporate Media Production Certificate
- Digital Media Production Degree
- Film & Video Production Certificate
- Multimedia Design Certificate
- News & Sports Production Certificate
- Theatre Studies Degree
- Web Design & Development Certificate

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# French Studies Degree | Middlesex Community College, CT

mxcc.edu/catalog/academics/french-studies-degree/

- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- RELATED


## Overview

This program is a **CSCU TAP Transfer Degree** that is intended for Connecticut Community College students to transfer to Connecticut State Universities and Charter Oak State College without either losing any credits or being required to take extra credits in order to complete a bachelor's degree in that same discipline.

Please contact a campus advisor for this program:

- Guided Pathway Advisor
- Faculty Advisor- Angelo Glaviano, AGlaviano@mxcc.edu

## Requirements

Recommended course of study for the **CSCU Pathway Transfer Degree: French Studies, A.A.** If you are studying part time, simply follow the order of the courses listed here, but be aware that some courses serve as prerequisites to subsequent courses. Note that not all courses will be available every semester. You will notice that in many instances you will be able to choose the specific course you will take from within a category. For a list of the courses from each category that you can choose from, go to Appendix (PDF).

Program Requirements are listed on the Connecticut State Colleges & Universities (CSCU) website

https://www.ct.edu/files/tap/FRE.MxCC.pdf

## Outcomes

These requirements are effective if you declared the Transfer Ticket: **CSCU Pathway Transfer Degree: French Studies, A.A.** major for the 2017/18 through 2021/22 academic year.

This **French Studies, A.A**. Degree serves as the single community college degree to all of the State University and Charter Oak State College business majors listed below. You will declare your specific field when you transfer. With this degree you will be able to transfer to the following majors.

Follow this link for important information about when and how to apply for transfer to a State University or Charter Oak State College.

At Central Connecticut State University:

French, B.A.

At Eastern Connecticut State University:

French, B.A.

At Southern Connecticut State University:

French, B.A.

At Western Connecticut State University:

French, B.A.

## Related

**Timeline for Priority Registration, Financial Aid, and Campus Residence for Graduating Transfer Ticket Students**

**Important:** August 1 October 1 FAFSA Application opens

**Two semesters before transfer**

You can begin applying to CSUs as a transfer student. Charter Oak has rolling admissions, with 8 term start dates per year. See websites at bottom of page for admission information for each campus. One semester before transfer 1st day of semester Complete application by this date. Request your electronic transcripts be sent to a CSU or Charter Oak, including your Degree Works Graduation Audit, by following these instructions.

**Note: You can continue to apply past this priority deadline; however, there is no guarantee of priority registration after this point.*

**By March 1 (for Fall start) OR By October 15 (for Spring start)**

Receive a letter from the CSU Admissions office. The letter will include the advising schedule, the registration schedule, and contact information for your advisor.

**Note: As soon as possible, you should*

*(1) confirm your plans to attend and*

*(2) pay the enrollment confirmation deposition in order to secure priority registration, and*

*(3) if you want on-campus housing, pay the housing deposit to secure housing space.*

**Advising period (varies by campus)**

Meet with a CSU/COSC advisor

**Registration period**

Register with comparable students (exact dates differ among CSUs); your CSU advisor will provide those dates.

**Transfer semester**

Begin classes at CSU or COSC!

*For more precise information regarding application, enrollment, registration, and financial aid at each CSU or COSC, see their respective websites.*

- Central Connecticut State University – CCSU
- Southern Connecticut State University- SCSU
- Western Connecticut State University- WCSU
- Charter Oak State College – COSC

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your*

*advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# General Studies Degree | Middlesex Community College, CT

mxcc.edu/catalog/academics/general-studies/

- OVERVIEW
- STUDENT SPOTLIGHT
- REQUIREMENTS
- OUTCOMES
- RELATED

General Studies is intended for students who wish to design a personalized degree program for exploration or to meet educational and career goals. It's also for students who may have credits from several colleges who wish to "collect" their credits into an Associate Degree credential. **This program is not designed primarily for transfer purposes**. It does not provide adequate guidance for meeting the admissions and transfer requirements of baccalaureate institutions without careful assistance from advisors at both Middlesex and the college or university where a student plans to attend.

MxCC is committed to a sound liberal arts education and the development of a solid foundation of professional skills, which are incorporated through specific requirements in the program. The program also offers a great deal of flexibility as a basis for further study or career paths. However, transferring students who wish to

pursue liberal arts degrees are encouraged to consider the Liberal Arts and Sciences program, which is specifically designed for this purpose. Other transferring students should ask their advisor to recommend the best program to meet their specific needs.

## Associate in Science Degree

***Full A.S. degrees in General Studies now available in Middletown, Meriden, and online!!***

You're adventurous and curious. You like to learn a little about everything, explore all options and grow through your experiences. If you could only design your own degree – tailored to your own interests. Now you can.

Get a start on your dream career today in the General Studies degree program at Middlesex Community College. This degree gives you an advantage over others just starting out in the workforce, plus it's a great foundation to help guide your future decisions on education and employment.

## ACADEMIC REQUIREMENTS

This personalized two-year curriculum serves as a way to help the student form clear academic plans. Courses place emphasis on exploration, thoughtful reflection, and the formation of goals that may lead to further education. An academic advisor will help you design this 60-credit degree that has a basis for a variety of programs of further study or career paths. The General Studies degree program has a minimum number of core classes, with great freedom to experiment with many electives.

The General Studies degree program is intended for students who would like the opportunity and flexibility to explore their interests and direction for future education and employment. Students planning to transfer to a bachelor's degree-granting program should consider the Associate Degree in Liberal Arts and Science program at MxCC, which is carefully designed to satisfy transfer requirements while offering students flexibility and variety in course work.

## General Studies Online

Are you looking for completing an Associate Degree in General Studies fully online? Come to Middlesex Community College! Middlesex Community College offers a wide variety of fully online courses. Learning online gives you a flexibility to earn a degree while working or taking care of your family. By taking all online courses, you are able to earn an Associate Degree in General Studies with Liberal Arts focus. Click here for up-to-date online offerings. Click here for further information about online learning.

## CONTACT

For more information, contact the Office of Enrollment at 860-343-5719/ 866-526-6008 (toll-free).

## STUDENT SPOTLIGHT

### FROM HERE TO INISHMOR

**Alex Levere**, originally from Guilford, made his way from Connecticut to Boston and back, interspersed with traveling to France, Germany, and Ireland, before landing in Colchester.

In 2014, Alex and his family, who already had connections in Colchester because his father lived there, managed to acquire a Main Street pub in town now known as the Inishmor.

Alex's college career, however, started somewhat tentatively when he first attended college for about a year. He felt the time wasn't right for him then, so that's when he decided to travel extensively throughout Europe.

When he returned to Connecticut, Alex immediately enrolled at Middlesex Community College as a full-time student in the general studies associate degree program. He became very involved with student leadership opportunities, such as the College Affairs and Academic Appeals Council, the College Council, as well as the MxCC Foundation. (Students are eligible to sit on and participate in the discussions and decisions of these committees with the college's faculty and professional staff.)

Alex became a member of Phi Theta Kappa Honor Society as well as the president of the Student Senate. Boosting his leadership and academic skills, Alex was also a legislative intern with former member of the Connecticut House of Representatives John Geragosian.

Looking back, Alex especially found that while "being around adults and seeing how the process and systems work" proved to be very beneficial to him in the future.

Giving credit to faculty and staff members who were influential to him during his two years at MxCC, Alex mentioned math professors Stephen Krevisky and Pamela Frost, his advisor Judy Mazgulski, and "a great relationship" with history Professor Emeritus Richard Patrick.

In 2008, armed with academic confidence by graduating summa cum laude from MxCC, Alex made a smooth transfer to Emerson College, a private institution in downtown Boston. He earned a bachelor of science in political science in 2010.

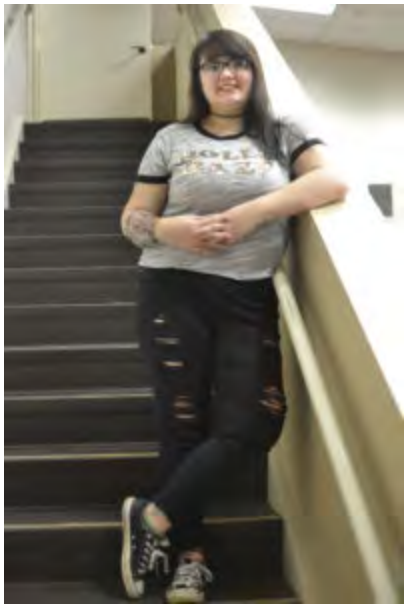
While in Boston, Alex bartended and worked his way up in restaurant management roles, but wanted to get back to Connecticut to be near his family. Then came the Main Street pub in Colchester and the establishment of Inishmor, a blend of his college and restaurant leadership experience—with a dash of European travel—that now serves up award-winning Irish cuisine in a community pub atmosphere.

“Take advantage of the opportunities in college. Not because you have to but to gain knowledge and experience,” said Alex. “I never had so many professors help me than while I was at Middlesex. They really do care.”

The Inishmor Pub, located at 20 Main Street in Colchester, continues to bring acknowledgement to Alex’s passion for cooking with awards from Connecticut Magazine, Buzz Feed, among others. Find out more at inishmorepub.com.

*August 2018*

## SARAH CAREY’S DISNEY DREAM BECOMES A REALITY THIS SUMMER



Starting in August, MxCC student and Meriden resident, **Sarah Carey** will join up to 12,000 other college students from around the country and spend several months in the Disney College Program in Orlando, Florida. According to the *Orlando Sentinel*, about 50,000 young adults apply annually for this paid internship opportunity.

Hailing originally from northern California, Sarah moved to Connecticut when she was 12 years old and graduated from Valley Regional High School in Deep River. She learned more about Middlesex Community College from several of her friends who were planning to attend and decided to attend MxCC as well.

In early 2018, while Sarah was working at the AMC Starplex Theaters in Southington, her manager mentioned the Disney College Program and recommended that Sarah apply. The only challenge was that the application deadline was that very same day! Not to be deterred, Sarah went right ahead and applied online. The questions ranged from asking her about her basic preferences and school information, as well as why she was interested in the program. The process continued with a web-based interview, a personality test, and finally a phone interview. Sarah prepared herself by researching the questions online and through social media.

She received a tip to smile while talking during the phone interview, even though the interviewer could not see her. “I practiced this in front of a mirror!” Sarah laughed.

On April 2, Sarah found out she was accepted into the program and will be heading to Florida by the end of July. Her parents are ecstatic for her and will assist her with moving expenses. She won't be alone in Florida, though. Her grandparents live in Clearwater.

By August 6, she'll be working in an operations role with attractions in Disney World, where duties consist of loading and unloading guests from a ride, operating sophisticated ride systems, delivering narrations to large groups, and much more. According to the Disney website, the internship experience also offers the opportunity to develop communications skills, problem-solving skills, and improve confidence and self-reliance. Sarah's initial internship is for the fall semester, but she hopes to extend it into the spring of 2019.

Sarah will graduate from MxCC in May 2018 with an associate degree in general studies, though her focus has been in arts classes. She likes the idea of working in graphic design, which could be helpful in the Disney "world."

Looking back at her time at MxCC, Sarah definitely recommends going to MxCC for prerequisites. She found the educational process easy, and particularly liked all of her English professors. "Most of the teachers and advisors are great!" she said.

Her initial goal is to establish herself as a Florida resident and eventually work for Disney full-time, perhaps with costumes or as a character assistant. Sarah also plans to continue her studies in Florida, first at another community college and then transfer to either the University of Tampa or the University of Florida for her bachelor's degree.

Congratulations and good luck, Sarah!

*May 2018*

---

## NEW SCHOOL – NEW START

**Tol Butler MxCC '69**

I was one of Middlesex Community College's very first students. I enrolled in the General Education Associates Degree program in 1966 and graduated in 1969. Prior to attending MxCC, I really felt I was adrift, with no goal or plan for what to do next in life. After I graduated from Cromwell High School, I spent the summer trying to envision what my future could hold, but I just couldn't find a path. That September, when MxCC (then known as MCC) opened its doors, I saw an opportunity and took the first steps towards a better future. I honestly feel that the education I received at MxCC was the foundation for my career as a business owner and upper management in the commercial construction industry. For more than 45 years, I worked in construction, building a successful career that supported my family and that was a positive part of our local economy. As I think back on that summer after high school, I realize MxCC was just starting out too – and I'm glad that I was part of something special.

## A LIFETIME FULFILLMENT

**Virginia King Galgano**

When I graduated from high school, I wanted to go to college, but, unfortunately, in my generation, girls took a business course and got a job. I worked as a bookkeeper.
I attended Middlesex off and on for 16 years. I just took a course now and then until I decided to go for a degree in General Studies. In my final year at MxCC, I became a member of Phi Theta Kappa Honor Society and finally received my Associate's Degree in 2014. I was 78. Graduation from community college was a lifetime fulfillment for me.

## Graduation Checklist

**General Studies Graduation Checklist**

A Graduation Checklist is a printable list of course requirements you will use when you meet with your academic advisor each semester.  The checklist helps you keep track of your progress from when you first enter MxCC to when you are ready to graduate.

## General Studies Degree by Semester

| | | |
|---|---|---|
| First Semester (Fall) | | 15 Credits |
| ENG*101, Composition (or ENG*101Eor ENG*101-ALP) | General Education Requirement: Written Communication | 3 |
| Aesthetic Dimensions Elective | General Education Requirement: Aesthetic Dimensions | 3 |
| Historical Knowledge Elective | Program Requirement: Historical Knowledge | 3 |
| Unrestricted Elective | Program Requirement | 3 |
| Unrestricted Elective | Program Requirement | 3 |
| Second Semester (Spring) | | 15 Credits |
| ENG*102, Literature & Composition | General Education Requirement: Written Communication II | 3 |
| Continuing Learning/Information Literacy Elective | Program Requirement | 3 |
| General Education Elective (1 of 2) | General Education Requirement (1 of 2): One course selected from any of these competencies: Aesthetic Dimensions, Historical Knowledge, Oral Communication, Social Phenomena, or Written Communication | 3 |
| Unrestricted Elective | Program Requirement | 3 |
| Unrestricted Elective | Program Requirement | 3 |
| Third Semester (Fall) | | 15-16 Credits |
| Elective: Quantitative Reasoning - Career Oriented Programs (any Math course numbered 100 and above) | General Education Requirement: Quantitative Reasoning Elective - Career Oriented Programs (any Math course numbered 100 and above) | 3 or 4 |
| Social Phenomena Elective | General Education Requirement: Social Phenomena | 3 |
| Oral Communication Elective | Program Requirement | 3 |
| Unrestricted Elective | Program Requirement | 3 |

| | | |
|---|---|---|
| Unrestricted Elective | Program Requirement | 3 |
| Fourth Semester (Spring) | | 15-16 Credits |
| General Education Elective (2 of 2) | General Education Requirement (1 of 2): One course selected from any of these competencies: Aesthetic Dimensions, Historical Knowledge, Oral Communication, Social Phenomena, or Written Communication | 3 |
| Choose one Science course, with or without lab, from one of the following competencies:<br>Scientific Knowledge & Understanding<br>OR<br>Scientific Reasoning | General Education Requirement: Science Elective - Choose one course, with or without lab, from one of the following competencies:<br>Scientific Knowledge & Understanding<br>OR<br>Scientific Reasoning | 3 or 4 |
| Critical Analysis/Logical Thinking Elective | Program Requirement | 3 |
| Unrestricted Elective | Program Requirement | 3 |
| Unrestricted Elective | Program Requirement | 3 |
| NOTE: A minimum of two courses, totaling 6 credits or more, must be numbered 200 or higher to complete graduation requirements for this degree program. | | |
| Total Program Credits: | | 60 |

## General Studies Online

| Degree Requirements | Credits | Fully Online Courses |
|---|---|---|

| Degree Requirements | Credits | Fully Online Courses |
| --- | --- | --- |
| **Communication Skills**<br>**- ENG* 101 Composition (placement test required)**<br>**- ENG* I02 Literature & Composition**<br><br>**- Choose one of the following:**<br>**BMG* 204 Managerial Communications or COM*226 Journalism or**<br>**COM* 173 Public Speaking or ENG*200 Advanced Composition or**<br>**ENG*202 Technical Writing or ENG* 281 Creative Writing.** | 9 | • ENG*101 Composition<br>• ENG*102 Literature & Composition<br>• ENG*200 Advanced Composition#<br>• ENG*202 Technical Writing#<br>• ENG*281 Creative Writing# |
| **Computer Skills**<br>**One course from Computer Applications, Information Systems, or Digital Arts. Students with proficient computer skills may opt to take a computer placement test to waive the requirement, substituting an open elective.** | 3 | • CSA*135 Spreadsheet Application<br>• CSA*140 Database Application |
| **Mathematics (placement test required)**<br>**MAT* 104 or higher. Students planning on transferring to a four-year institution should check with an advisor; specific math courses may be required.** | 3 (4) | • MAT*137 Intermediate Algebra<br>• MAT*168 Elem Stat & Probability I<br>• MAT*173 College Algebra with Technology |
| **Fine Arts**<br>**One course from those listed under Art, Digital Arts, Music, or Theater.** | 3 | • ART*100 Art Appreciation<br>• MUS*101 Music History & Appreciation |

| Degree Requirements | Credits | Fully Online Courses |
| --- | --- | --- |
| **Humanities**<br>**One course from those listed under Art, Communication (selected courses+, Digital Arts, English, Languages, Music, Philosophy, or Theater.** | 3 | • COM*101 Intro to Mass Communication<br>• COM*203 Media Literacy#<br>• COM*111 Scriptwriting#<br>• PHL*101 Intro to Philosophy#<br>• ENG*231 British Literature I#<br>• ENG*232 British Literature II#<br>• ENG*221 American Literature I#<br>• ENG*222 American Literature II#<br><br>*More English and Art courses are listed in Communication Skills and Fine Arts categories .* |
| **Social Science**<br>**Two courses from those listed under Anthropology, Economics, Geography, History, Political Science, Psychology, or Sociology** | 6 | • ANT* 101 Intro to Anthropology<br>• ECN*101 Principles of Macroeconomics<br>• ECN*102 Principles of Microeconomics<br>• GEO*101 Intro to Geography<br>• HIS*101 Western Civilization I#<br>• HIS*102 Western Civilization II# |

| Degree Requirements | Credits | Fully Online Courses |
| --- | --- | --- |
| | | • HIS*201 U.S. History I#<br>• HIS*202 U.S. History II#<br>• HIS*121 World Civilization I#<br>• HIS*221 World Civilization II#<br>• POL*111 American Government<br>• PSY*111 General Psychology I<br>• PSY*201 Life Span Development<br>• PSY*204 Child & Adolescent Development<br>• PSY*251 Behavior Disorder of Children & Youth#<br>• PSY*245 Abnormal Psychology#<br>• SOC*101 Principles of Sociology<br>• SOC*103 Social Problems<br>• SOC*210 Sociology of the Family<br>• SOC*240 Criminology#<br>• SOC*225 Death & Dying# |

| Degree Requirements | Credits | Fully Online Courses |
| --- | --- | --- |
| **Science**<br>**One science course, with or without a lab, from those listed under Biology, Chemistry, Environmental Science, Health, or Physical Science.** | 3 | • BIO*110 Principles of Human Body<br>• BIO*111 Intro to Nutrition<br>• EVS*100 Intro to Environmental Science<br>• EAS 106 Natural Disasters<br>• AST*101 Principles of Astronomy#<br>• EAS*102 Earth Science# |
| **Liberal Arts Electives**<br>**Two additional courses selected from Humanities, Mathematics, Science, or Social Science categories (see above).** | 6 | *Refer to the courses listed above in Humanities, Mathematics, Science, or Social Science categories.* |

| Degree Requirements | Credits | Fully Online Courses |
|---|---|---|
| **Open Electives**<br>**Any credit courses offered by the college to meet a student's interests and goals (courses must be numbered 100 and above).** | 24 | *Refer to the courses listed in the above categories. More courses may be considered:*<br>• *BMG* 202 Principles of Management*<br>• *BMK* 201 Principles of Marketing*<br>• *BMK* 216 Internet Marketing#*<br>• *BMK* 103 Principles of Retailing#*<br>• *BBG* 101 Intro to Business#*<br>• *BES* 118 Small Business Management#* |
| **Total Credits** | **60 (63)** | *# These courses may not be offered online every semester (Fall, Spring, Summer). Visit Distance Learning > Online Classes for a complete course schedule..* |

*NOTE: The following requirements DO NOT ask a student to take additional courses. However, these types of courses must be included in a student's course selections. See L & D course listings in the catalog:*
*(2) "L" – Library Skills courses (6 credits minimum). Note: ENG 101 & 102 meet this requirement.*
*(I) "D" – Diversity course (3 credits minimum)*
*(2) 200-Level Courses (6 credits minimum)*
*Eligible Communication courses include: COM 111, 116, 154, 155, 156, 173, 179, 203, 226, 255.*

## Learning Outcomes

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

1. Demonstrate a clear connection among elective choices and their personal, occupational or academic ambitions.
2. Work with others, including culturally and intellectually diverse peoples; think critically; and gain an appreciation for life-long learning.
3. Become adept in written and spoken communication skills.

## JOBS YOU CAN GET WITH A  GENERAL STUDIES DEGREE:

An Associate Degree in General Studies from Middlesex Community College will give you an advantage when applying for jobs over applicants with only a high school diploma. However, this degree is often most useful as a base to decide how you'd like to continue your studies. Transfer to another associate degree program or a 4-year college to continue your education in your chosen major is recommended.

## HOW LONG WILL YOU HAVE TO SCHOOL?

The General Studies degree from MxCC is a 2-year degree.

A student who plans to transfer credits from the General Studies degree to a 4-year college should refer to the college of interest, in order to find out which credits will transfer.  All credits aren't guaranteed to transfer. Students planning to transfer to a bachelor's degree program should consider our Associate Degree in Liberal Arts program, which is specifically designed for transferring students.

## SALARY INFORMATION:

Salaries vary according to the field you choose. For detailed salary information, visit: www.bls.gov

## Related Program

Liberal Arts and Sciences Degree

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Geography Studies Degree | Middlesex Community College, CT

mxcc.edu/catalog/academics/geography-studies-degree/

- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- RELATED


## Overview

This program is a **CSCU TAP Transfer Degree** that is intended for Connecticut Community College students to transfer to Connecticut State Universities and Charter Oak State College without either losing any credits or being required to take extra credits in order to complete a bachelor's degree in that same discipline.

Please contact a campus advisor for this program:

- Guided Pathway Advisor
- Faculty Advisor- Tad Lincoln, TLincoln@mxcc.edu

## Requirements

Recommended course of study for the **CSCU Pathway Transfer Degree: Geography Studies, A.A.** If you are studying part time, simply follow the order of the courses listed here, but be aware that some courses serve as prerequisites to subsequent courses. Note that not all courses will be available every semester. You will notice that in many instances you will be able to choose the specific course you will take from within a category. For a list of the courses from each category that you can choose from, go to Appendix (PDF).

Program Requirements are listed on the Connecticut State Colleges & Universities (CSCU) website

https://www.ct.edu/files/tap/GEO.MXCC.pdf

## Outcomes

These requirements are effective if you declared the Transfer Ticket: **CSCU Pathway Transfer Degree: Geography, A.A.** major for the 2017/18 through 2021/22 academic year.

**This Geography Studies, A.A**. Degree serves as the single community college degree to all of the State University and Charter Oak State College business majors listed below. You will declare your specific field when you transfer. With this degree you will be able to transfer to the following majors.

Follow this link for important information about when and how to apply for transfer to a State University or Charter Oak State College.

At Central Connecticut State University:

- Geography with Specialization in Environmental Geography, B.A.
- Geography with Specialization in General/Regional Geography, B.A.
- Geography with Specialization in Geographic Information Science, B.A.
- Geography with Specialization in Planning, B.A. Geography with Specialization in Tourism, B.A.

At Southern Connecticut State University:

- Geography, B.A.
- Geography – Concentration: Geographic Information Science and Technology, B.S.

## Related

**Timeline for Priority Registration, Financial Aid, and Campus Residence for Graduating Transfer Ticket Students**

**Important:** August 1 October 1 FAFSA Application opens

**Two semesters before transfer**

> You can begin applying to CSUs as a transfer student. Charter Oak has rolling admissions, with 8 term start dates per year. See websites at bottom of page for admission information for each campus. One semester before transfer 1st day of semester Complete application by this date. Request your electronic transcripts be sent to a CSU or Charter Oak, including your Degree Works Graduation Audit, by following these instructions.

**Note: You can continue to apply past this priority deadline; however, there is no guarantee of priority registration after this point.*

**By March 1 (for Fall start) OR By October 15 (for Spring start)**

Receive a letter from the CSU Admissions office. The letter will include the advising schedule, the registration schedule, and contact information for your advisor.

**Note: As soon as possible, you should*

*(1) confirm your plans to attend and*

*(2) pay the enrollment confirmation deposition in order to secure priority registration, and*

*(3) if you want on-campus housing, pay the housing deposit to secure housing space.*

**Advising period (varies by campus)**

Meet with a CSU/COSC advisor

**Registration period**

Register with comparable students (exact dates differ among CSUs); your CSU advisor will provide those dates.

**Transfer semester**

Begin classes at CSU or COSC!

*For more precise information regarding application, enrollment, registration, and financial aid at each CSU or COSC, see their respective websites.*

- Central Connecticut State University – CCSU
- Southern Connecticut State University- SCSU
- Western Connecticut State University- WCSU
- Charter Oak State College – COSC

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Health Care Administration Degree | Middlesex Community College, CT

mxcc.edu/catalog/academics/health-care-administration/

- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- CONTACT
- RELATED


## ASSOCIATE IN SCIENCE DEGREE

Health Care Administrators develop, plan, and manage health care operations and services. Health Care Administrators apply business and financial management skills in the healthcare environment. The Health Care Administrator needs to understand health care delivery systems, health law, and health information systems.

Graduates of the Middlesex Community College Health Care Administration program may choose to continue their education at the bachelor's degree level and/or may choose to pursue certification as a physician practice manager. MxCC recommends that graduates sit for the AAPC CPPM exam (American Academy of Professional Coders, Certified Physician Practice Manager)

A physician practice manager manages the business functions of a medical practice. The physician practice manager is responsible for practice operations that may include revenue management, compliance, human resources, information technology, and marketing.

### Program Accreditation

Per Federal Regulation, 34 CFR 668.43-Institutional Information for Disclosure for Licensure Program requires the institution to disclose whether completion of a covered licensure program would be sufficient to meet licensure requirements in a State for that occupation.

- Disclosure is not applicable to this program. Professional licensure, certification, and/or education are not state requirements to work in Health Information Management.
- Our program(s) lead to eligibility for nationally recognized professional certification(s) that are preferred by employers but not required by the state for employment in the field.

## GRADUATION CHECKLIST

**Health Care Administration Degree – Graduation Checklist**

A Graduation Checklist is a printable list of course requirements you will use when you meet with your academic advisor each semester. The checklist helps you keep track of your progress from when you first enter MxCC to when you are ready to graduate.

## Health Care Administration Associate in Science Degree

| First Semester (Fall) | 15 Credits |
|---|---|

| | | |
|---|---|---|
| Elective | Gen Ed: Aesthetic Dimension | 3 |
| ENG*101 Composition | Gen Ed: ENG*101 | 3 |
| HIM*101 / MED*125 Medical Terminology | Program Requirement | 3 |
| HIM*105 Introduction to Health Information Management | Program Requirement | 3 |
| Elective (or CCS*101 College and Career Success) | Elective (Recommended: CCS*101) | 3 |
| Second Semester (Spring) | | 15 Credits |
| CSA*135 Spreadsheet Applications | Program Requirement | 3 |
| Elective | Gen Ed: Oral Communication | 3 |
| MAT*167 Principles of Statistics | Gen Ed: Quantitative Reasoning | 3 |
| ECN*102 Principles of Microeconomics | Gen Ed: Social Phenomena | 3 |
| BMG*202 Principles of Management | Program Requirement | 3 |
| Third Semester (Fall) | | 16 Credits |
| BIO*115: Human Biology | Gen Ed: Scientific Reasoning | 4 |
| ECN*101 Principles of Macroeconomics | Gen Ed: Social Phenomena | 3 |
| ACC*113 Principles of Financial Accounting | Program Requirement | 3 |
| HIM*113 Healthcare Reimbursement | Program Requirement | 3 |
| Elective | Directed Elective (ACC, BBG, BFN, BMG, BMK, CS*) | 3 |
| Fourth Semester (Spring) | | 15 Credits |
| **Choose 1:**<br>• HIS*201 United States History I -or-<br>• HIS*202 United States History II | Gen Ed: Historical Knowledge | 3 |
| Elective | Gen Ed: Written Communication | 3 |
| BIO*203 Pathophysiology | Program Requirement | 3 |
| HIM*220 Supervision and Quality Management | Program Requirement | 3 |
| Elective | Directed Elective (ACC, BBG, BFN, BMG, BMK, CS*) | 3 |
| Total Program Credits: | | 61 |

## Learning Outcomes

On completion of the program, Health Care Administration graduates will:

1. Describe basic business accounting practices and financial reports
2. Explain corporate governance structures and human resource management in healthcare organizations.
3. Articulate the levels of care, providers, and places of services in the health care system and understanding of the healthcare business environment.
4. Interpret insurance payment models and manage the physician practice revenue cycle.
5. Interpret regulations and standards to ensure compliance.
6. Apply health care quality management principle and practices.
7. Engage in provider recruitment and credentialing.

Graduates advised to sit for the AAPC Certified Physician Practice Manager Exam

https://www.aapc.com/certification/cppm/

## Outlook

Health Care Administration graduates who earn the American Academy of Professional Coders (AAPC) Certified Physician Practice Manager (CPPM) credential are prepared for immediate entry into the workforce. According to the AAPC 2020 Salary Survey, in Connecticut, the average salary for a CPPM was $79,375. Additional information is available in the AAPC 2020 Salary Survey

## Program Coordinator

Jill Flanigan

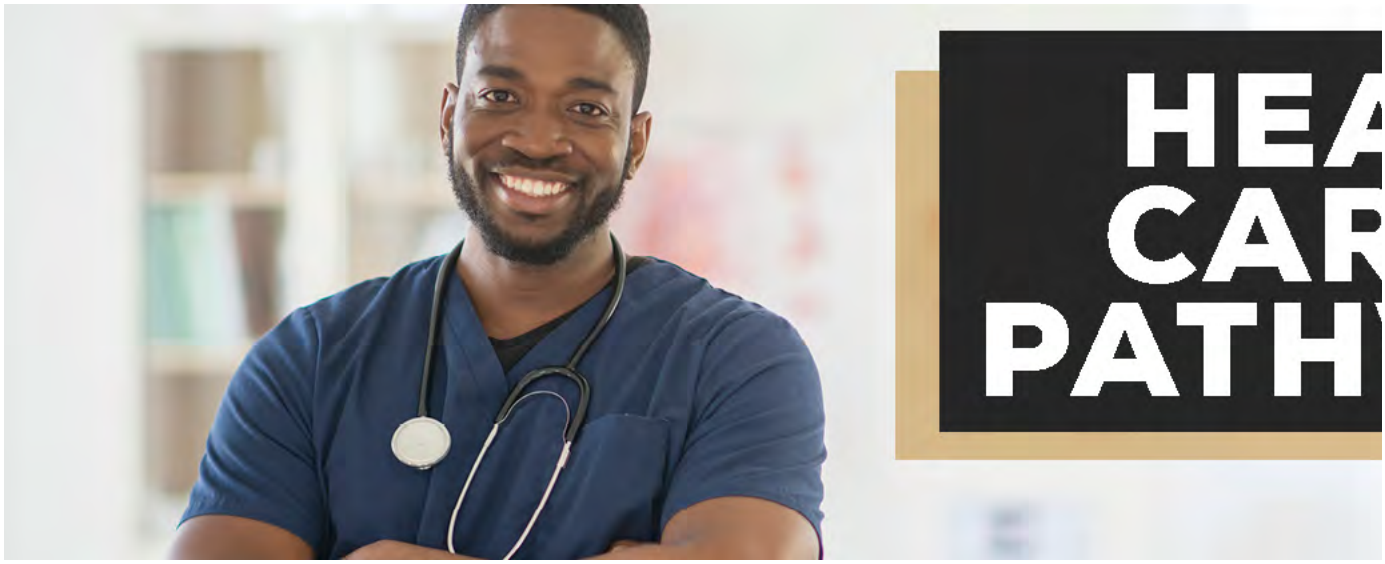
**Professor & Program Coordinator, Health Information Management**
Phone: 860-343-5791
Email: jflanigan@mxcc.edu
Office Location: Wheaton Hall, Room 313
*See office hours here*
Read Biography

## Related Programs

- Accounting Degree
- Accounting Assistant Certificate
- Accounting Technician Certificate
- Business Administration Degree
- Business Skills Certificate
- Business Studies Degree
- Clinical Coding Certificate
- Entrepreneurship Certificate
- Health Career Pathways
- Health Information Technology – Data Management Degree
- Help Desk Technician Certificate
- Management Information Systems Degree
- Medical Billing & Coding Certificate
- Nutrition & Dietetics (Advising Pathway)
- Ophthalmic Design & Dispensing Degree
- Ophthalmic Medical Assisting Certificate
- Pre-Allied Health/Transfer Requirements
- Radiologic Technology Degree
- Veterinary Technology Degree

# Health Career Pathways | Middlesex Community College, CT

mxcc.edu/catalog/academics/health-career-pathways/





- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- CONTACT
- RELATED

You have solid communication and listening skills and you get genuine enjoyment from helping others. You can envision working in a medical-related field, but without the time and financial commitments in getting a PhD.

Now you can take your skills and interests to the next level – an exciting career that is fulfilling and rewarding!

Middlesex Community College will prepare you for success in health care programs that lead to careers in medical offices, hospitals, labs and clinical settings.

This program is designed to assist the student to achieve success in health care programs. Students will be provided with the foundation necessary for health care professions. Credits from this program may be applied toward health care programs requirements within Connecticut's Community College system. However, completion of this program does not guarantee an automatic acceptance into any health care program. Students are responsible for verifying specific requirements for their program of interest. Students interested in this program should contact Judy Wallace, Associate Professor of Biology /Anatomy and Physiology at ext. 5780.

## Graduation Checklist

**Health Career Pathways Certificate – Graduation Checklist**

A Graduation Checklist is a printable list of course requirements you will use when you meet with your academic advisor each semester. The checklist helps you keep track of your progress from when you first enter MxCC to when you are ready to graduate.

## Health Careers Pathway by Requirements

| Courses | Credits |
|---|---|
| HLT*103 Investigations in Health Careers | 3 |
| ENG*101 English Composition | 3 |
| MAT*137 (136 or 138)[1] Intermediate Algebra | 3 |
| BIO*105 or BIO*115 or BIO*121, Intro to Bio., Human Bio., Gen Bio I | 4 |

| | |
|---|---|
| CHE*111 Concepts in Chemistry | 4 |
| PSY*111 General Psychology I | 3 |
| BIO*211 Anatomy & Physiology I | 4 |
| BIO*212 Anatomy & Physiology II | 4 |
| Total Program Credits: | 28 |

*1. MAT*136 Intermediate Algebra at Norwalk Community College MAT *138 Intermediate Algebra, a modeling Approach at Manchester Community College*

*2. Participating colleges have prerequisites for above courses. Please consult the catalog at the Community College you are attending for prerequisites and eligibility to the courses.*

## Learning Objectives:

Upon successful completion of all program requirements, the student should be able to:

- Demonstrate competence in written and oral communication.
- Demonstrate critical thinking, logical reasoning and problem solving skills.
- Effectively utilize and interpret medical terminology.
- Identify a variety of career opportunities and roles available in health care professions.
- Meet most requirements for entrance into health care programs.
- Demonstrate an understanding of the impact of psychological principles and how they relate to the health care field.
- Use and apply scientific methods.

## Program Coordinator

Dr. Judy Wallace

**Program Coordinator, Radiologic Technology, Computed Tomography & Mammography Programs**
Phone: 860-343-5780
Email: jwallace@mxcc.edu
Office Location: Wheaton 209
*See office hours here*

## Related Programs

- Health Information Management Certificate
- Health Information Management Degree
- Nutrition & Dietetics Advising Pathway
- Ophthalmic Design & Dispensing
- Ophthalmic Medical Assisting (OMA) Certificate
- Radiologic Technology Degree

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Health Information Technology – Data Management Degree

- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- CONTACT
- RELATED


## ASSOCIATE IN SCIENCE DEGREE

The Health Information Technology – Data Management Degree provides an understanding of the many aspects of the emerging field of healthcare technology and information management. Health Information Technology professionals are involved in the design, collection, storage, utilization, and transmission of data required to meet the professional, legal, financial, and administrative record-keeping requirements of healthcare delivery systems. They work with clinical, financial, epidemiological, administrative, and coded healthcare and insurance data. This associate's degree program will provide students the skills necessary to enter the job market as an Health Information Technology technician.

## PROGRAM ACCREDITATION

**The Health Information Management accreditor of Middlesex Community College is the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The College's accreditation for Associate degree in Health Information Technology – Data Management has been reaffirmed through 2029-2030. All inquiries about the program's accreditation status should be directed by mail to CAHIIM, 200 East Randolph Street, Suite 5100, Chicago, IL, 60601; by phone at (312) 235-3255; or by email at info@cahiim.org.**

Students interested in learning more about program accreditation may visit the CAHIIM website student resources page at https://www.cahiim.org/resources/for-students.

Per Federal Regulation, 34 CFR 668.43-Institutional Information for Disclosure for Licensure Program requires the institution to disclose whether completion of a covered licensure program would be sufficient to meet licensure requirements in a State for that occupation.

- Disclosure is not applicable to this program.  Professional licensure, certification, and/or education are not state requirements to work in Health Information Management.

- Our program(s) lead to eligibility for nationally recognized professional certification(s) that are preferred by employers but not required by the state for employment in the field.

## PROFESSIONAL CERTIFICATION

Graduates of the Health Information Technology – Data Management degree program are eligible to sit for AHIMA Registered Health Information Technician (RHIT®) certification exam.

A credential provides proof of competency in the field and is often a requirement for Health Information Management positions.

More information about health information careers can be found in the AHIMA Career and Student Center at http://www.ahima.org/careers.

### Health Information Technology – Data Management program outcomes for academic year 2019-2020:

**Graduation rate definition:** The percentage of a school's first-time, first-year undergraduate students who complete their program within 150% of the published time for the program.

**2020 Graduation Rate for first-time, first-year students: 0%**
**2020 Graduation Rate for transfer students: 33%.**

**Employment rate definition:** The percentage of graduates from a program who are employed within a specified time frame (6 months). Generally, graduates pursuing further education are not included in the total.

**2020 Graduates Employment Rate: 100%**

**Retention rate definition:** The percentage of a school's first-time, first-year undergraduate students who continue at that school the next year.

**Fall 2019-Fall 2020 Retention Rate: 67%**

**4-year undergraduate program entry rate/Academic progression rate definition:** The percentage of a school's graduates who progress to a 4-year undergraduate program upon completion.

**2020 Graduates Academic Progression Rate: 50%**

## Graduation Checklist

**Health Information Technology – Data Management Degree – Graduation Checklist**

A Graduation Checklist is a printable list of course requirements you will use when you meet with your academic advisor each semester. The checklist helps you keep track of your progress from when you first enter MxCC to when you are ready to graduate.

## Health Information Technology - Data Management Degree Requirements by Semester

| | | |
|---|---|---|
| First Semester (Fall) | | 16 Credits |
| General Education Requirement: Written Communication | ENG*101: Composition (or ENG*101E) | 3 |
| General Education Requirement: Aesthetic Dimensions | Aesthetic Dimensions Elective | 3 |
| General Education Requirement: Scientific Knowledge & Understanding OR Scientific Reasoning | BIO*115: Human Biology | 4 |
| Program Requirement | HIM*101 / MED*125: Medical Terminology | 3 |
| Program Requirement | HIM*105: Introduction to Health Information Management | 3 |
| Second Semester (Spring) | | 15 Credits |

| | | |
|---|---|---|
| General Education Requirement: Aesthetic Dimensions, Historical Knowledge, Oral Communication, Social Phenomena, Written Communication | Aesthetic Dimensions, Historical Knowledge, Oral Communication, Social Phenomena, or Written Communication Elective | 3 |
| Program Requirement | BIO*203: Pathophysiology | 3 |
| Program Requirement | HIM*120: Clinical Classification Systems I | 3 |
| Program Requirement | HIM*121: Clinical Classification Systems II | 3 |
| Program Requirement | HIM*160: Privacy, Security, and Compliance | 3 |
| Third Semester (Fall) | | 15 Credits |
| General Education Requirement: Quantitative Reasoning Elective - Career Oriented Programs | MAT*167: Principles of Statistics | 3 |
| General Education Requirement: Oral Communication OR Written Communication | Oral Communication OR Written Communication Elective | 3 |
| Program Requirement | HIM*113: Healthcare Delivery Systems and Reimbursement | 3 |
| Program Requirement | HIM*157: Healthcare Informatics | 3 |
| Program Requirement | CSA*140: Database Applications | 3 |
| Fourth Semester (Spring) | | 14 Credits |
| General Education Requirement: Social Phenomena | Social Phenomena Elective | 3 |
| Program Requirement | HIM*213: Pharmacology for HIM | 1 |
| Program Requirement | HIM*220: Supervision/Quality Management | 3 |
| Program Requirement | HIM*230: Healthcare Statistics and Data Analysis | 3 |
| Program Requirement | HIM*280: HIM Professional Practice Experience | 3 |
| Program Requirement | HIM*289: RHIT Certification Exam Preparation | 1 |
| | Total Program Credits: | 60 |

## Learning Outcomes

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

1. Apply knowledge of data content structure and standards to evaluate data sources, apply classification system guidelines including ICD-10-CM, ICD-10-PCS, CPT, HCPCS II, and SNOMED, and ensure health record documentation is complete and accurate.
2. Protect health information by controlling access, ensuring information security, and understanding the legal and ethical issues in the use of health data.
3. Participate in the implementation and use of information technology in the healthcare organization including establishing data standards, ensuring data quality, utilizing decision support tools, and performing data analysis.
4. Utilize healthcare data to manage the revenue cycle of the healthcare organization through understanding of payment methods and systems in all care settings.
5. Evaluate organization compliance with regulations and standards to support licensing, accreditation, and reimbursement.
6. Apply information governance principles by collecting, storing, protecting, and using organizational data strategically, especially in performance improvement activities.
7. Understand and apply knowledge of pathophysiology, pharmacology, anatomy & physiology, medical terminology, computer concepts and computer applications as they relate to health information management.

## OUTLOOK

Health Information Technology – Data Management graduates with the RHIT® credential are prepared for immediate entry into the workforce. AHIMA completed a salary survey in 2019 and found the average salary for certificated Registered Health Information Technicians (RHIT®) was $70,300 (AHIMA 2019 Salary Survey Report).

Additional salary information is available in the US Salary Survey Report: HIM Professionals in 2019.

According to the Bureau of Labor Statistics, employment for Health Information Technicians is expected to grow by 8% from 2019-2029. (Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Medical Records and Health Information Technicians, on the Internet at https://www.bls.gov/ooh/healthcare/medical-records-and-health-information-technicians.htm )

## TRANSFERABILITY

The Health Information Technology – Data Management Degree program provides a fully articulated pathway to the Health Information Management baccalaureate program at Charter Oak State College.

## JOBS IN CONNECTICUT

Health Information Technology – Data Management skills are in demand in a number of workplace settings, including:

- Outpatient Clinics
- Hospitals
- Home Health Agencies
- Insurance Companies
- Physicians' Offices
- Long-term Care

## Program Coordinator

Jill Flanigan

**Professor & Program Coordinator, Health Information Management**
Phone: 860-343-5791
Email: jflanigan@mxcc.edu
Office Location: Wheaton Hall, Room 313
*See office hours here*
Read Biography

## Related Programs

*This page updated 7/28/21*

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Help Desk Technician Certificate | Middlesex Community College, CT

mxcc.edu/catalog/academics/help-desk-technician/

- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- CONTACT
- RELATED


You enjoy working with others in groups and teams. You like finding solutions to problems. You have great interpersonal communication skills and strong interests in business and technology. Now you can take your skills and interests to the next level – an exciting career in one of the most in-demand, fast-growing career areas out there – Information Technologies.

Middlesex Community College offers three different and dynamic certificate programs in this field to prepare you for work in Networking, Software Development and Help Desk Technician areas.

## Credit CERTIFICATE PROGRAM

This certificate program prepares students to work as software and hardware help desk technicians. The help desk technician is often the first position available to information technology professionals and it can lead to network administration and network support positions. Upon completion of the program students will be able to design and use the programming development steps to solve problems, work within a business environment using oral and written communication skills effectively, use an office application product to assist in troubleshooting problems, test and debug software and hardware products, work in an information technology department applying software and hardware service and technical skills. Students completing this certificate may transfer to the Associate Degree in Information Systems program.

This certificate program prepares students to be software and hardware help desk technicians. The help desk technician is frequently the first position available to an Information Technology professional and it can lead to network administration and network support positions. Students in the program will learn to design and use problem solving techniques; use oral and written communication within a business environment; implement management and customer service skills in team building activities; learn terminology in networking environments; and use technical skills in implementing software and hardware installations. Additional training is obtained through a required on-the-job internship. Upon completion of the program students will be able to design and use the programming development steps to solve problems, work within a business environment using oral and written communication skills effectively, use an office application product to assist in troubleshooting problems, test and debug software and hardware products, work in an Information Technology department applying software and hardware service and technical skills. Students completing this certificate will be able to transfer to the Associate Degree program in Information Systems.

The Help Desk Technician Certificate program is a 24-credit program; the courses required by this certificate may transfer to the Computer Information Technology Associate’s degree program at MxCC.

## GRADUATION CHECKLIST

**Help Desk Technician Certificate – Graduation Checklist** A Graduation Checklist is a printable list of course requirements you will use when you meet with your academic advisor each semester. The checklist helps you keep track of your progress from when you first enter MxCC to when you are ready to graduate.

## Help Desk Technician by Certificate Requirements

| Required Courses | Credits |
|---|---|
| Any CSA*/CSC* Elective | 3 |
| CSC*295 Cooperative Work Experience | 3 |
| CST*120 Introduction to Operating Systems | 3 |
| CST*141 Computer Hardware | 4 |
| CST*163 Windows Server Administration | 3 |
| CST*231 Data Communication & Networking | 3 |
| CST*270 Network Security Fundamentals | 3 |
| CST*201 Intro to Management Information Systems | 3 |
| Total Program Credits: | 25 |

## Program Coordinator

Donna Hylton

**Professor/Program Coordinator of Computer Information Technology and Management Information Systems**
Phone: 860-343-5774
Email: dhylton@mxcc.edu
Office Location: Snow 512
*See office hours here*
Read Biography


## Related Programs

- Communications Networking Certificate
- Computer Engineering Technology Degree
- Computer Information Technology
- Computer Science Studies Degree
- Health Information Management Certificate
- Health Information Management Degree
- Management Information Systems Degree
- Software Developer Certificate
- Technology Studies Degree

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# History Studies Degree | Middlesex Community College, CT

mxcc.edu/catalog/academics/history-studies/

- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- RELATED


## Overview

This program is a **CSCU TAP Transfer Degree** that is intended for Connecticut Community College students to transfer to Connecticut State Universities and Charter Oak State College without either losing any credits or being required to take extra credits in order to complete a bachelor's degree in that same discipline.

Please contact a campus advisor for this program:

- Guided Pathway Advisor
- Faculty Advisor- Victor Triay, VTriay@mxcc.edu

## Requirements

Recommended course of study for the **CSCU Pathway Transfer Degree: History Studies, A.A.** If you are studying part time, simply follow the order of the courses listed here, but be aware that some courses serve as prerequisites to subsequent courses. Note that not all courses will be available every semester. You will notice that in many instances you will be able to choose the specific course you will take from within a category. For a list of the courses from each category that you can choose from, go to Appendix (PDF).

Program Requirements are listed on the Connecticut State Colleges & Universities (CSCU) website

https://www.ct.edu/files/tap/HIS.MXCC.pdf

## Outcomes

These requirements are effective if you declared the Transfer Ticket: **CSCU Pathway Transfer Degree: History Studies, A.A.** major for the 2017/18 through 2021/22 academic year.

This **History Studies, A.A**. Degree serves as the single community college degree to all of the State University and Charter Oak State College business majors listed below. You will declare your specific field when you transfer. With this degree you will be able to transfer to the following majors.

Follow this link for important information about when and how to apply for transfer to a State University or Charter Oak State College.

At Central Connecticut State University:

History, B.A.

At Eastern Connecticut State University:

History, B.A.

At Southern Connecticut State University:

History, B.A.

At Western Connecticut State University:

History, B.A.

At Charter Oak State College:

General Studies-History Concentration, B.A.

## Related

**Timeline for Priority Registration, Financial Aid, and Campus Residence for Graduating Transfer Ticket Students**

**Important:** August 1 October 1 FAFSA Application opens

**Two semesters before transfer**

You can begin applying to CSUs as a transfer student. Charter Oak has rolling admissions, with 8 term start dates per year. See websites at bottom of page for admission information for each campus. One semester before transfer 1st day of semester Complete application by this date. Request your electronic transcripts be sent to a CSU or Charter Oak, including your Degree Works Graduation Audit, by following these instructions.

**Note: You can continue to apply past this priority deadline; however, there is no guarantee of priority registration after this point.*

**By March 1 (for Fall start) OR By October 15 (for Spring start)**

Receive a letter from the CSU Admissions office. The letter will include the advising schedule, the registration schedule, and contact information for your advisor.

**Note: As soon as possible, you should*

*(1) confirm your plans to attend and*

*(2) pay the enrollment confirmation deposition in order to secure priority registration, and*

*(3) if you want on-campus housing, pay the housing deposit to secure housing space.*

**Advising period (varies by campus)**

Meet with a CSU/COSC advisor

**Registration period**

Register with comparable students (exact dates differ among CSUs); your CSU advisor will provide those dates.

**Transfer semester**

Begin classes at CSU or COSC!

*For more precise information regarding application, enrollment, registration, and financial aid at each CSU or COSC, see their respective websites.*

- Central Connecticut State University – CCSU
- Southern Connecticut State University- SCSU
- Western Connecticut State University- WCSU
- Charter Oak State College – COSC

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your*

*advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Human Services Degree | Middlesex Community College, CT

mxcc.edu/catalog/academics/human-services-2/

- OVERVIEW
- STUDENT SPOTLIGHT
- REQUIREMENTS
- OUTCOMES
- RELATED


## Associate in Science Degree

This curriculum is designed to prepare students to perform effectively in a human service setting and/or to transfer to a baccalaureate program in human services, social work, psychology, counseling, or other fields in the helping profession. Emphasis is on the empirical and theoretical aspects of the disciplines of psychology, sociology, social work, counseling, and group work, with application through practicum experience in community facilities and settings. Students are trained to work with specialists in psychology, social work, community services, anti-poverty programs, mental health, gerontology, education, and advocacy.

Admission to the program requires placement in ENG*101, a written application, and a personal interview. All human services students must be advised by full time faculty from the Human Services Program.

## HUMAN SERVICES PROGRAM OVERVIEW

Do you enjoy helping others? Want a fulfilling career where you can work directly with people – and, in one of the fastest-growing fields out there?

Start here with a Human Services degree from Middlesex.

Whether you want to build skills and qualifications for your current position, seek a new and exciting career, or aspire to be a leader in the field of social work – we offer a wide range of programs in Human Services specializations with a flexible schedule that fits your life. You'll learn about the challenges and the rewards of working in Human Services – while gaining practical hands-on experience in your focus area.

Our curriculum is designed for those seeking continuing education or further enhancement of their skills in human services as well as those planning to transfer to a bachelor's degree program in human services, social work, psychology, counseling or other areas.

In this hands-on educational program, you'll have the opportunity to explore the attitudes, thoughts and feelings of working in a human services area through our top-notch clinical courses.
Gain direct experience with human service consumers and agencies through a variety of diverse internships and class experiences.

Middlesex can train you to work in the career of your dreams – helping people in need, in areas including social work, education, advocacy, community services, mental health and more. Get right to work in a field that's projected to grow by 25 percent over the coming years, with an Associate's Degree in Science or one of our sought-after certification programs.

The Human Services degree is part of MxCC's Social  Sciences Division, which also includes anthropology, economics, geography, history, political science, psychology, and sociology; and oversees curricula in Human Services, Therapeutic Recreation, Criminal Justice, and Early Childhood Education.

## CONTACT

Jennifer Hernandez

**Professor and Program Coordinator of Human Services**
Phone: 860-343-5816
Email: jhernandez@mxcc.edu
Office Location: Snow Hall 508
*See office hours here*

## Student Spotlight

## SALLY SMITH MAKES SENIORS SMILE

Back in the 1950s, some women didn't attend college right after high school, and while MxCC alumna **Sally Smith** liked to learn, she began college much later in life.

Originally from East Hampton, Sally grew up in Meriden and graduated from Meriden High School in 1958. Her father initially discouraged her from going to college or joining the Navy like her brothers. Instead, she started her own family. But years later, Sally was divorced and, because her children were still small, she had to sell her house and go on state aid.

In order to get off Medicaid, Sally became a licensed practical nurse (LPN) through the Vinal Tech program in Middletown in 1973.

While working as an LPN in a nursing home, Sally met a patient in her eighties who was a talented painter and always wanted to exhibit in her own art show. Sally simply went ahead and arranged an art exhibit and reception for her in Cheshire, where the patient even sold two paintings. "She was beside herself with joy!" recalled Sally.

By the 1980s, Sally's kids were grown and she explored the idea of attending college. She first attended Southern Connecticut State University, but that campus experience was not for her. Instead she decided to audit an algebra class at Middlesex Community College. She then enrolled in more classes and worked with a tutor to improve her grades. For a while, she lived near the former MxCC Meriden Center and also took classes there. She even reconnected with old acquaintance in one of her classes, Betty Berger. They knew each other previously when their kids were in dance class together.

After attending MxCC part-time into the 1990s, Sally earned her associate degree in human services. "I had a very good experience at Middlesex. I enjoyed being there, and the teachers were great," she reiterated.

While still working as a nurse, Sally met an elderly male patient of Irish descent, who said he never had been to Ireland. She talked with his daughter to see if this was even physically possible for him to travel. She agreed, so Sally again proceeded to see how to arrange this for him. She spoke with other senior wish agencies that told Sally she would have to do all the work. If that was the case, why not start her own foundation with the mission of fulfilling the dreams of senior adults?

In 2007, Sally and her friend Betty launched a nonprofit organization called Seniors Have Dreams, Too. The group's purpose is "to make a difference in the lives of the elderly and create opportunities for seniors with limited resources to experience a lifelong dream." The

nationwide program is offered to seniors 65 years of age or older, living below the poverty level, and physically and mentally able to experience a wish. Receiving no grant money, the group operates on individual donations and holds an annual arts and crafts fundraiser.

Recently, the organization granted several wishes—a 78-year-old woman with cancer living in Las Vegas went to a concert for the first time; a Connecticut woman's dream was to visit the casino again with her friends; a woman in her eighties received piano lessons and recorded a CD; a former airline hostess rode in a helicopter—all made possible through the work of Sally's organization.

"No matter how old you are, you should always have something to look forward to. None of your memories should be old," she said, who now lives in Wallingford.

Sally still takes her nursing job very seriously. " I love my job working in nursing homes. This is where I belong. I love working with the elderly and kids with disabilities. I'm getting things for nothing, and so I have to give back," said Sally emphatically.

What is Sally's dream? "To complete a bachelor's degree before turning 90 years old," she said. "But now my job is to make people smile."

To donate, sponsor or apply for a dream, or attend the December 1 crafts fair, visit www.seniorshavedreams.org.

*October 2018*

## ALENE HARRISON '12 FINDS A LEGACY IN HUMAN SERVICES

Alene Harrison's wish was really a simple one: to bring a smile to people's faces. Today, that is how she spends most of her day—and for that, she gives credit to Middlesex Community College.

Working at the state's Department of Mental Health and Addiction and then at River Valley Services in Middletown, where she was living, gave her the chance to directly help people in need. She wanted to make this her life-long work, but that meant building her academic credentials. Fortunately, Middlesex Community College was right next door.

Alene enrolled in MxCC's highly regarded Human Services program, and once she started taking classes, she appreciated the smaller size of the College, making it easier to connect with her classmates and professors. Alene was drawn to the ways Judith Felton,

coordinator of the program, would push students to work harder and get out of their comfort zones to challenge themselves. The connection deepened when Alene learned that Judith had, ironically, worked with and admired Alene's grandmother early in her own career.

Alene's passion for social work does indeed come from her grandmother (also named Alene). She often watched how her grandmother made a difference in other people's lives.

Now, Alene was motivated to show these two influential women that she would succeed in their shared profession. And as an older student, Alene felt she was more tuned in to how college was important to a great career. She dedicated herself to learning and working, scheduling her classes and meetings around her full-time job. Individualized feedback from professors helped her improve as a student—a great relief to Alene after realizing age was not a factor in her success.

"It is never too late to go back to school, no matter what age," she said with a smile.

In 2012, Alene received her hard-earned associate's degree in Human Services from MxCC. She then graduated magna cum laude from the University of Bridgeport with a BS in Human Services.

"My grandmother often said since each person is different—a good social worker needs to work with each person differently," Alene said. "After working in this field for many years, I now know what she means, and I keep her words close to my heart. I feel MxCC follows that same philosophy—working with each person differently and treating each person as unique individuals."

## THOUGHT FOR FOOD

It's not unusual for a Middlesex Community College student to be someone who did not enroll in college immediately after high school graduation. This was the case for **Carolyn Russell**, a native of Middletown, CT. She first managed a local coffee shop for several years before realizing she wanted to pursue a career helping people. Knowing MxCC as a local and affordable school, she registered there to study human services.

During her time at the College, Carolyn greatly valued her internships. This experience gave her excellent exposure in learning what it's like to work for nonprofit organizations. Her first assignment was at the Stork Club Preschool in Rocky Hill, CT, working with infants and toddlers. Next she worked at an outpatient program for children at Elmcrest Hospital in Portland, CT. She also interned with the Big Brothers Big Sisters youth organization as a case manager.

After graduating from the human services program at MxCC in 1999, she moved to the Seattle area to be near her sister. On a whim, she responded to a newspaper ad for a position at a food bank, not expecting to get the job. But to her surprise, she was hired as the

food resources coordinator at Food Lifeline, a Feeding America network member food bank and distribution center, serving more than 300 hunger relief organizations. Her role involved soliciting food donations through government programs, food distribution warehouses, wholesalers, retail stores and farms.

At this point, Carolyn was hooked. She really enjoyed doing good and helpful work as a career.

Being from New England, she decided after seven years in Seattle that she wanted to move back to the East Coast. She first headed to Maryland's Delmarva Peninsula, where she became the operations and food sourcing manager for the Maryland Food Bank–Eastern Shore Branch, also part of the Feeding America network.

The following year, Carolyn was offered the chance to return to Connecticut to work at the Connecticut Food Bank, now located in Wallingford. Today, she is the procurement director there, responsible for securing more than 23 million pounds of food, which is distributed to nearly 600 hunger relief organizations throughout the state each year.

Her desire to continue her education in a field related to the nonprofit work she has accomplished throughout her career motivated her to earn a bachelor's and a master's degree in organizational management from Ashford University, an online college founded in Iowa. She successfully transferred all her MxCC course credits to enroll in the program.

Looking back, Carolyn appreciates the personal attention and motivation professors Judith Felton and Greg Horn gave her while attending MxCC. She loved the smaller class size and how it led to a good and different learning experience for all students.

"The professors knew who you were, and that was a big deal," she added.

## DISCOVERING SOCIAL WORK

Cait Zinser always knew about Middlesex Community College having grown up in nearby Haddam, Conn. When she was in high school, she admits academics were not a priority. She had a hard time with studying and didn't really look into pursuing a college education. After high school, while her friends went off to college, Cait realized she needed to think about what she was going to do with her life.

That's when she turned to MxCC and signed up for some basic classes. This convenience gave her the opportunity to find out more about herself, especially with self-directing her course schedule. And she particularly loved the smaller class sizes. She enrolled in a psychology class early on and discovered that she enjoyed learning about people and their environment. This then led her to focus on human services courses and discover the lasting inspiration of Professor Judith Felton.

Professor Felton assigned the students in her class to videotape themselves practicing active and reflective listening. After viewing Cait's recording, Professor Felton told her, "You should be a social worker." Even with this encouragement, Cait was still unsure.

So after graduating from MxCC in 2003, Cait was still searching for her career focus and transferred to the University of Connecticut. She enrolled in the BGS program (bachelor of general studies with a focus in human services) and felt at home commuting to UConn's West Hartford campus, which is smaller than the Storrs campus and more like the familiar MxCC.

After completing her degree at UConn, she worked for four years at Wesleyan University in the Office of International Studies and in the chemistry department. During this time, she enrolled in STEP classes at UConn, which is a professional development program for social workers. It was then she realized that she really wanted to help people and found her calling to be a social worker after all.

Cait describes social work as a versatile field, with opportunities to work with different environments and diverse populations. Her first internship brought her to a family services agency, working with children and parents. At her next internship with the Connecticut VA hospital in West Haven, she was humbled by working with adult patients suffering from trauma. Learning about the many forms of mental illness and the complex, effective interventions for mental health helped her to focus on providing psychotherapy.

Currently, she is a dialysis social worker at the VA but is trained as a psychotherapist and soon hopes to transition into private practice. Every Friday in Middletown, she is available for consultation, specializing in trauma work, anxiety and depression, as well as ADHD and bipolar conditions. Her approach with clients is from a strengths perspective, as she believes people are inherently resilient and already have a variety of tools in their personal toolbox.

Today, Cait fondly recalls the comfortable setting while studying at MxCC and is grateful to the supportive nature of her MxCC professors. Read more about Cait here.

## Graduation Checklist

**Human Services Degree – Graduation Checklist**

A Graduation Checklist is a printable list of course requirements you will use when you meet with your academic advisor each semester. The checklist helps you keep track of your progress from when you first enter MxCC to when you are ready to graduate.

## Human Services Degree Requirements by Semester

| First Semester (Fall) | | 15 Credits |
|---|---|---|
| ENG*101, Composition (or ENG*101E) | General Education Requirement: Written Communication | 3 |
| Historical Knowledge Elective | General Education Requirement: Historical Knowledge | 3 |
| Quantitative Reasoning Elective | General Education Requirement: Quantitative Reasoning | 3 |
| PSY*111, General Psychology I | General Education Requirement: Scientific Reasoning | 3 |
| HSE*101, Intro to Human Services | General Education Requirement: Social Phenomena (1 of 2) | 3 |
| Second Semester (Spring) | | 15 Credits |
| Aesthetic Dimensions Elective | General Education Requirement: Aesthetic Dimensions | 3 |
| **Choose one:**<br>SOC*101, Principles of Sociology<br>**OR**<br>SOC*103, Social Problems | Social Phenomena (2 of 2) | 3 |
| Written Communication Elective | General Education Requirement: Written Communication II | 3 |
| HSE*202, Introduction to Interviewing/Counseling | Program Requirement | 3 |

| | | |
|---|---|---|
| **Choose one:**<br>PSY*201, Life Span Development<br>**OR**<br>PSY*204, Child and Adolescent Development | Program Requirement | 3 |
| Third Semester (Fall) | | 15 Credits |
| COM*173, Public Speaking | General Education Requirement: Oral Communication | 3 |
| Elective:<br>Scientific Knowledge & Understanding Elective | General Education Requirement: Scientific Knowledge & Understanding Elective | 3-4 |
| HSE*243, Human Services Skills and Methods | Program Requirement | 3 |
| SOC*, PSY*, or SSC* Elective | Program Requirement | 3 |
| Unrestricted Elective<br>*(Human Services Certificate courses may be used here)* | Program Requirement | 3 |
| Fourth Semester (Spring) | | 16 Credits |
| HSE*281, Field Placement I | Program Requirement | 3 |
| PSY*245, Abnormal Psychology | Program Requirement | 3 |
| SOC*120, Group Dynamics | Program Requirement | 3 |
| Unrestricted Elective<br>*(Human Services Certificate courses may be used here)* | Program Requirement | 3 |
| Unrestricted Elective<br>*(Human Services Certificate courses may be used here)* | Program Requirement | 3 |
| Total Program Credits: | | 60-62 |

## Learning Outcomes

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

1. Explain and compare the theories pertaining to adjustment and development;
2. Explain and compare the theories of treatment methods and intervention modalities;

3. Explain and compare the etiological factors in psychopathology, including the biological, sociological, and psychological factors;
4. Demonstrate attitudes of openness, candor, cooperation, and support through group work and interaction;
5. Demonstrate the use of methods of research and reporting, using psychological, sociological, and clinical terminology;
6. Demonstrate an understanding of the personality and behavioral factors, both integrative (adaptive) and disintegrative (maladaptive) which contribute to individuals/clients' coping skills dealing with stress, conflict, and hardship;
7. Demonstrate an understanding of the normative developmental patterns that occur in individuals from conception through old age and how this understanding impacts our understanding of abnormal behavior and clinical interventions;
8. Integrate knowledge and skill in achieving competency in functional and responsive therapeutic abilities;
9. Demonstrate skill in client needs assessment and in the provision of information and referral for client access to resources, whether the client be an individual, family, group, or community;
10. Demonstrate an awareness of themselves as change agents through the use of such vehicles as recreational activities, modeling, contracting, client and community intervention, advocacy, and constructive use of confrontation;
11. Analyze the impact of collaborative social service systems.

## OCCUPATIONAL PROGRAMS

Employment of HS workers is expected to grow faster than the average for all occupations. Opportunities for qualified applicants are expected to be excellent, not only because of projected rapid growth in the occupation but because of substantial replacement needs.

## OCCUPATIONAL TRENDS

The following is a sampling of potential jobs in Human Services:

- Adult day care worker
- Activities coordinator
- Behavior management aide
- Case worker
- Case manager
- Child care worker
- Child advocate
- Child abuse worker
- Client advocate
- Community organizer
- Community outreach worker

- Crisis intervention worker
- Domestic violence counselor
- Drug counseling tech
- Family support worker
- Gerontology aide
- Group activities aide
- Group facilitator
- Group home worker
- Home health aide
- Halfway house counselor
- Intake interviewer
- Job coach
- Juvenile court liaison
- Life skills instructor
- Mental health aide
- Neighborhood worker
- Parks & recreation worker
- Pet therapy aide
- Probation officer
- Psychological aide
- Rehabilitation worker
- Residential counselor
- Social services tech
- Therapeutic recreation asst.
- Volunteer director
- Youth worker

## JOBS YOU CAN GET WITH A HUMAN SERVICES DEGREE:

Students with an Associate Degree in Human Services from Middlesex Community College may seek entry-level positions as social services assistants, working in residential facilities for youth or adults with mental illness or mental retardation, entry-level case management positions in psychiatric hospitals, retirement homes, assisted living or long term care facilites, or as mental health assistants in homeless shelters and agencies that deal with juvenile and criminal justice.

These positions are often assisting someone who has a higher degree. It is possible to move up within an agency through experience and education.  Some private non-profit agencies will provide tuition reimbursement and flexible hours in order for their employees to continue their education.

## HOW LONG WILL YOU HAVE TO GO TO SCHOOL?

This degree program takes students anywhere from two-to three years to complete, depending on many factors. Individual progress, course load and need for any additional courses may affect the time it takes for degree completion. This program is intensive, requiring two internships and offering a great deal of experience to students.

To be successful in employment within the Human Services field, further education is recommended, especially in social work.  A bachelor's degree in social work is encouraged. About 60 percent of MxCC students in this program are offered jobs within the agencies where they're doing internships.

]

## SAMPLE SALARY INFORMATION:

https://www.bls.gov/ooh/community-and-social-service/social-and-human-service-assistants.htm

## JOB AVAILABILITY AND GROWTH:

Allied health and social services are growing fields, especially in entry-level positions, due to the shift from large institutions to smaller, more intimate facilities that promote clients' independence.

In Connecticut, there is an estimated employment need of 7,590 workers annually in the Social and Human Services Assistant positions, which is far higher than many other industries.
For additional, specific salary information, visit: www.bls.gov

## Related Programs

- Child Development Associate (CDA) Credential
- Criminal Justice Degree
- Criminology Studies Degree
- Early Childhood Education Certificate
- Early Childhood Education Degree
- Early Childhood Teacher Credential Studies Degree
- Pyschology Studies Degree
- Social Work Studies Degree
- Sociology Studies Degree
- Therapeutic Recreation Certificate

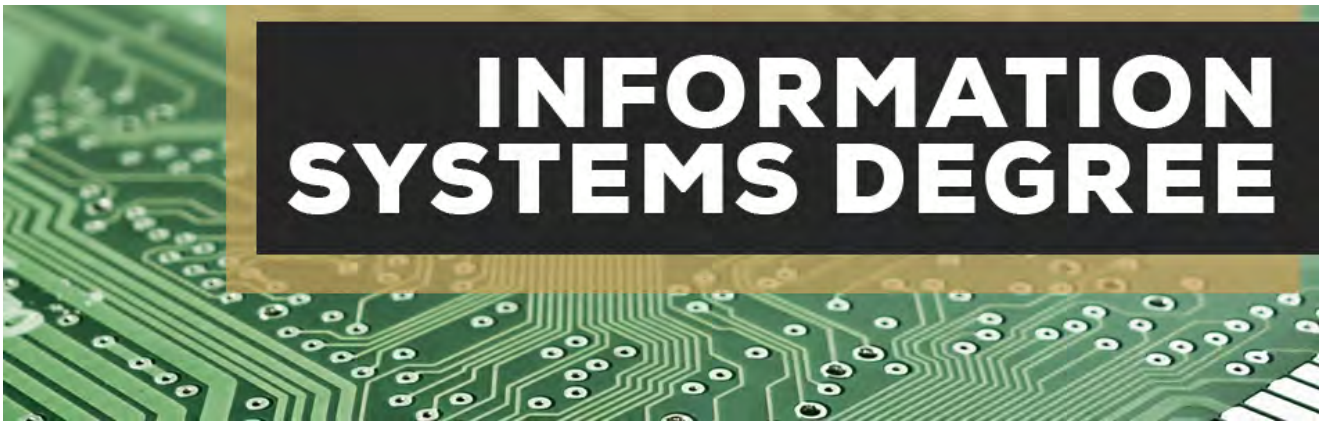
***Becoming Connecticut State Community College***

*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

---

# Information Systems Degree | Middlesex Community College, CT

mxcc.edu/catalog/academics/information-systems/




**This program is no longer open to new students. It has been replaced with the Computer Information Technology degree program. The information below is provided to advise students who are completing this legacy program.**

## Associate in Science Degree

**About the Program:** This curriculum is designed to provide students with the fundamental knowledge to design and modify custom programs and specialized applications. The student will analyze, design, develop, test, and maintain computer and internet-based applications consistent with the environment in which they work. They will use developmental tools and programming languages to create, modify, and test software. The student will work with hardware and operating systems both locally and on a network environment. They will document their work and test work with users in the environment to ensure it is error free and meets application requirements.

An internship experience enhances the curriculum and allows the student to apply their skills to an on-the-job experience. The program provides curriculum to match the changing needs of business and industry. Upon graduation the student is prepared to obtain a job in the Information Technology field or pursue an advanced degree at a four-year college or university.

## Learning Outcomes

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

1. Analyze, develop, and design code through knowledge and comprehension of information systems concepts and skills

2. Identify, gather, measure summarize, verify, analyze, design, develop and test programs and hardware design.
3. Identify and solve unstructured problems in unfamiliar setting and exercise judgment based on facts.
4. Communicate through development of proficiency in oral/written/electronic communication skills and the development of the ability to explain programming concepts and code to others.
5. Work collaboratively with a diverse team, including organization, control, and assessments of group-based work, and provide leadership when appropriate.
6. Apply current technology, analyze business problems, and design and develop software.
7. Communicate using network technologies, access information via internet, and understand information integrity and security issues.
8. Gain awareness of legal, regulatory, and ethical issues facing the profession, awareness of information technology and network security, and understanding the methods for creating and managing change in organizations

## Graduation Checklist

**Information Systems Degree – Graduation Checklist**

A Graduation Checklist is a printable list of course requirements you will use when you meet with your academic advisor each semester.  The checklist helps you keep track of your progress from when you first enter MxCC to when you are ready to graduate.

## Information Systems by Degree Requirements

| **Program Requirements** | **18 Credits** |
|---|---|
| CSC*105 Programming Logic | 3 |
| CST*120 Introduction to Operating Systems | 3 |
| + CSC*295 Coop Ed/Work Experience | 3 |
| + CSC*231 Database Design I | 3 |
| + CST*228 Voice and Data Interworking orCSC*220 Object Orientation Programming Using JAVA | 3 |
| + CSC*205 Visual Basic I or+ CST*231 Data Comm. & Networks | 3 |

| **Business Requirements** | **6 Credits** |
|---|---|
| + BMG*202 Principles of Management | 3 |
| + BMG*204 Managerial Communications | 3 |

| **General Education Requirements** | **29-30 Credits** |
|---|---|
| + ENG*101 Composition++ | 3 |
| COM*101 Intro to Mass Communication or+ COM*173 Public Speaking | 3 |
| + MAT*137 Intermediate Algebra++ | 3 |
| Mathematics Elective +++ | 8 |
| Sociology or Psychology elective | 3 |
| Science | 3-4 |
| Fine Arts Elective | 3 |
| ECN*102 Principles of Microeconomics | 3 |

| **Multimedia Elective (Choose one)** | **3 Credits** |
|---|---|
| + DGA*241 Internet Web Design I + DGA*120 Digital Imaging I+ DGA*223 Digital Illustration+ DGA*242 Internet Web Design II | |

| **Open Elective** | **6 Credits** |
|---|---|

| | |
|---|---|
| **Total credits:** | **62-63** |

Notes:

*+ This course has a prerequisite.*
*++ Placement testing is required.*
*++ MAT*168, MAT*173, MAT*186 or higher.*
*+++ + MAT*168 (Elementary Statistics and Probability I), + MAT*173 (College Algebra with Technology), + MAT*186 (Precalculus), or higher.*

***Becoming Connecticut State Community College***

*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Italian Studies Degree | Middlesex Community College, CT

mxcc.edu/catalog/academics/italian-studies-degree/

- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- RELATED


## Overview

This program is a **CSCU TAP Transfer Degree** that is intended for Connecticut Community College students to transfer to Connecticut State Universities and Charter Oak State College without either losing any credits or being required to take extra credits in order to complete a bachelor's degree in that same discipline.

Please contact a campus advisor for this program:

- Guided Pathway Advisor
- Faculty Advisor- Angelo Glaviano, AGlaviano@mxcc.edu

## Requirements

Recommended course of study for the **CSCU Pathway Transfer Degree: Italian Studies, A.A.** If you are studying part time, simply follow the order of the courses listed here, but be aware that some courses serve as prerequisites to subsequent courses. Note that not all courses will be available every semester. You will notice that in many instances you will be able to choose the specific course you will take from within a category. For a list of the courses from each category that you can choose from, go to Appendix (PDF).

Program Requirements are listed on the Connecticut State Colleges & Universities (CSCU) website

https://www.ct.edu/files/tap/ITA.MxCC.pdf

## Outcomes

These requirements are effective if you declared the Transfer Ticket: **CSCU Pathway Transfer Degree: Italian Studies, A.A.** major for the 2017/18 through 2021/22 academic year.

This **Italian Studies, A.A**. Degree serves as the single community college degree to all of the State University and Charter Oak State College business majors listed below. You will declare your specific field when you transfer. With this degree you will be able to transfer to the following majors.

Follow this link for important information about when and how to apply for transfer to a State University or Charter Oak State College.

At Central Connecticut State University:

Italian, B.A

At Southern Connecticut State University:

Italian, B.A.

## Related

**Timeline for Priority Registration, Financial Aid, and Campus Residence for Graduating Transfer Ticket Students**

**Important:** August 1 October 1 FAFSA Application opens

**Two semesters before transfer**

You can begin applying to CSUs as a transfer student. Charter Oak has rolling admissions, with 8 term start dates per year. See websites at bottom of page for admission information for each campus. One semester before transfer 1st day of semester Complete application by this date. Request your electronic transcripts be sent to a CSU or Charter Oak, including your Degree Works Graduation Audit, by following these instructions.

**Note: You can continue to apply past this priority deadline; however, there is no guarantee of priority registration after this point.*

**By March 1 (for Fall start) OR By October 15 (for Spring start)**

Receive a letter from the CSU Admissions office. The letter will include the advising schedule, the registration schedule, and contact information for your advisor.

**Note: As soon as possible, you should*

*(1) confirm your plans to attend and*

*(2) pay the enrollment confirmation deposition in order to secure priority registration, and*

*(3) if you want on-campus housing, pay the housing deposit to secure housing space.*

**Advising period (varies by campus)**

Meet with a CSU/COSC advisor

**Registration period**

Register with comparable students (exact dates differ among CSUs); your CSU advisor will provide those dates.

**Transfer semester**

Begin classes at CSU or COSC!

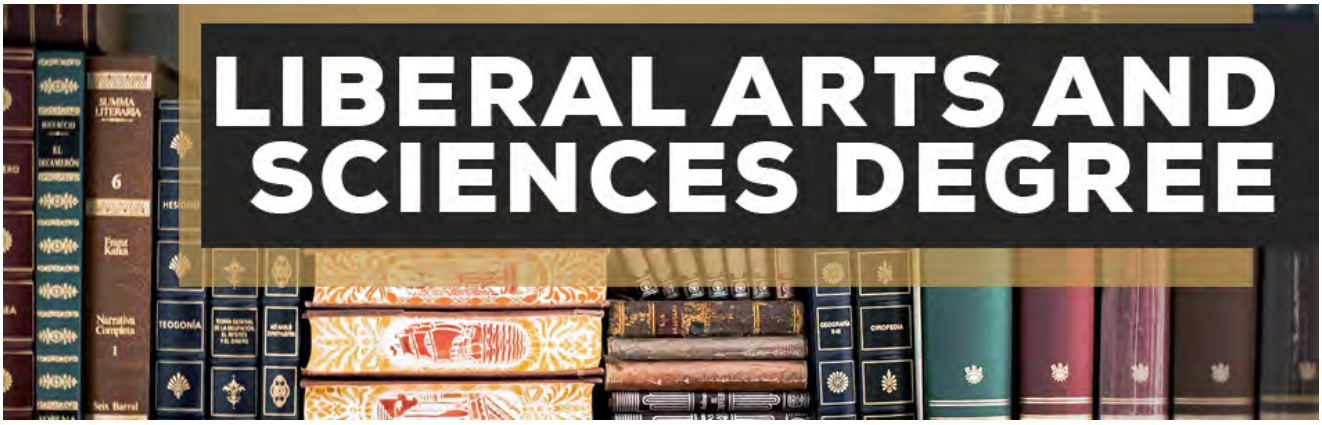
*For more precise information regarding application, enrollment, registration, and financial aid at each CSU or COSC, see their respective websites.*

- Central Connecticut State University – CCSU
- Southern Connecticut State University- SCSU
- Western Connecticut State University- WCSU
- Charter Oak State College – COSC

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Liberal Arts and Sciences Degree

mxcc.edu/catalog/academics/liberal-arts-and-science/





- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- CONTACT
- RELATED

You have many strengths and interests – you're good at math and science and you also enjoy learning. Your hard work has always helped you succeed – and now you want to apply your interests and work toward an exciting career that you really enjoy.

Start right away at Middlesex Community College with a Liberal Arts & Science degree.

This degree offers students an opportunity to focus on gaining course credits that directly transfer to a bachelor's degree program after MxCC. The entire curriculum has been carefully designed to meet general education bachelor's degree program requirements for transfer students planning to study at Connecticut colleges and universities

## Associate in Arts Degree

This curriculum is designed for students who wish to transfer to a liberal arts program at a four-year institution. It consists of a broad program of general knowledge in the humanities and contains a science option for those students wishing to focus more intently in the sciences. Students should choose electives with consideration toward their intended field of specialization.

## ACADEMIC REQUIREMENTS

The Liberal Arts and Science degree program offers a broad range of general knowledge, with courses from public speaking to technical writing, and from computer science to art and music. The program is designed in two tracks. Students selecting the humanities track will focus more on social sciences and liberal arts courses including English, History, Philosophy, Languages, and Anthropology. The Science Track targets coursework in mathematics as well as in various areas of science. Students will develop strong writing, problem solving, and critical thinking skills.

## Graduation Checklist

Liberal Arts and Science Degree

A Graduation Checklist is a printable list of course requirements you will use when you meet with your academic advisor each semester.  The checklist helps you keep track of your progress from when you first enter MxCC to when you are ready to graduate.

## Liberal Arts & Sciences Degree Requirements by Semester

| First Semester (Fall) | | 15 Credits |
|---|---|---|
| ENG*101, Composition (or ENG*101E or ENG*101-ALP) | General Education Requirement: Written Communication | 3 |
| Aesthetic Dimensions Elective | General Education Requirement: Aesthetic Dimensions | 3 |
| Historical Knowledge Elective | General Education Requirement: Historical Knowledge | 3 |

| | | |
|---|---|---|
| Open Elective<br>Any course numbered 100 or above | Program Requirement | 3 |
| Foreign Language Elective (1 of 2) | Program Requirement | 3 |
| Second Semester (Spring) | | 15-17 Credits |
| ENG*102, Literature & Composition | General Education Requirement:<br>Written Communication II | 3 |
| Continuing Learning/Information Literacy Elective | Program Requirement | 3 |
| General Education Elective (1 of 3) | One course selected from any of these competencies: Aesthetic Dimensions, Historical Knowledge, Oral Communication, Social Phenomena, or Written Communication | 3 or 4 |
| Quantitative Reasoning Elective- Transfer Oriented Programs (above MAT*137) | General Education Requirement:<br>Quantitative Reasoning Elective - Transfer Oriented Programs (above MAT*137) | 3 or 4 |
| Foreign Language Elective (2 of 2) | Program Requirement | 3 |
| Third Semester (Fall) | | 15-17 Credits |
| Science Elective (1 of 2) | General Education Requirement:<br>Science Elective (1 of 2; one must be with a lab) - Choose one course, from one of the following competencies:<br>Scientific Knowledge & Understanding<br>OR<br>Scientific Reasoning | 3 or 4 |
| Social Phenomena Elective (1 of 2) | General Education Requirement:<br>Social Phenomena Elective(1 of 2) | 3 |
| Oral Communication Elective | Program Requirement | 3 |
| General Education Elective (2 of 3) | One course selected from any of these competencies: Aesthetic Dimensions, Historical Knowledge, Oral Communication, Social Phenomena, or Written Communication | 3 or 4 |

| | | |
|---|---|---|
| Open Elective<br>Any course numbered 100 or above | Program Requirement | 3 |
| Fourth Semester (Spring) | | 12-17 Credits |
| General Education Elective (3 of 3) | One course selected from any of these competencies: Aesthetic Dimensions, Historical Knowledge, Oral Communication, Social Phenomena, or Written Communication | 3 or 4 |
| Science Elective (2 of 2) | General Education Requirement:<br>Science Elective (2 of 2; one must be with a lab) - Choose one course, from one of the following competencies:<br>Scientific Knowledge & Understanding<br>OR<br>Scientific Reasoning | 3 or 4 |
| Social Phenomena Elective (1 of 2) | General Education Requirement:<br>Social Phenomena Elective(1 of 2) | 3 |
| Open Elective<br>Any course numbered 100 or above | Program Requirement | 3 |
| Open Elective -- only if necessary to complete at least 60 credits total toward degree program<br>Any course numbered 100 or above | Program Requirement | 3 |
| Total Program Credits: | | 60+ |

## Learning Outcomes

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

1. Read, write and communicate analytically in forms that involve and document outside sources.
2. Understand the major literary, artistic and philosophical features of western and non-western cultures.
3. Define the concept and function of culture.
4. Demonstrate knowledge of the major developments in western civilization.
5. Understand world events in terms of social scientific theories and paradigms.
6. Demonstrate the ability to conduct meaningful research.

7. Use mathematical tools and technology to create mathematical models.
8. Analyze and solve problems numerically, graphically and symbolically.
9. Use appropriate techniques to gather and analyze data.
10. Apply the scientific method to solving problems.
11. Understand and apply scientific principles.
12. Work with others, including culturally and intellectually diverse peoples; think critically; and gain an appreciation for life-long learning.
13. Demonstrate proficiency in a foreign language at the intermediate level.

## JOBS YOU CAN GET WITH A LIBERAL ARTS AND SCIENCE DEGREE:

The Liberal Arts and Science Degree from Middlesex Community College will give a student an advantage when applying for jobs versus an applicant with no degree. However, the Liberal Arts and Science Degree is designed to be a transfer degree, created for the student looking to transfer to a 4-year school after graduating. It is NOT an occupational degree.

## HOW LONG WILL YOU HAVE TO GO TO SCHOOL?

This degree is a 2-year program. The amount of time it takes to complete the degree depends on the student's course load. Since this is a transfer program, it is a given that the student will continue to a four-year college. Further education will determine the amount of time the student spends in school.

## JOB AVAILABILITY& GROWTH:

Varies according to the chosen field. Most careers are in the higher-level medical and health-related fields.

## SALARY INFORMATION:

Varies depending on many factors, including the chosen career, amount of education received, and the employer.

For more information, contact the Office of Enrollment at 860-343-5719/ 866-526-6008 (toll-free).

## Related Programs

- Communication Studies Degree
- General Studies Degree

***Becoming Connecticut State Community College***

*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Magnetic Resonance Imaging (MRI)

mxcc.edu/catalog/academics/mri/

## GRADUATION CHECKLIST

**Magnetic Resonance Imaging (MRI) – Graduation Checklist** A Graduation Checklist is a printable list of course requirements you will use when you meet with your academic advisor each semester.  The checklist helps you keep track of your progress from when you first enter MxCC to when you are ready to graduate.

| Requirements | Credits |
|---|---|
| CAT*201 / MRI*201: Cross Sectional Anatomy I | 1 |
| MRI*202: MRI Pathology I | 1 |
| MRI*203: MRI Procedures and Instrumentation I | 2 |
| MRI*204: MRI Image Quality, Equipment and Safety Essentials | 2 |
| MRI*206: Clinical Experience I | 4 |
| CAT*205 / MRI*205: Cross Sectional Anatomy II | 2 |
| MRI*207: MRI Pathology II | 1 |
| MRI*208: MRI Procedures and Instrumentation II | 2 |
| MRI*209: MRI Image Quality, Equipment and Safety Essentials | 2 |
| MRI*210: MRI Clinical Experience II | 4 |
| Total Credits | 21 |

## Program Coordinator

Dr. Judy Wallace

**Program Coordinator, Radiologic Technology, Computed Tomography & Mammography Programs**
Phone: 860-343-5780
Email: jwallace@mxcc.edu
Office Location: Wheaton 209
*See office hours here*

## Downloadable Program Forms & Documents

- Magnetic Resonance Imaging Information Packet 2021
- Magnetic Resonance Imaging Program Application 2021

---

Per Federal Regulation, 34 CFR 668.43-Institutional Disclosure for Licensure Program; this program has a Positive Licensure Determination for the State of CT. If you are interested in applying this program outside the State of CT, please check current licensure agreement with your state.

*For the Magnetic Resonance Imaging Post-Primary Certification; positive licensure determination for the State of Connecticut. No licensure determination for all states except Connecticut.*

---

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Mammography Post-Primary Certification | Middlesex Community College, CT

mxcc.edu/catalog/academics/mammography-post-primary-certification/

- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- CONTACT
- RELATED


## INTRODUCTION

Middlesex Community College's Mammography program is designed to prepare certified Radiographers for immediate employment in the workplace as Mammographers in hospitals, clinics, and medical offices. The program emphasizes that quality patient care will be provided by individuals who have received instruction based on educational and instructional guidelines consistent with the profession.

## MAMMOGRAPHY PROGRAM INFORMATION

The Middlesex Community College Mammography Certificate program is a one-semester program for certified Radiographers interested in a career as a Mammographer.

Students are trained to meet the standards contained in the Practice Standards for Medical Imaging and Radiation Therapy Technologists Mammography Practice Standards.

Following the successful completion of all Program requirements and obligations to the college, students are awarded Certificate in Mammography and may sit for the professional Registry exam sponsored by the American Registry of Radiologic Technologists (ARRT). A minimum score of 75 on the national post-primary certification examination is required for certification as a Mammographer.

The program adheres to MXCC Student and Faculty Non-Discrimination policies in that there is no discrimination of student or faculty on the basis of race, color, national or ethnic origin, religion, age, sex, marital or veteran status, sexual orientation, physical disability, or any other legally protected status.

Our graduates are allied health professionals who administer ionizing radiation and high frequency sound waves for diagnostic, therapeutic or research purposes. A mammography technologist performs breast imaging procedures and related techniques producing data at the request of and with interpretation by a licensed independent practitioner. The mammographer performs the

breast imaging procedures that create mammographic and sonographic images needed for diagnosis. Employment opportunities include education, sub-specialization, sales and applications, and administration.

## DOWNLOADABLE PROGRAM FORMS & DOCUMENTS

- Mammography Info Packet Fall 2021
- Mammography Application Fall 2021
- Mammography Program Handbook 2018-2019
- Pathway Checklist

Per Federal Regulation, 34 CFR 668.43-Institutional Disclosure for Licensure Program; this program has a Positive Licensure Determination for the State of CT. If you are interested in applying this program outside the State of CT, please check current licensure agreement with your state.

*For the Mammography Post-Primary Certification; positive licensure determination for the State of Connecticut. No licensure determination for all states except Connecticut.*

## Mammography Post-Primary Certification Requirements

| Requirements | Credits |
|---|---|
| MAM*201: Principles of Mammography | 4 |
| MAM*202: Mammography Clinical Experience | 4 |
| Total Program Credits: | 8 |

Our graduates are allied health professionals who administer ionizing radiation and high frequency sound waves for diagnostic, therapeutic or research purposes. A mammography technologist performs breast imaging procedures and related techniques producing data at the request of and with interpretation by a licensed independent practitioner. The mammographer performs the breast imaging procedures that create mammographic and sonographic images needed for diagnosis. Employment opportunities include education, sub-specialization, sales and applications, and administration.

## Program Coordinator

Dr. Judy Wallace

**Program Coordinator, Radiologic Technology, Computed Tomography & Mammography Programs**
Phone: 860-343-5780
Email: jwallace@mxcc.edu
Office Location: Wheaton 209
*See office hours here*

## Related Program

- Computed Tomography Post-Primary Certification
- Radiologic Technology Degree

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Management Information Systems Degree | Middlesex Community College, CT

mxcc.edu/catalog/academics/management-information-systems/

- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- CONTACT
- RELATED


You enjoy working with others in groups and teams. You like finding solutions to problems. You have great interpersonal communication skills and strong interests in business and technology. Now you can move forward to the next level – an exciting career in one of the nation's top growing areas. Start earning your Management Information Systems Degree from MxCC today.

The Management Information Systems, MIS, program combines Business Management and Information Systems curricula. This merging of business and technical coursework gives students the necessary technical and communications skills as they are applied within the business environment, which offers a stronger background and degree of preparation for the workforce. This curriculum combines general education, business and computer courses that are normally taken as a part of a bachelor's degree program at a four-year school. Courses in this program will transfer to four-year schools in the Management Information Systems and/or computer-related degree programs.

After completing this degree, graduates may then choose to continue their education through a bachelor's degree program in Management Information Systems at Central Connecticut State University or other state universities through articulation agreements and guaranteed admission programs in place with MxCC.

## Associate in Science Degree

The Management Information Systems program combines Business and Information Systems curricula which includes general education, business, and computer courses that are normally taken at a baccalaureate institution. Business and computer science majors may see this degree as a conduit that transitions them into the highly desirable field of technology management. The program will reinforce the communication, business, and technology skills necessary to succeed in the business environment. Courses in this program will transfer to other four-year colleges in the Management Information Systems and/or computer degree programs. Students intending to transfer should meet with the Coordinator of the Management Information Systems program for advising.

## ACADEMIC REQUIREMENTS

The Management Information Systems degree typically takes students two years to complete. Students will learn an exciting range of skills that include business-related courses, accounting and technology.

This curriculum combines general education, business, and computer courses that are normally taken at a baccalaureate institution. Business and computer science majors may see this degree as a conduit that transitions them into the highly desirable field of technology management.

The program will reinforce the communication, business, and technology skills necessary to succeed in the business environment. Courses in this program will transfer to other four-year colleges in the Management Information Systems and/or computer degree programs.

## Graduation Checklist

**Management Information Systems Degree – Graduation Checklist**

A Graduation Checklist is a printable list of course requirements you will use when you meet with your academic advisor each semester. The checklist helps you keep track of your progress from when you first enter MxCC to when you are ready to graduate.

## Management Information Systems Degree Requirements by Semester

| | | |
|---|---|---|
| First Semester (Fall) | | 15 Credits |
| ENG*101, Composition (or ENG*101E) | General Education Requirement: Written Communication | 3 |
| MAT*167, Principles of Statistics | General Education Requiement: Quantitative Reasoning | 3 |
| **Choose one:**<br>BMG*202, Principles of Management<br>**OR**<br>BMK*201, Principles of Marketing | Program Requirement | 3 |
| **Choose one:**CSC*105, Programming Logic<br>**OR**<br>CSC*116 Introduction to programming with Java | Program Requirement | 3 |
| CST*201, Introduction to Management Information Systems | Program Requirement | 3 |
| Second Semester (Spring) | | 16 Credits |
| ENG*202, Technical Writing | General Education Requirement: Written Communication II | 3 |
| BMG*204, Managerial Communications | Program Requirement | 3 |
| CSC*116, Programming with Javascript | General Education Requirement: Scientific Reasoning | 3 |
| **Choose one:**<br>ECN*101, Macroeconomics<br>**OR**<br>ECN*102, Microeconomics | General Education Requirement: Social Phenomena (1 of 2) | 3 |
| Elective:<br>Scientific Knowledge & Understanding with Lab | General Education Requirement: Scientific Knowledge & Understanding with Lab | 4 |
| Third Semester (Fall) | | 15 Credits |
| Historical Knowledge Elective *(Must be a HIS* Department course)* | General Education Requirement: Historical Knowledge | 3 |
| COM*173, Public Speaking | General Education Requirement: Oral Communication | 3 |
| CSC*135, Spreadsheet Applications<br>**OR**<br>Technical Elective | Program Requirement | 3 |
| ACC*113, Principles of Financial Accounting | Program Requirement | 3 |

| | | |
|---|---|---|
| Program Requirement: Choose one technical elective: CSA*, CSC*, CST*, DGA* | Program Requirement | 3 |
| Fourth Semester (Spring) | | 15 Credits |
| Aesthetic Dimensions Elective | General Education Requirement: Aesthetic Dimensions | 3 |
| **Choose one:**<br>BBG*231, Business Law I<br>**OR**<br>BBG*234, Legal Environment of Business | Program Requirement | 3 |
| **Choose one of the following:**<br>ACC*117, Principles of Managerial Accounting<br>**OR**<br>BFN*201, Principles of Finance | Program Requirement | 3 |
| **Choose one:**<br>BBG*295 Cooperative Work Experience<br>**OR**<br>CSC*295, Coop Ed/Work Experience | Program Requirement | 3 |
| SOC*101, Principles of Sociology | General Education Requirement: Social Phenomena (2 of 2) | 3 |
| Total Program Credits: | | 61 |

## Learning Outcomes

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

1. Analyze, develop, and design code through knowledge and comprehension of information systems concepts and skills
2. Identify, gather, measure summarize, verify, analyze, design, develop and test programs and hardware design.
3. Identify and solve unstructured problems in unfamiliar setting and exercise judgment based on facts.
4. Communicate through development of proficiency in oral/written/electronic communication skills and the development of the ability to explain programming concepts and code to others.
5. Work collaboratively with a diverse team, including organization, control, and assessments of group-based work, and provide leadership when appropriate.
6. Apply current technology, analyze business problems, and design and develop software.
7. Communicate using network technologies, access information via internet, and understand information integrity and security issues.
8. Gain awareness of legal, regulatory, and ethical issues facing the profession, awareness of information technology and network security, and understanding the methods for creating and managing change in organizations

## Program Coordinator

Donna Hylton

**Professor/Program Coordinator of Computer Information Technology and Management Information Systems**
Phone: 860-343-5774
Email: dhylton@mxcc.edu
Office Location: Snow 512
*See office hours here*
Read Biography

## Related Programs

- Accounting Degree
- Accounting Assistant Certificate
- Accounting Technician Certificate
- Business Administration Degree
- Business Skills Certificate
- Business Studies Degree
- Communications Networking Certificate
- Computer Engineering Technology Degree
- Computer Information Technology
- Computer Science Studies Degree
- Health Information Management Certificate
- Health Information Management Degree
- Help Desk Technician Certificate
- Management Information Systems Degree
- Software Developer Certificate
- Technology Studies Degree

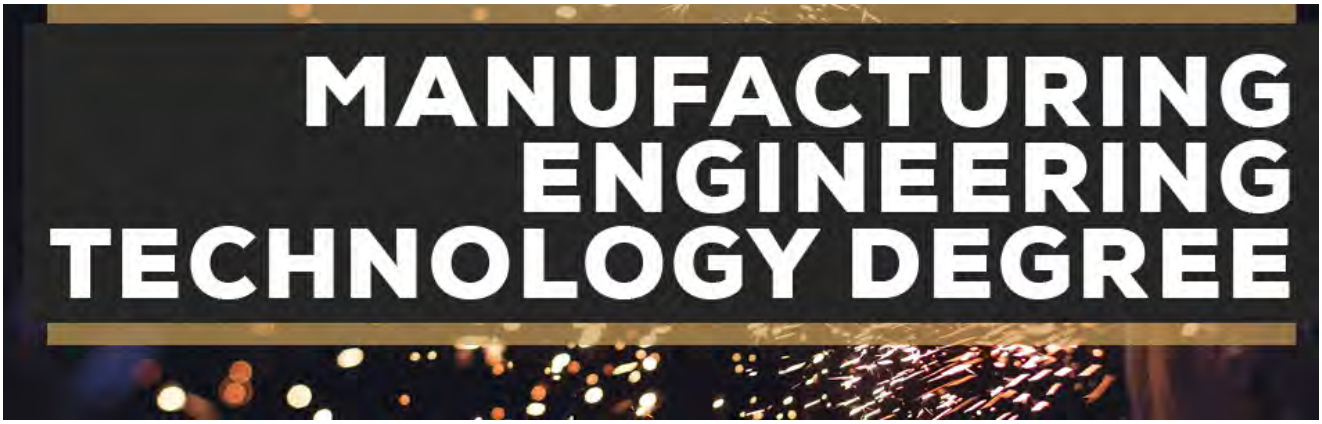
---

***Becoming Connecticut State Community College***

*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Manufacturing Engineering Technology Degree

mxcc.edu/catalog/academics/manufacturing-engineering-technology-degree/




| First Semester (Fall) | Category | 16 Credits |
|---|---|---|
| ENG*101 (or ENG*101E): Composition | Gen Ed: Written Communication | 3 |
| Gen Ed: Historical Knowledge | Gen Ed: Historical Knowledge | 3 |
| EGR*112 Engineering Drawings Specifications | Program Requirement | 3 |
| MFG*150 Introduction to Machine Technology | Program Requirement | 4 |
| GEO*, POL*, HIS* Elective | Program Requirement | 3 |
| **Second Semester** | **Category** | **17 Credits** |
| CAD*110: Introduction to CAD OR CAD*220: Parametric Design | Program Requirement | 3 |
| CHE*121: General Chemistry I | Gen Ed: Scientific Reasoning | 4 |
| MFG*202: Precision Machining OR MFG*165: Intermediate Machine Technology | Program Requirement | 3 |
| MFG*203: Precision Machining Lab Not required if student is co-enrolled in, or has completed, MFG*165 | Program Requirement | 1 |
| COM*173: Public Speaking | Gen Ed: Oral Communication | 3 |
| Gen Ed: ECN* Elective | Gen Ed: ECN* Elective | 3 |

| Third Semester (Fall) | Category | 17 Credits |
|---|---|---|
| ENG*202: Technical Writing | Gen Ed: Oral Communication | 3 |
| MAT*254: Calculus I | Gen Ed: Quantitative Reasoning | 4 |
| PHY*121: General Physics OR PHY*221: Calculus Based Physics | Gen Ed: Scientific Reasoning | 4 |
| MFG*168: CNC I | Program Requirement | 3 |
| MFG*239: Geometric Dimensioning & Tolerancing | Program Requirement | 3 |
| Fourth Semester (Spring) | Category | 16 Credits |
| Gen Ed: Aesthetic Dimension | Gen Ed: Aesthetic Dimension | 3 |
| EGR*211: Applied Mechanics (Statics) | Program Requirement | 3 |
| MAT*256: Calculus II | Program Requirement | 4 |
| MFG*256: Manufacturing Machinery CNC II | Program Requirement | 3 |
| Gen Ed: Social Phenomena | Gen Ed: Social Phenomena | 3 |
| Total Program Credits: | | 66 |

## Program Coordinator:

Tracy Ariel

**Director, Precision Manufacturing Program**
Phone: 860-343-5856
Email: tariel@mxcc.edu
Office Location: Snow Hall, Room 512

# Manufacturing Machine Technology Certificate | Middlesex Community College, CT

mxcc.edu/catalog/academics/manufacturing-machine-technology/

Put your strengths to work and gain the skills needed to move quickly into entry-level manufacturing jobs!
Attend a free 5-week class through Skill Up Manufacturing.


- OVERVIEW
- STUDENT SPOTLIGHT
- REQUIREMENTS
- CONTACT
- RELATED


## Credit Certificate Program

The Manufacturing Machine Technology Certificate program trains you with the skills and knowledge you need for a career in the machine technology profession. The certificate pathway is made up of 32 credits worth of courses in manufacturing machine technology. These courses will address the needs of manufacturers by preparing students for 21st century manufacturing environments. You will learn in actual hands-on settings and prepare for the modern shop floor by working with manual and computerized machinery. Students work with current industry software. They learn in an atmosphere where students learn from each other and develop an appreciation for teamwork.

## FOR PART-TIME STUDENTS

Middlesex Community College has a manufacturing technology program that is ideal for part time students. The goals of this program are to enhance the skills of people currently in the workplace and to improve the employment prospects of the underemployed. We recognize the importance of preparing people for rewarding careers whose schedules do not permit enrollment as full time-students.

This program is ideal for working parents. The certificate program requires two years of part time study and prepares people for careers as CNC operators, inspectors, and tool and die makers*. The certificate program consists of 30 college credits that include courses in:

- Blueprint reading (including Geometric Dimensioning and Tolerancing),
- Basic and advanced machining,
- Basic and advanced CNC (Computer Numerical Control) programming and machining,
- Lean manufacturing principles,
- Quality control with an emphasis on Statistical Process Control,
- CAD –Computer Aided Drafting,
- Shop math, and
- Materials Science

This certificate program is application based. The lessons are directly related to employment and accomplished through a “hands-on” approach. Students apply the classroom lessons to the computer lab and shop floor. This program engages students and gets them involved by doing as opposed to listening to lecture based courses, reading large volumes of material, and memorizing information to prepare for exam day. This program is ideal for students that weren’t motivated to learn in a traditional high school environment. For students that can excel in a traditional college environment, they have the option of pursuing the associate’s degree program on part-time basis while they work in the manufacturing field and can even transfer their credits to a four year university. This program provides the flexibility to meet the needs of a diverse student population. All that are req

## Certificate Program

Manufacturing jobs today make up more than 10 percent of all jobs in the state of Connecticut. Through attrition and the need for a highly skilled workforce, manufacturers are facing a shortage of skilled workers. This could be an opportunity to explore a career doing interesting work at a higher-than-average pay rate, with full benefits. Students completing this program can find careers as CNC (Computer Numerical Control) operators, inspectors and Tool & Die apprentices. Students wishing to advance their careers may do coursework on a full-time basis and complete the program within one year or on a part-time basis. We are currently offering a part-time night and weekend program. This program is designed to appeal to students that don’t have the time to enroll and complete coursework as full-time college students. The goals are to encourage single parents and those that feel they are underemployed to pursue careers in manufacturing and to provide the opportunity for completion of the program within two years.

## DOWNLOADABLE PROGRAM FORMS & DOCUMENTS

- Manufacturing Machine Technology Program Mission Statement
- Manufacturing Machine Certificate Graduation Checklist

## STUDENT SPOTLIGHT

### A NEW LIFE IN MANUFACTURING

A new country, a new language, a new state, a new job, a new college. That’s what **Elizabeth “Liz” Moag**, a manufacturing machine technology major, has experienced since 2011.

Growing up in Tepeapulco, Mexico, Liz’s high school consisted of a one-room classroom with one teacher. She graduated in 2004 and worked in the manufacturing industry in Mexico for about five years—first at Pemsa S.A. de CV in Ciudad Sahagun Hildalgo, making automotive wiring harnesses. She then moved on to work at Bombardier Aerospace.

While working at Bombardier as a trimmer, performing pressure tests with tubes, water, oil and nitrogen, Liz met her future husband, Ross H. Moag Sr. They married in 2010, moved from Mexico to his native upstate New York in 2011, and then to Connecticut later that year.

After Liz received her work permit, she landed a job at Lyman Products in Middletown. She was the second shift lead, packaging ammunition and later assembling bullets with silicone, which are used for target practice. A coworker there told her about Middlesex Community College.

Liz said she always wanted to pursue a career in manufacturing, saying she “gets it” and “wants to show that women are intelligent and strategic, and have what it takes to succeed in the manufacturing world.” Her goal is to help break barriers for women in this field and become a manufacturing engineer.

So in 2016 at MxCC, she met with an advisor, who put her on course as a part-time student. Determined to master the English language, she also took the Fast-Track English class and was on her way as a college student—all while continuing to work full-time.

Even after Liz completed her English classes, she still appreciates English professor Kristen Grandfield Schimanski for her patience. “When I need a review of my work or general writing, she is willing to help and gets back to me right away. She is very nice, and I loved her as my teacher,” said Liz.

While she was attending MxCC, Liz found an aerospace-related job at Pegasus Manufacturing Corporation in Middletown, working her way from trimmer to lead material clerk to planner/expeditor in less then two years. Currently, she is a cell leader there, managing a group of people who build parts from raw materials to finished products. This includes monitoring performance as well as solving problems by identifying the root cause and implementing corrective actions.

When the COVID-19 pandemic transitioned all Spring 2020 classes online, Liz overcame this challenge for the math course she was taking. Thankfully, her philosophy course was already online. Since manufacturing was considered essential and not closed in the state, Liz still had to juggle her work responsibilities along with her studies.

“Even though the pandemic forced us to be apart, I want to thank Kegan Samuel, my math professor, for being so helpful and understanding. He made sure I could grasp and understand subjects through videos, written examples, and emails. He is a great teacher because of his dedication and patience,” said Liz, who ultimately earned an A- in the class.

Last spring, Liz received the Gene Haas Foundation Scholarship award. The scholarship can be used to pay for tuition, books, and small personal tools required by the program. Liz is also a member of the Phi Theta Kappa Honor Society and was the 2020 recipient of the annual Academic Excellence Award in Manufacturing, Industry, and Technical Careers.

"It is my honor to have nominated Liz for this award. She was nominated due to her exemplary grade point average, as she is nearing the completion of her degree at MxCC," said Tracy Ariel, director of the Advanced Manufacturing Programs at MxCC, who announced the award in a virtual ceremony. "We are proud students like Liz represent Middlesex Community College and the manufacturing program."

"I give Tracy a special thanks for believing in me and making me a part of all these wonderful events at Middlesex," added Liz, who lives in Berlin, Conn. "She gave me the opportunity to be in the spotlight as a woman in manufacturing. With all her support, she has strengthened my confidence and pumped up my motivation to continue my career in manufacturing."

*September 2020*

## Graduation Checklist

**Manufacturing Machine Technology Certificate – Graduation Checklist**

A Graduation Checklist is a printable list of course requirements you will use when you meet with your academic advisor each semester. The checklist helps you keep track of your progress from when you first enter MxCC to when you are ready to graduate.

| Requirements | Credits |
|---|---|
| CAD*110: Introduction to CAD or<br>CAD*220<br>Parametric Design (SolidWorks) | 3 |
| MFG*105 Manufacturing Math II | 3 |
| MFG*120: Metrology | 3 |
| MFG*124: Blueprint Reading I or<br>EGR*112<br>Engineering Drawing Specifications | 2-3 |
| MFG*125 Blueprint Reading II | 3 |
| MFG*150: Introduction to Machine Technology | 4 |
| MFG*160: Introduction to GD&T or<br>MFG*239<br>Geometric Dimensioning & Tolerancing | 3 |
| MFG*165 Intermediate Machine Technology or<br>MFG*202 Precision Machining | 3 |
| MFG*203 Precision Machining Lab (Not required if student completes MFG*165) | 1 |
| MFG*166: Benchwork | 1 |
| MFG*168: CNC I | 3 |
| MFG*256 Manufacturing Machinery CNC II | 3 |
| QUA*114: Principles of Quality Control | 3 |
| Total Credits | 35-36 |

## Program Coordinator

Tracy Ariel

**Director, Precision Manufacturing Program**
Phone: 860-343-5856
Email: tariel@mxcc.edu
Office Location: Snow Hall, Room 512

## Related Programs

- Manufacturing Engineering Technology Degree
- Manufacturing Machine Technology Degree

---

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Marketing Degree | Middlesex Community College, CT

mxcc.edu/catalog/academics/marketing/

***Effective Fall 2018, this degree is no longer being offered at Middlesex Community College and is allowing no new enrollments. Any student currently in program needs to finish requirements by December 2020.***


- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- CONTACT
- RELATED


## Associate in Science Degree

This program is designed to provide a wide education in the liberal arts, as well as the skills necessary to pursue a career in retail or wholesale merchandising upon graduation. Students who have completed this program may seek immediate employment or may transfer to a four-year institution. With proper advising, students have successfully transferred to many colleges with a minimum loss of college credit. Before registering, it is the student's responsibility to seek transfer advising with a Marketing advisor or counselor.

## Graduation Checklist

**Marketing Degree – Graduation Checklist**

A Graduation Checklist is a printable list of course requirements you will use when you meet with your academic advisor each semester.  The checklist helps you keep track of your progress from when you first enter MxCC to when you are ready to graduate.

## Marketing Degree by Semester

| First Semester (Fall) | | 15 Credits | Prerequisite? |
|---|---|---|---|
| Choose one from:<br>• ART*121, Two-Dimensional Design<br>• DGA*101, Intro to Digital Arts<br>• DGA*110, Computer Graphics<br>• DGA*231, Digital Page Design I<br>• DGA*241, Internet Web Design I | Gen Ed: Aesthetic Dimensions | 3 | Hover over course number for more information |
| BMK*201, Principles of Marketing | | 3 | Yes |
| ENG*101, Composition (or ENG*101E or ENG*101-ALP) | Gen Ed: Written Communication | 3 | Yes |

| | | | |
|---|---|---|---|
| General Education Requirement<br>Marketing program courses selected from any of these competencies: Aesthetic Dimensions, Historcial Knowledge, Oral Communication, Social Phenomena, and/or Written Communication<br>• ART*121, Two-Dimensional Design<br>• DGA*101, Intro to Digital Arts<br>• DGA*110, Computer Graphics<br>• DGA*231, Digital Page Design I<br>• DGA*241, Internet Web Design I<br>• BBG*115, Business Software Applications<br>• PSY*111, General Psychology<br>• SOC*101, Principles of Sociology<br>• ENG*102, Literature & Composition<br>• COM*120, Social Media<br>• COM*125, New Media Production | | 3 | Hover over course number for more information |
| Marketing Elective (1 of 4) -- Choose one from:<br>• BMK*103, Principles of Retailing<br>• BMK*106, Principles of Selling<br>• BMK*123, Principles of Customer Service<br>• BMK*216, Internet Marketing<br>• BMK*230, Advertising & Promotion<br>• COM*120, Social Media | | 3 | Hover over course number for more information |
| Second Semester (Spring) | | 15 Credits | Prerequisite? |
| ACC*100, Basic Accounting<br>**OR**<br>ACC*113, Principles of Financial Accounting | | 3 | Yes |
| BBG*115, Business Software Applications<br>**OR**<br>CST*201, Intro to Management Information Systems | | 3 | Hover over course number for more information |
| Business Elective - Choose one from:<br>• ACC*117, Principles of Managerial Accounting<br>• BBG* 234, Legal Environment of Business<br>• BBG*295, Cooperative Work Experience<br>• BES*118, Small Business Management<br>• BFN*201, Principles of Finance | | 3 | Yes |
| ECN*101, Principles of Macroeconomics<br>**OR**<br>ECN*102, Principles of Microeconomics | Gen Ed: Social Phenomena | 3 | Yes |
| Marketing Elective (2 of 4) -- Choose one from:<br>• BMK*103, Principles of Retailing<br>• BMK*106, Principles of Selling<br>• BMK*123, Principles of Customer Service<br>• BMK*216, Internet Marketing<br>• BMK*230, Advertising & Promotion<br>• COM*120, Social Mediating Elective (2 of 4) -- Choose one from:<br>• BMK*103, Principles of Retailing<br>• BMK*106, Principles of Selling<br>• BMK*123, Principles of Customer Service<br>• BMK*216, Internet Marketing<br>• BMK*230, Advertising & Promotion<br>• COM*120, Social Media | | 3 | Hover over course number for more information |
| Third Semester (Fall) | | 15 Credits | Prerequisite? |
| BBG*231, Business Law I<br>**OR**<br>BBG*234, Legal Environment of Business | | 3 | Yes |
| BMG*202, Principles of Management | | 3 | Yes |

| | | | |
|---|---|---|---|
| General Education Requirement<br>Marketing program courses selected from any of these competencies: Aesthetic Dimensions, Historcial Knowledge, Oral Communication, Social Phenomena, and/or Written Communication<br>• ART*121, Two-Dimensional Design<br>• DGA*101, Intro to Digital Arts<br>• DGA*110, Computer Graphics<br>• DGA*231, Digital Page Design I<br>• DGA*241, Internet Web Design I<br>• BBG*115, Business Software Applications<br>• PSY*111, General Psychology<br>• SOC*101, Principles of Sociology<br>• ENG*102, Literature & Composition<br>• COM*120, Social Media<br>• COM*125, New Media Production | | 3 | Hover over course number for more information |
| Marketing Elective (3 of 4) -- Choose one from:<br>• BMK*103, Principles of Retailing<br>• BMK*106, Principles of Selling<br>• BMK*123, Principles of Customer Service<br>• BMK*216, Internet Marketing<br>• BMK*230, Advertising & Promotion<br>• COM*120, Social Media | | 3 | Hover over course number for more information |
| Marketing Tech Elective (1 of 2) -- Choose one from:<br>• ART*121, Two-Dimensional Design<br>• CSA*135, Spreadsheet Applications<br>• CSA*140, Database Applications<br>• COM*173, Publis Speaking<br>• COM*120, Social Media<br>• DGA*101, Intro to Digital Arts<br>• DGA*110, Computer Graphics<br>• DGA*120, Digital Imaging I<br>• DGA*231, Digital Page Design I<br>• DGA*241, Internet Web Design I | | 3 | Hover over course number for more information |
| Fourth Semester (Spring) | | 16 Credits | Prerequisite? |
| BMG*204, Managerial Communications | Gen Ed: Oral Communication | 3 | Yes |
| MAT*167, Principles of Statistics | Gen Ed: Quantitative Reasoning | 3 | Yes |
| Marketing Elective (4 of 4) -- Choose one from:<br>• BMK*103, Principles of Retailing<br>• BMK*106, Principles of Selling<br>• BMK*123, Principles of Customer Service<br>• BMK*216, Internet Marketing<br>• BMK*230, Advertising & Promotion<br>• COM*120, Social Media | | 3 | Hover over course number for more information |
| Marketing Tech Elective (2 of 2) -- Choose one from:<br>• ART*121, Two-Dimensional Design<br>• CSA*135, Spreadsheet Applications<br>• CSA*140, Database Applications<br>• COM*173, Publis Speaking<br>• COM*120, Social Media<br>• DGA*101, Intro to Digital Arts<br>• DGA*110, Computer Graphics<br>• DGA*120, Digital Imaging I<br>• DGA*231, Digital Page Design I<br>• DGA*241, Internet Web Design I | | 3 | Hover over course number for more information |
| General Education Elective - Choose one course from the lists linked below:<br>Scientific Knowledge & Understanding Elective<br>**OR**<br>Scientific Reasoning | | 3 or 4 | Yes |

| | |
|---|---|
| Total Program Credits: | 60-61 |

## Learning Outcomes

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

1. Demonstrate an understanding of marketing and its contribution to the economic system and the global marketplace
2. Demonstrate an understanding of marketing principles and methods as they apply to satisfying consumers and society as a whole
3. Demonstrate an understanding of the marketing mix and its applications to product/service planning, price determination, distribution and promotion
4. Demonstrate market research, market information and promotional strategies
5. Apply and demonstrate the principles, methods and techniques of salesmanship and retailing
6. Demonstrate an understanding of the interrelationship between marketing and all other functional areas within a business
7. Demonstrate an understanding of electronic marketing and its importance on the future of business and industry
8. Analyze managerial principles, techniques and functions of marketing organizations
9. Demonstrate an understanding of how the United States economic system is organized, how it functions and how it impacts the global economy
10. Demonstrate proficiencies in reading, writing, listening, presentation and analytical skills
11. Demonstrate an understanding of the importance of moral and ethical marketing decisions
12. Demonstrate computer proficiency in word processing, electronic spreadsheet, database management, general ledger accounting systems and presentation software

## Program Coordinator

Susan Lugli

**Professor, Business; Program Coordinator, Business Administration and Marketing Business Administration/Marketing**
Phone: 860-343-5840
Email: slugli@mxcc.edu
Office Location: Wheaton 313
*Make an appointment*

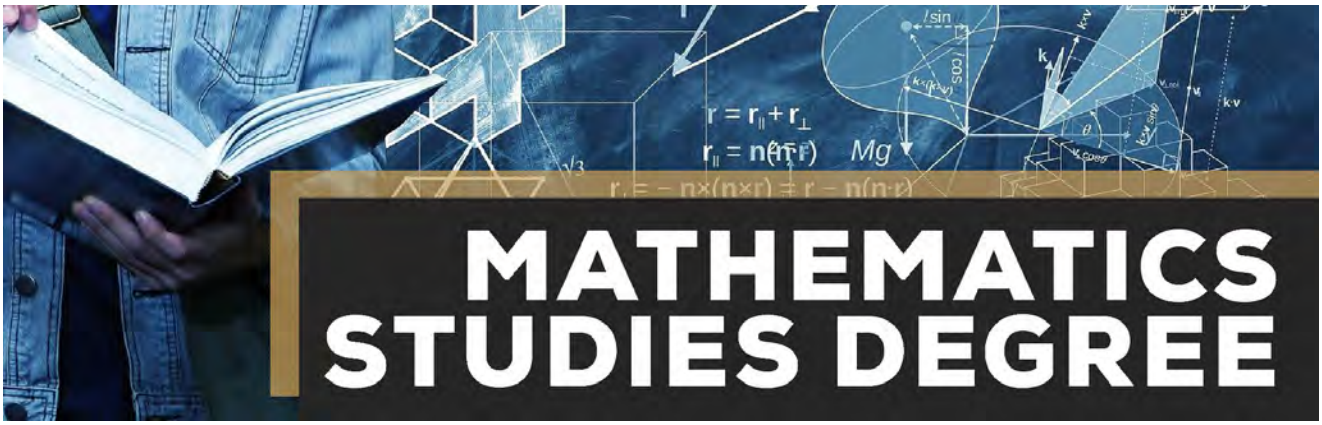

## Related Programs

- Accounting Degree
- Accounting Assistant Certificate
- Accounting Technician Certificate
- Business Administration Degree
- Business Skills Certificate
- Business Studies Degree
- Entrepreneurship Certificate
- Management Information Systems Degree

*This page updated 8/31/18*

# Mathematics Studies Degree | Middlesex Community College, CT

mxcc.edu/catalog/academics/mathematics-studies/





- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- RELATED


## Overview

This program is a **CSCU TAP Transfer Degree** that is intended for Connecticut Community College students to transfer to Connecticut State Universities and Charter Oak State College without either losing any credits or being required to take extra credits in order to complete a bachelor's degree in that same discipline.

Please contact a campus advisor for this program:

- Guided Pathway Advisor
- Faculty Advisor- Pamela Frost, Pfrost@mxcc.commnet.edu

## Requirements

Recommended course of study for the **CSCU Pathway Transfer Degree: Mathematics Studies, A.A.** If you are studying part time, simply follow the order of the courses listed here, but be aware that some courses serve as prerequisites to subsequent courses. Note that not all courses will be available every semester. You will notice that in many instances you will be able to choose the specific course you will take from within a category. For a list of the courses from each category that you can choose from, go to Appendix (PDF).

Program Requirements are listed on the Connecticut State Colleges & Universities (CSCU) website

https://www.ct.edu/files/tap/MAT.MXCC.pdf

## Outcomes

These requirements are effective if you declared the Transfer Ticket: **CSCU Pathway Transfer Degree: Mathematics Studies, A.A.** major for the 2017/18 through 2021/22 academic year.

This **Mathematics Studies, A.A**. Degree serves as the single community college degree to all of the State University and Charter Oak State College business majors listed below. You will declare your specific field when you transfer. With this degree you will be able to transfer to the following majors.

- SCSU requires a GPA of 2.0 in Mathematics courses applied toward the major, and no more than one grade below C- in courses applied toward the major.
- WCSU requires a C or better in MAT 254, MAT 256, and MAT 268.

Follow this link for important information about when and how to apply for transfer to a State University or Charter Oak State College.

At Central Connecticut State University:

- Mathematics, B.A.
- Mathematics, B.A. – Actuarial Science Specialization
- Mathematics, B.A. – Statistics Specialization

At Eastern Connecticut State University:

Mathematics, B.A.

At Southern Connecticut State University:

- Mathematics, B.A.
- Mathematics, B.A.- Concentration: Applied

At Western Connecticut State University:

- Mathematics, B.A.
- Mathematics, B.A.- Computer Science Option

## Related

**Timeline for Priority Registration, Financial Aid, and Campus Residence for Graduating Transfer Ticket Students**

**Important:** August 1 October 1 FAFSA Application opens

**Two semesters before transfer**

> You can begin applying to CSUs as a transfer student. Charter Oak has rolling admissions, with 8 term start dates per year. See websites at bottom of page for admission information for each campus. One semester before transfer 1st day of semester Complete application by this date. Request your electronic transcripts be sent to a CSU or Charter Oak, including your Degree Works Graduation Audit, by following these instructions.

**Note: You can continue to apply past this priority deadline; however, there is no guarantee of priority registration after this point.*

**By March 1 (for Fall start) OR By October 15 (for Spring start)**

> Receive a letter from the CSU Admissions office. The letter will include the advising schedule, the registration schedule, and contact information for your advisor.

**Note: As soon as possible, you should*

*(1) confirm your plans to attend and*

*(2) pay the enrollment confirmation deposition in order to secure priority registration, and*

*(3) if you want on-campus housing, pay the housing deposit to secure housing space.*

**Advising period (varies by campus)**

> Meet with a CSU/COSC advisor

**Registration period**

> Register with comparable students (exact dates differ among CSUs); your CSU advisor will provide those dates.

**Transfer semester**

> Begin classes at CSU or COSC!

*For more precise information regarding application, enrollment, registration, and financial aid at each CSU or COSC, see their respective websites.*

- Central Connecticut State University – CCSU
- Southern Connecticut State University- SCSU
- Western Connecticut State University- WCSU
- Charter Oak State College – COSC

***Becoming Connecticut State Community College***

*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Multimedia Design Certificate

mxcc.edu/catalog/academics/multimedia-web-design-development/

- OVERVIEW
- STUDENT SPOTLIGHT
- REQUIREMENTS
- OUTCOMES
- RELATED


## Credit Certificate Program

This program offers students opportunities to integrate the world of computers, Internet, art and multimedia in completion of the certificate. It covers relevant areas of web site construction, including designing and programming pages, developing multimedia content, as well as building and managing a web site.

This program is designed not only for the person who wants to design and develop a personal web site, but also for the systems, publishing or business professional who would like to understand the capabilities of this powerful technology and to use it to provide innovative solutions to business problems.

The Multimedia (New Media Design) certificate program prepares students for careers in the field of interactive multimedia production used in business, marketing, education, entertainment and the World Wide Web. Students learn interactive multimedia design, authoring and production including graphics, audio, video and animation. Graduates leave with a portfolio of work and experience that prepare them for careers as multimedia producers, web designers, project managers or media production specialists. The following sequence of courses is strongly recommended. Both full-time and part-time students should contact a multimedia faculty member before registering.

## Contact

Richard Eriksen

**Professor, Digital Media Production**
Phone: 860-343-5795
Email: reriksen@mxcc.edu
Office Location: Chapman 606
*See office hours here*

## Student Spotlight

### MIDDLETOWN'S FRAMER

**Dmitri D'Alessandro, MxCC Class of 2000,** says he's been leveraging everything he learned at MxCC to run his business at Middletown Framing. "As a small business owner, had I not received that toolbox of skills in my Multimedia studies, I would have had to spend thousands of dollars to learn what I needed to know—from the creative to the traditional, it was all there."

Middletown Framing is located at 502 Main Street, Middletown.

This 30-credit certificate program is intended as a stackable credential for students looking to specialize in interactive multimedia.

When enrolling in this program as a standalone occupational certificate, it is recommended that students entering the program either have an associate's degree or higher or are enrolled in the Digital Media Production Associate's degree program to improve employability upon graduation.

The certificate should not be taken by a student who has no experience in design. It is only meant to teach the technical skills not design skills and is not recommended unless the student already has some sort of degree or experience.

A Certificate in Multimedia is broad and can't cover all of the necessary skills to work in most positions, students should consider transferring to a four-year college or art school, which has specialized programs within Multimedia. The credits from this certificate will transfer into the Multimedia Degree.

## Graduation Checklist

**Multimedia Design Certificate – Graduation Checklist**

A Graduation Checklist is a printable list of course requirements you will use when you meet with your academic advisor each semester. The checklist helps you keep track of your progress from when you first enter MxCC to when you are ready to graduate.

| Course | Credits |
|---|---|
| ART*121 Two-Dimensional Design | 3 |
| DGA*110 Computer Graphics | 3 |
| DGA*120 Digital Image Editing I | 3 |
| COM*125 / DGA*125 New Media Production | 3 |
| DGA*250 Interactive Multimedia Production | 3 |
| GRA*150 Introduction to Graphic Design or DGA*260 Animation | 3 |
| ART/COM/DGA/GRA Elective | 3 |
| ART/COM/DGA/GRA Elective | 3 |
| ENG*101 College Composition (or Open Elective when taken as part of the New Media Production degree program or if student already has a degree.) | 3 |
| COM*287 Advanced Media Production or COM*295 Internship | 3 |
| Total Credits: | 30 |

## SALARY INFORMATION

Most graduates holding associate degrees will be seeking entry-level positions, which pay about $25,000 per year, depending on several factors. Pay increases with the employee's level of education and experience. Often students find employment after graduation through their student internship experiences.

National Average Salaries for the year 2018, according to the U.S. Bureau of Labor Statistics:

- Designer – $54,999
- Graphic Artist/Illustrator – $48,780
- Multimedia Artists and Animators – $74,999
- Web Developer – $74,999
- Programmer – $78,840
- Sound Technician – $42,550
- Video Technician – $59,040

The overall job outlook in this field is favorable, although competition is strong for positions at all levels. For the latest, detailed salary information, visit: www.bls.gov.

## Related Programs

- Art Studies Degree
- Audio & Music Production Certificate
- Broadcast Communications Certificate
- Corporate Media Production Certificate
- Digital Media Production Degree
- Film & Video Production Certificate
- Fine Arts Degree
- Fine Arts: Graphic Design Degree
- News & Sports Production Certificate
- Theatre Studies Degree
- Web Design & Development Certificate

---

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# News & Sports Production Certificate

mxcc.edu/catalog/academics/news-sports-production/

- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- CONTACT
- RELATED


## Credit Certificate Program

The News and Sports Production certificate program prepares students for entry-level positions in television news and sports production. Emphasis is on hands-on production skills used at broadcast television stations, media production companies and new media organizations. Graduates are prepared for positions such as associate producer, assignment editor, teleprompter operator, floor/studio manager, news photographer, video editor, and new media producer.

This program offers hands-on education in the exciting field of news and sports production as used in the broadcast, event videography and digital media industries. Students will learn news and sports journalism as well as field, studio, and remote production in their courses. COM*295 Internship act as a capstone course providing students with portfolio work and on-site work experiences in preparation for employment.

## CERTIFICATE REQUIREMENTS

This 30-credit certificate program is intended as a stackable credential for students looking to specialize in news and sports video production. When enrolling in this program as a standalone occupational certificate, it is recommended that students entering the program either have an associate's degree or higher or are enrolled in the Digital Media Production Associate's degree program to improve employability upon graduation.

## Graduation Checklist

**News & Sports Production Certificate – Graduation Checklist**

A Graduation Checklist is a printable list of course requirements you will use when you meet with your academic advisor each semester.  The checklist helps you keep track of your progress from when you first enter MxCC to when you are ready to graduate.

## News and Sport Production Certificate

| Course | Credits |
|---|---|
| COM*129 Digital Video Production | 3 |
| Art*147 / COM*147 Digital Cinematography or COM*131 Audio Production | 3 |

| | |
|---|---|
| DGA*110 Computer Graphics or DGA*120 Digital Imaging | 3 |
| ENG*101 College Composition or COM*101 Mass Communications if student holds a degree or enrolled in the Digital Media production degree program. | 3 |
| COM*111 Scriptwriting | 3 |
| COM*220 Television Studio Production | 3 |
| COM*226 Journalism | 3 |
| COM*228 Broadcast Journalism | 3 |
| COM*264 Advanced Editing | 3 |
| COM*295 Internship | 3 |
| Total Program Credits | 30 |

## Learning Outcomes

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

1. Demonstrate competency in the production of various media used in broadcast television news and sports.
2. Demonstrate competency in developing and writing scripts and stories in preparation of media production.
3. Demonstrate competency in using the technology of media production including cameras, editing, lights, graphics and sound in news and sports production.
4. Demonstrate the ability to apply style to news and sports productions including the various aesthetic elements that compose a media production (photography, staging, sound, editing, etc.).
5. Demonstrate the ability to produce media quickly and efficiently, meeting deadlines and working with a production crew.
6. Demonstrate competency in solving problems “on the set” with technology and other unknown contingencies (actors, administration, etc.).
7. Demonstrate the ability to use the computer as a productivity tool.
8. Demonstrate ability to work effectively a professional environment with a diverse production crew.

## SALARY INFORMATION

The News and Sports Production Certificate prepares students for positions such as associate producers, assignment editor, teleprompter operator, floor/studio manager, news photographer, video editor, and new media producer.

Most graduates holding associate degrees will be seeking entry-level positions, which pay about $25,000 per year, depending on several factors. Pay increases with the employee’s level of education and experience. Often students find employment after graduation through their student internship experiences.

National Average Salaries for the year 2018, according to the U.S. Bureau of Labor Statistics:

Film & Video Editor – $54,040

Camera Operator – $59,040

Producer and Director – $70,950

Reporter, Correspondent, and Broadcast news Analyst – $38,870

Announcer – $30,830

Sound Technician – $42,550

Video Technician – $59,040

The overall job outlook in this field is favorable, although competition is strong for positions at all levels. For the latest, detailed salary information, visit: www.bls.gov

## Program Coordinator

Richard Lenoce

**Professor & Program Coordinator, Digital Media Production**
Phone: 860-343-5796
Email: rlenoce@mxcc.edu
Office Location: Chapman Hall 606
*See office hours here*
Read Biography

## Related Programs

- Art Studies Degree
- Audio & Music Production Certificate
- Broadcast Communications Certificate
- Corporate Media Production Certificate
- Digital Media Production Degree
- Film & Video Production Certificate
- Fine Arts Degree
- Fine Arts: Graphic Design Degree
- Multimedia Design Certificate
- Theatre Studies Degree
- Web Design & Development Certificate

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Nutrition & Dietetics Advising Pathway

mxcc.edu/catalog/academics/dietetic-technician/

- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- CONTACT
- RELATED


## Advising Pathway to the Associate Degree Program at Gateway Community College

Careers in nutrition or dietetics are available to individuals with Associate's, Bachelor's and Master's Degrees and include a wide range of professional opportunities including food preparation and management, nutrition program implementation, public health, education and research, and private practice.

## Graduation Checklist

**Nutrition & Dietetics Advising Pathway – Graduation Checklist**

A Graduation Checklist is a printable list of course requirements you will use when you meet with your academic advisor each semester. The checklist helps you keep track of your progress from when you first enter MxCC to when you are ready to graduate.

## Nutrition & Dietetics Advising Pathway Requirements

| Course | Credits | Gateway CC Equivalency |
|---|---|---|
| HLT*103, Investigations into Health Careers | 3 | HLT*103 + NTR*100 = NTR*101 (3 credits) |
| NTR*100, Introduction to Nutrition and Dietetics | 1 | |
| BIO*111, Introduction to Nutrition | 3 | NTR*102 |
| BIO*115, Human Biology | 3 | |
| ENG*101, Composition | 3 | |
| ENG*102, Literature & Composition<br>OR<br>ENG*200, Advanced Composition | 3 | |
| MAT*137, Intermediate Algebra | 3 | MAT*115 |
| COM*173, Public Speaking | 3 | COM*171 |
| CHE*111, Concepts of Chemistry | 4 | |

| | |
|---|---|
| Social Science Elective<br>HLT*160/SOC*160, Introduction to Public Health, is recommended but not required | 3 |
| Total Pathway Credits: | 30 |

The Nutrition & Dietetics Advising Pathway allows MxCC students to take 30 credit hours which will transfer as nine courses (29 credits) required by Gateway Community College's Nutrition and Dietetics Program. Gateway's program prepares students as Dietetic Technicians, Registered, qualified to take the DTR Examination. Please see notes for information regarding course equivalencies. The transfer agreement is reflected in a Memorandum of Understanding.

## Pathway Advisor

Dr. Judy Wallace

**Program Coordinator, Radiologic Technology, Computed Tomography & Mammography Programs**
Phone: 860-343-5780
Email: jwallace@mxcc.edu
Office Location: Wheaton 209
*See office hours here*

## Related Programs

- Health Career Pathways
- Ophthalmic Design & Dispensing
- Ophthalmic Medical Assisting (OMA)
- Pre-Allied Health/Transfer Requirements
- Radiologic Technology
- Veterinary Technology Degree

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Ophthalmic Design & Dispensing Degree

mxcc.edu/catalog/academics/ophthalmic-design-dispensing/

- OVERVIEW
- STUDENT SPOTLIGHT
- REQUIREMENTS
- OUTCOMES
- RELATED

Watch Video At: https://youtu.be/vGuojyO7AOY

You have solid math and problem solving skills, love to help others and enjoy hands-on work. You would like to work in a medical-related field, but without the time and financial commitments in getting a PhD. Middlesex Community College has an affordable and flexible solution to meet your needs. Get started with an Associate Degree in Ophthalmic Design and Dispensing from Middlesex Community College today! This two-year degree program prepares students for future work as licensed opticians working to help others through the design and dispensing of eyeglasses, contact lenses and low-vision aids.

## Associate in Science Degree

This program is designed for individuals who are interested in becoming licensed opticians. Successful completion of this program will be accepted in lieu of the four-year, 8000-hour apprenticeship requirement to become a licensed optician.

Enrollment in the program is restricted because of limited lab facilities, and early application is encouraged. Only completed applications with all documents will be considered. Students are admitted to the fall term only. Students must take the placement test and place into ENG*101 Composition and MAT*137 to be eligible for this program. Official transcripts are required for transfer credit.

Ophthalmic Design and Dispensing students must receive a grade of C or better in Ophthalmic Dispensing courses in order to obtain a degree in this program.

## Accreditation

The Ophthalmic Design and Dispensing Program is accredited by the Commission on Opticianry Accreditation, PO Box 592, Canton, NY 13617.

| Graduation Year | Graduating Percent |
|---|---|
| 2018 Students | 95% |
| 2019 Students | 80% |
| 2020 Students | 73.3% |

### American Board of Opticianry (ABO) Pass Rates

| Class | Sitting for Exam | Passing | Percent Passing |
|---|---|---|---|
| 2018 | 18 | 18 | 100% |
| 2019 | 12 | 12 | 100% |
| 2020 | 11 | 11 | 100% |

### National Contact Lens Registry Examination (NCLE) Pass Rates

| Class | Sitting for Exam | Passing | Percent Passing |
|---|---|---|---|
| 2018 | 18 | 18 | 100% |
| 2019 | 12 | 12 | 100% |
| 2020 | 11 | 11 | 100% |

### State Board of Opticianry Licensure Examination (ABO and NCLE certifications are required)

| Class | Sitting for Exam | Passing | Percent Passing |
|---|---|---|---|
| 2018 | CT 18 | 8 | 44% |
| 2019 | CT 12<br>MA 3<br>Overall 12 | 8<br>3<br>10 | 66% CT<br>100% MA<br>83.3% Overall |
| 2020 | 11 | 11 | 100% |

### Students Employed in the Vision Care Field

- 2018 100%
- 2019 100%
- 2020 110%

### Program Accreditation Status

The Ophthalmic Design and Dispensing Program has been accredited by the Commission on Opticianry Accreditation since 1990.

The **Commission on Opticianry Accreditation (COA)**, a not-for-profit agency, accredits Opticianry education in the United States.

The **mission** of the Commission on Opticianry Accreditation is to foster excellence in opticianry education by setting standards, assessing educational effectiveness, and identifying those academic programs that meet the standards, in order to aid programs to produce competent graduates who will provide professional services to the public.

**Scope of accreditation**: COA accredits two-year Opticianry degree programs and one-year ophthalmic laboratory technology certificate programs in the United States and Canada that are sponsored by post-secondary institutions accredited by agencies recognized by the Department of Education or CHEA.

**Recognition**: The COA is recognized by the Council on Higher Education Accreditation (CHEA, https://www.chea.org/).

**Commission on Opticianry Accreditation**
PO Box 592
Canton NY, 13617
http://www.coaccreditation.com/

Per Federal Regulation, 34 CFR 668.43-Institutional Disclosure for Licensure Program; this program has a Positive Licensure Determination for the State of CT. If you are interested in applying this program outside the State of CT, please check current licensure agreement with your state.

*For the Ophthalmic Design and Dispensing Program; positive licensure determination for the State of Connecticut. No licensure determination for all states except Connecticut.*

## Contact

Dr. Aarlan Aceto

**Associate Professor & Program Coordinator of Ophthalmic Design and Dispensing**
Phone: 860-343-5845
Email: aaceto@mxcc.edu
Office Location: Chapman Hall, Room 625

## Student Spotlight

### "YOUNG OPTOMETRIST OF THE YEAR"

**Aarlan Aceto MxCC '95**

Following his the completion of his Opthalmic Design and Dispensing Program at MxCC, Aarlan graduated Magna Cum Laude in 2003 from the University of Connecticut. He earned his Doctor of Optometry Degree in 2009 from the New England College of Optometry in Boston, Massachusetts. He is now Assistant Professor at Midwestern University, in Downers Grove, Illinois where he is Director of Externships while both teaching and practicing optometry at the University Eye Institute. He was named "Young Optometrist of the Year" by the Connecticut Association of Optometrists.

"Without question, the most positive experience of my time at Middlesex was the program instruction, particularly Professors Ray Dennis and Skip Rivard. There is more to any one program than simply attending class and passing tests. To really excel in a career, one must truly become involved and engaged. That spirit and passion was evident in the faculty of the O.D.D. Program, and they have served as role models for me in my journey to where I am today. The community college, the O.D.D. Program, and the profession of Opticianry are better because of Ray Dennis and Skip Rivard."

## Graduation Checklist

**OD&D Degree – Graduation Checklist**

A Graduation Checklist is a printable list of course requirements you will use when you meet with your academic advisor each semester. The checklist helps you keep track of your progress from when you first enter MxCC to when you are ready to graduate.

## Ophthalmic Design & Dispensing Degree Requirements by Semester

| | | |
|---|---|---|
| First Semester (Fall) | 14 Credits | Advising Notes |

| | | | |
|---|---|---|---|
| ENG*101, Composition (or ENG*101E or ENG*101-ALP) | General Education Requirement: Written Communication | 3 | SAT, ACT, or Placement Test may be required |
| MAT*137, Intermediate Algebra (or higher, depending on placement) | Gen Ed for Career Programs: Quantitative Reasoning | 3 | SAT, ACT, or Placement Test may be required |
| ODD*101, Introduction to Ophthalmic Dispensing | Program Requirement | 4 | You must pass this class with a "C" or better to continue into the next semester's courses |
| BIO*118, Anatomy & Physiology of the Eye | General Education Requirement: Scientific Knowledge & Understanding OR Scientific Reasoning | 4 | You must pass this class with a "C" or better to continue into the next semester's courses |
| Second Semester (Spring) | | 17 Credits | |
| BMG*202, Principles of Management | Program Requirement | 3 | |
| COM*173, Public Speaking | General Education Requirement (1 of 2): One course selected from any of these competencies: Aesthetic Dimensions, Historical Knowledge, Oral Communication, Social Phenomena, or Written Communication | 3 | |
| ODD*102, Ophthalmic Dispensing I | Program Requirement | 4 | Prerequisite: ODD*101 with a "C" or better<br><br>You must pass this class with a "C" or better to continue into the next semester's courses |
| ODD*110, Ophthalmic Materials I | Program Requirement | 4 | Prerequisite: ODD*101 with a "C" or better |
| ODD*120, Contact Lenses I | Program Requirement | 3 | Prerequisite: BIO*118 with a "C" or better |
| Summer Semester | | 6 Credits | |
| ODD*109, Optical Business Management | Program Requirement | 3 | |
| ODD*130, Low Vision | Program Requirement | 1 | |
| ODD*299, Opticianry Practicum | Program Requirement | 2 | |
| Third Semester (Fall) | | 14 Credits | |
| General Education Requirement: Social Phenomena Elective | | 3 | |

| | | | |
|---|---|---|---|
| ODD*103, Ophthalmic Dispensing II | Program Requirement | 3 | Prerequisite: ODD*102 with a "C" or better<br><br>You must pass this class with a "C" or better to continue into the next semester's courses |
| ODD*111, Ophthalmic Materials II | Program Requirement | 4 | |
| ODD*121, Contact Lenses II | Program Requirement | 4 | |
| Fourth Semester (Spring) - 17 credits | | 17 Credits | |
| General Education Requirement: Aesthetic Dimensions Elective | | 3 | |
| PSY*111, General Psychology I | General Education Requirement (2 of 2): One course selected from any of these competencies: Aesthetic Dimensions, Historical Knowledge, Oral Communication, Social Phenomena, or Written Communication | 3 | |
| ODD*104, Ophthalmic Dispensing III | Program Requirement | 3 | Prerequisite: ODD*103 with a grade of “C” or better |
| ODD*112, Ophthalmic Materials III | Program Requirement | 4 | |
| ODD*122, Contact Lenses III | Program Requirement | 4 | |
| Total Program Credits: | | 68 | |

## Learning Outcomes

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

1. Communicate effectively through development of proficiency in oral/written/electronic communication skills
2. Demonstrate proficiency in critical thinking and problem solving skills
3. Complete the requirements for National Certification by the American Board of Opticianry
4. Complete the requirements for National Certification by the National Contact Lens Examiners
5. Demonstrate the practical skills required to successfully complete the optical portion of the State of Connecticut – Board of Examiners State Practical Exam
6. Demonstrate the practical skills required to successfully complete the contact lens portion of the State of Connecticut – Board of Examiners State Practical Exam
7. Demonstrate familiarity with the statutes and regulations in Chapter 381 (Opticians) of the Connecticut General Statutes and Regulations and successfully complete the State Law portion of the State of Connecticut – Board of Examiners State Practical Exam
8. Meet the minimum education requirement for licensing as an optician in all of the states requiring licensure for opticians

## JOBS YOU CAN GET WITH AN OD&D DEGREE:

With an OD&D Degree from MxCC, a student can get work in an optical shop, corporate optical business, private Optometrist’s office, or a private Ophthalmologist’s office.

## HOW LONG WILL YOU HAVE TO GO TO SCHOOL?

Most students are able to finish the program within 21 months or 2-calendar years.Further education is only necessary if you want to progress to management positions, in which case a bachelor's degree is necessary. Many students get a bachelor's degree in business rather than optometry.  MxCC has an unofficial arrangement with Charter Oak state college to get Bachelor of Science degree with a concentration in Optical Business Management. A small percent of students choose to continue their education to become Optometrists and Ophthalmologists, both of which require Doctoral level degrees.

## JOB AVAILABILITY & GROWTH:

Spurred by the demographic of the baby boomers and the elderly, an increasing demand for eyewear and contact lenses should be good for the optician. As the aging population continues to grow, more demand will be created foe corrective lenses and a requirement for regular vision care. Fashion will also continue to drive the demand for dispensing opticians. As ophthalmic and contact technology continues to develop the demand for the services of opticians will increase.

August 2019: 100% of our graduates who responded to our recent survey are employed in the opticianry profession.

## Related Programs

- Health Career Pathways
- Nutrition & Dietetics Advising Pathway
- Ophthalmic Medical Assisting (OMA)
- Pre-Allied Health/Transfer Requirements
- Radiologic Technology
- Veterinary Technology Degree

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Physics Studies Degree | Middlesex Community College, CT

mxcc.edu/catalog/academics/physics-studies-degree/

- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- RELATED


## Overview

This program is a **CSCU TAP Transfer Degree** that is intended for Connecticut Community College students to transfer to Connecticut State Universities and Charter Oak State College without either losing any credits or being required to take extra credits in order to complete a bachelor's degree in that same discipline.

Please contact a campus advisor for this program:

- Guided Pathway Advisor
- Faculty Advisor- Mark Busa, MBusa@mxcc.edu

## Requirements

Recommended course of study for the **CSCU Pathway Transfer Degree: Physics Studies, A.A.** If you are studying part time, simply follow the order of the courses listed here, but be aware that some courses serve as prerequisites to subsequent courses. Note that not all courses will be available every semester. You will notice that in many instances you will be able to choose the specific course you will take from within a category. For a list of the courses from each category that you can choose from, go to Appendix (PDF).

Program Requirements are listed on the Connecticut State Colleges & Universities (CSCU) website

https://www.ct.edu/files/tap/PHY.MxCC.pdf

## Outcomes

These requirements are effective if you declared the Transfer Ticket: **CSCU Pathway Transfer Degree: Physics Studies, A.A.** major for the 2017/18 through 2021/22 academic year.

This **Physics Studies, A.A**. Degree serves as the single community college degree to all of the State University and Charter Oak State College business majors listed below. You will declare your specific field when you transfer. With this degree you will be able to transfer to the following majors.

> If you have not taken Physics in high school, you should use this elective to take PHY 110 Introductory Physics.

Follow this link for important information about when and how to apply for transfer to a State University or Charter Oak State College.

At Central Connecticut State University:

> Physics, B.S.

At Southern Connecticut State University:

- Physics, B.S.
- Physics, B.A.

## Related

**Timeline for Priority Registration, Financial Aid, and Campus Residence for Graduating Transfer Ticket Students**

**Important:** August 1 October 1 FAFSA Application opens

**Two semesters before transfer**

> You can begin applying to CSUs as a transfer student. Charter Oak has rolling admissions, with 8 term start dates per year. See websites at bottom of page for admission information for each campus. One semester before transfer 1st day of semester Complete application by this date. Request your electronic transcripts be sent to a CSU or Charter Oak, including your Degree Works Graduation Audit, by following these instructions.

**Note: You can continue to apply past this priority deadline; however, there is no guarantee of priority registration after this point.*

**By March 1 (for Fall start) OR By October 15 (for Spring start)**

Receive a letter from the CSU Admissions office. The letter will include the advising schedule, the registration schedule, and contact information for your advisor.

**Note: As soon as possible, you should*

*(1) confirm your plans to attend and*

*(2) pay the enrollment confirmation deposition in order to secure priority registration, and*

*(3) if you want on-campus housing, pay the housing deposit to secure housing space.*

**Advising period (varies by campus)**

Meet with a CSU/COSC advisor

**Registration period**

Register with comparable students (exact dates differ among CSUs); your CSU advisor will provide those dates.

**Transfer semester**

Begin classes at CSU or COSC!

*For more precise information regarding application, enrollment, registration, and financial aid at each CSU or COSC, see their respective websites.*

- Central Connecticut State University – CCSU
- Southern Connecticut State University- SCSU
- Western Connecticut State University- WCSU
- Charter Oak State College – COSC

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Political Science Studies Degree | Middlesex Community College, CT

mxcc.edu/catalog/academics/political-science-studies/

- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- RELATED


## Overview

This program is a **CSCU TAP Transfer Degree** that is intended for Connecticut Community College students to transfer to Connecticut State Universities and Charter Oak State College without either losing any credits or being required to take extra credits in order to complete a bachelor's degree in that same discipline.

Please contact a campus advisor for this program:

- Guided Pathway Advisor
- Faculty Advisor- Tad Lincoln, tlincoln@mxcc.commnet.edu

## Requirements

Recommended course of study for the **CSCU Pathway Transfer Degree: Political Science Studies, A.A.** If you are studying part time, simply follow the order of the courses listed here, but be aware that some courses serve as prerequisites to subsequent courses. Note that not all courses will be available every semester. You will notice that in many instances you will be able to choose the specific course you will take from within a category. For a list of the courses from each category that you can choose from, go to Appendix (PDF).

Program Requirements are listed on the Connecticut State Colleges & Universities (CSCU) website

https://www.ct.edu/files/tap/POL.MXCC.pdf

## Outcomes

These requirements are effective if you declared the Transfer Ticket: **CSCU Pathway Transfer Degree: Political Science Studies, A.A.** major for the 2017/18 through 2021/22 academic year.

This **Political Science Studies, A.A**. Degree serves as the single community college degree to all of the State University and Charter Oak State College business majors listed below. You will declare your specific field when you transfer. With this degree you will be able to transfer to the following majors.

Follow this link for important information about when and how to apply for transfer to a State University or Charter Oak State College.

At Central Connecticut State University:

Political Science, B.A.

At Eastern Connecticut State University:

Political Science, B.A.

At Southern Connecticut State University:

- Political Science, B.A.
- Political Science, B.S.

At Western Connecticut State University:

Political Science, B.A.

At Charter Oak State College:

General Studies-Political Science Concentration, B.A.

## Related

**Timeline for Priority Registration, Financial Aid, and Campus Residence for Graduating Transfer Ticket Students**

**Important:** August 1 October 1 FAFSA Application opens

**Two semesters before transfer**

You can begin applying to CSUs as a transfer student. Charter Oak has rolling admissions, with 8 term start dates per year. See websites at bottom of page for admission information for each campus. One semester before transfer 1st day of semester Complete application by this date. Request your electronic transcripts be sent to a CSU or Charter Oak, including your Degree Works Graduation Audit, by following these instructions.

**Note: You can continue to apply past this priority deadline; however, there is no guarantee of priority registration after this point.*

**By March 1 (for Fall start) OR By October 15 (for Spring start)**

Receive a letter from the CSU Admissions office. The letter will include the advising schedule, the registration schedule, and contact information for your advisor.

**Note: As soon as possible, you should*

*(1) confirm your plans to attend and*

*(2) pay the enrollment confirmation deposition in order to secure priority registration, and*

*(3) if you want on-campus housing, pay the housing deposit to secure housing space.*

**Advising period (varies by campus)**

Meet with a CSU/COSC advisor

**Registration period**

Register with comparable students (exact dates differ among CSUs); your CSU advisor will provide those dates.

**Transfer semester**

Begin classes at CSU or COSC!

*For more precise information regarding application, enrollment, registration, and financial aid at each CSU or COSC, see their respective websites.*

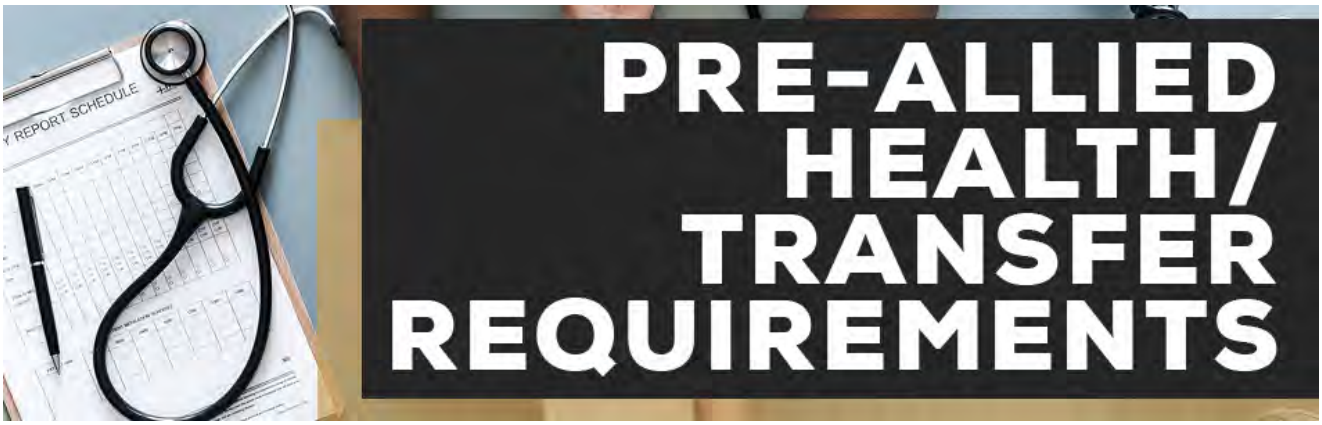
- Central Connecticut State University – CCSU
- Southern Connecticut State University- SCSU
- Western Connecticut State University- WCSU
- Charter Oak State College – COSC

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your*

*advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Pre-Allied Health/Transfer Requirements | Middlesex Community College, CT

mxcc.edu/catalog/academics/pre-allied-health-transfer-requirements/




Allied health and nursing course requirements vary by institution. Students should select courses carefully in collaboration with the designated allied health advisors identified below. With the exception of BIO* 235 (see note), the courses listed below fulfill many of the entry level requirements for allied health and nursing programs.

Please note: The following is a suggested course sequence for transfer. It is not a Certificate program at Middlesex Community College.

| Courses | Credits |
|---|---|
| + ENG*101 Composition | 3 |
| PSY*111 General Psychology I | 3 |
| SOC*101 Principles of Sociology | 3 |
| + MAT*137 Intermediate Algebra | 3 |
| + CHE*111 Concepts of Chemistry or CHE*121 General Chemistry I | 4 |
| BIO*121 General Biology I | 4 |
| + BIO*211 Human Anatomy & Physiology I | 4 |
| + BIO*212 Human Anatomy & Physiology II | 4 |
| + BIO*235 Microbiology | 4 |

| | |
|---|---|
| **Total Credits:** | **32** |

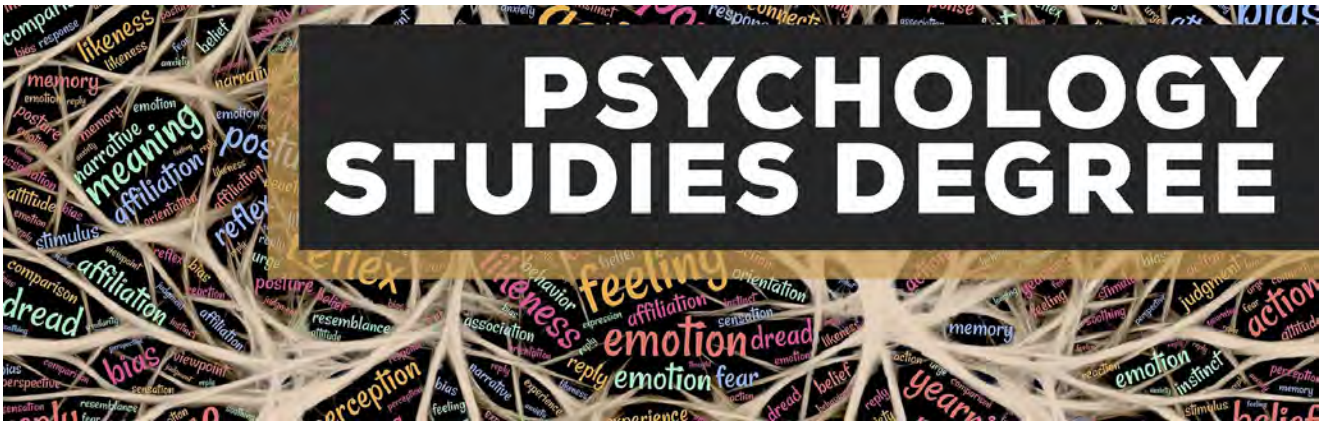
*(BIO*235 may not be required for programs other than nursing.)*

***Becoming Connecticut State Community College***

*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Psychology Studies Degree | Middlesex Community College, CT

mxcc.edu/catalog/academics/psychology-studies/





- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- RELATED


## Overview

This program is a **CSCU TAP Transfer Degree** that is intended for Connecticut Community College students to transfer to Connecticut State Universities and Charter Oak State College without either losing any credits or being required to take extra credits in order to complete a bachelor's degree in that same discipline.

Please contact a campus advisor for this program:

- Guided Pathway Advisor
- Faculty Advisor- Andy Levy, ALevy@mxcc.commnet.edu

## Requirements

Recommended course of study for the **CSCU Pathway Transfer Degree: Psychology Studies, A.A.** If you are studying part time, simply follow the order of the courses listed here, but be aware that some courses serve as prerequisites to subsequent courses. Note that not all courses will be available every semester. You will notice that in many instances you will be able to choose the specific course you will take from within a category. For a list of the courses from each category that you can choose from, go to Appendix (PDF).

Program Requirements are listed on the Connecticut State Colleges & Universities (CSCU) website

https://www.ct.edu/files/tap/PSY.MXCC.pdf

## Outcomes

These requirements are effective if you declared the Transfer Ticket: **CSCU Pathway Transfer Degree: Psychology Studies, A.A.** major for the 2017/18 through 2021/22 academic year.

This **Psychology Studies, A.A**. Degree serves as the single community college degree to all of the State University and Charter Oak State College business majors listed below. You will declare your specific field when you transfer. With this degree you will be able to transfer to the following majors.

Follow this link for important information about when and how to apply for transfer to a State University or Charter Oak State College.

At Central Connecticut State University:

Psychological Science, B.A.

At Eastern Connecticut State University:

- Psychology, B.S.
- Once you transfer to Eastern, you will have the opportunity, with the permission of an advisor, to select one of the following concentrations:
    - Behavior Analysis
    - Developmental Psychology
    - Industrial-Organizational Psychology
    - Mental Health Counseling

At Southern Connecticut State University:

Psychological Science, B.A.

At Western Connecticut State University:

Psychological Science, B.A.

At Charter Oak State College:

Psychological Science, B.S.

## Related

**Timeline for Priority Registration, Financial Aid, and Campus Residence for Graduating Transfer Ticket Students**

**Important:** August 1 October 1 FAFSA Application opens

**Two semesters before transfer**

> You can begin applying to CSUs as a transfer student. Charter Oak has rolling admissions, with 8 term start dates per year. See websites at bottom of page for admission information for each campus. One semester before transfer 1st day of semester Complete application by this date. Request your electronic transcripts be sent to a CSU or Charter Oak, including your Degree Works Graduation Audit, by following these instructions.

**Note: You can continue to apply past this priority deadline; however, there is no guarantee of priority registration after this point.*

**By March 1 (for Fall start) OR By October 15 (for Spring start)**

> Receive a letter from the CSU Admissions office. The letter will include the advising schedule, the registration schedule, and contact information for your advisor.

**Note: As soon as possible, you should*

*(1) confirm your plans to attend and*

*(2) pay the enrollment confirmation deposition in order to secure priority registration, and*

*(3) if you want on-campus housing, pay the housing deposit to secure housing space.*

**Advising period (varies by campus)**

> Meet with a CSU/COSC advisor

**Registration period**

> Register with comparable students (exact dates differ among CSUs); your CSU advisor will provide those dates.

**Transfer semester**

> Begin classes at CSU or COSC!

*For more precise information regarding application, enrollment, registration, and financial aid at each CSU or COSC, see their respective websites.*

- Central Connecticut State University – CCSU
- Southern Connecticut State University- SCSU
- Western Connecticut State University- WCSU
- Charter Oak State College – COSC

***Becoming Connecticut State Community College***

*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Radiologic Technology Degree | Middlesex Community College, CT

mxcc.edu/catalog/academics/radiologic-technology/

- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- CONTACT
- RELATED

Watch Video At: https://youtu.be/iK6H8juzC24

## Associate in Science Degree

The Radiologic Technology Program prepares students for entry level employment as radiologic technologists in hospitals and medical offices. It is offered as an academic program by Middlesex Community College in collaboration with Middlesex Hospital. General education courses are held at the College, while those courses requiring specialized laboratories, equipment, and hands-on practical experience are held at Middlesex Healthcare system facilities.  The curriculum covers a 22-month period, including a 5 month internship (Jan-May).

Enrollment in the program is restricted by clinical facility capacity as per JRCERT accreditation guidelines.

Applicants must first meet the general college admissions procedures (see college catalog). Once these requirements are met, the applicant must provide the college with the following information by **March 1, 2021**:  a one-page biography stating goals/reasons for program entry, and present the Observation/Documentation Form demonstrating completion of a two hour program observation at an imaging department within a hospital facility. In addition, college applicants need a 2.7 GPA for all college work. A grade of C+ or better taken within the past five years is required in Anatomy & Physiology I & II. Final admission procedures for candidate

selection involves an interview with an interview committee and a personal background check, which is a hospital requirement to do clinical training at Middlesex Health Care System facilities. Admission to the college does NOT GUARANTEE admission to the radiology technology program.

## DOWNLOADABLE PROGRAM FORMS & DOCUMENTS:

- Fall 2021 Radiologic Technology Information Packet
- Fall 2021 Radiologic Technology Application
- MxCC School of Radiologic Technology Observation Form 2020
- Rad Tech Observation Health Form (Middlesex Hospital Sites)

- Middlesex Community College School of Radiologic Technology Program Mission Statement, Goals and Student Learning Outcomes
- Rad Tech Student Handbook 2020-22
- Rad Tech Student Handbook 2019-2021
- Program Effectiveness Data
- Middlesex Community College School of Radiologic Technology Clinical Affiliates
- Rad Tech Program Accreditation Status 2016
- ARRT Standards of Ethics

The Radiologic Technology Program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT), 20 N. Wacker Drive, Suite 2850, Chicago, IL 60606-3182. https://www.jrcert.org/

Per Federal Regulation, 34 CFR 668.43-Institutional Disclosure for Licensure Program; this program has a Positive Licensure Determination for the State of CT. If you are interested in applying this program outside the State of CT, please check current licensure agreement with your state.

*For the Radiologic Technology; positive licensure determination for the State of Connecticut. No licensure determination for all states except Connecticut.*

## Graduation Checklist

**Radiologic Technology Degree – Graduation Checklist**

A Graduation Checklist is a printable list of course requirements you will use when you meet with your academic advisor each semester. The checklist helps you keep track of your progress from when you first enter MxCC to when you are ready to graduate.

## Radiologic Technology Degree Requirements by Semester

| | |
|---|---|
| Admission Requirement | 7 Credits |
| ENG*101 (or ENG*101E): Composition with a C or better | 3 |
| BIO*211: Human Anatomy & Physiology I<br>with a C+ or better taken within the past 5 years. | 4 |
| Prerequisite Requirement | 4 Credits |
| BIO*212: Human Anatomy & Physiology II<br>with a C+ or better taken within the past 5 years but no later than the spring semester of application year. | 4 |
| Semester I- Fall | 16 Credits |
| PHY*110 Introductory Physics | 4 |
| MED*125 Medical Terminology | 3 |
| MAT*137 Intermediate Algebra | 3 |
| RAD*105 Radiographic Anatomy & Procedures I | 3 |
| RAD*109 Methods of Patient Care I | 1 |

| | |
|---|---|
| RAD*171 Radiographic Clinical Practicum I | 2 |
| Semester 2- Spring | 14 Credits |
| PSY*111 (D) General Psychology I | 3 |
| RAD*209 Methods of Patient Care II | 3 |
| RAD*172 Radiographic Clinical Practicum II | 2 |
| RAD*219 Radiographic Equipment and Image Production | 3 |
| RAD*204 Radiographic Anatomy & Procedures II | 3 |
| Summer Session | 7 Credits |
| RAD*240 Radiographic Clinical Practicum III | 4 |
| RAD*200 Radiologic Physics & Diagnostic Imaging Modalities | 3 |
| Semester 3- Fall | 14 Credits |
| Elective: Aesthetic Dimensions | 3 |
| RAD*222 Radiobiology and Protection | 3 |
| RAD*223 Pathology for Medical Imaging | 2 |
| RAD*206 Quality Assurance | 3 |
| RAD*241 Radiographic Clinical Practicum IV | 3 |
| Semester 4- Spring | 6 Credits |
| RAD*271 Advanced Clinical Internship | 6 |
| Total: | 68 |

**ADMISSION REQUIREMENTS**

- ENG*101(L): Composition (3 credits) with a C or better
- BIO*211 (D): Human Anatomy & Physiology I (4 credits) with a C+ or better taken within the past 5 years.
- Computer literacy. This requires a passing score on a computer proficiency test, or completion of CCC CSA*105 , CSA*106 or CSC*101 or equivalent with a grade “C” or higher, completed prior to the application deadline.

**PRE-REQUISITE REQUIREMENTS**

BIO*212 (D, L): Human Anatomy & Physiology II (4 credits) with a C+ or better taken within the past 5 years but no later than the spring semester of application year.

The program of study reflects a full-time curriculum plan that matriculated students enrolled in the radiologic technology program are required to complete before graduation. Many students complete most of the general education courses before applying to the program. Non-radiology courses must be taken no later than the semester listed in the plan of study but may be taken earlier; radiology courses must be taken in the stated sequence. RAD* courses scheduled for the summer session are mandatory courses toward the completion of the radiologic technology professional curriculum. Students must earn a “C” or higher in all RAD* designated and program courses with the exception of BIO*211 and BIO*212 which is a C+ or higher. Students who fail to complete required courses or meet the minimum grade requirement may be dismissed from the program. There may be pre-requisite courses that must be successfully completed prior to taking listed courses. *It is the responsibility of the students to know and meet all requirements for graduation.*

## JOBS YOU CAN GET WITH A RADIOLOGIC TECHNOLOGY DEGREE:

With a Radiologic Technology degree from MxCC, a student can get entry-level employment as radiologic technologists in hospitals and medical offices. Radiologic technologists take x-rays and administer non-radioactive materials into patients’ bloodstreams for diagnostic purposes.

## JOB AVAILABILITY & GROWTH:

Jobs as radiologic technologists are expected to grow faster than the average for all occupations through 2020, as baby boomers age and the population grows, increasing the need for diagnostic imaging.  Hospitals will remain the primary employer of radiologic technologists.
https://www.bls.gov/ooh/Healthcare/Radiologic-technologists.htm

## SALARY INFORMATION:

For salary information, visit https://www.bls.gov/ooh/healthcare/radiologic-technologists.htm

## Program Coordinator

Dr. Judy Wallace

**Program Coordinator, Radiologic Technology, Computed Tomography & Mammography Programs**
Phone: 860-343-5780
Email: jwallace@mxcc.edu
Office Location: Wheaton 209
*See office hours here*

## Related Programs

- Computed Tomography Post-Primary Certification
- Health Career Pathways
- Magnetic Resonance Imaging (MRI)
- Mammography Post-Primary Certification
- Nutrition & Dietetics Advising Pathway
- Ophthalmic Design & Dispensing Degree
- Ophthalmic Medical Assisting (OMA) Certificate
- Pre-Allied Health/Transfer Requirements
- Veterinary Technology Degree

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Social Work Studies Degree | Middlesex Community College, CT

mxcc.edu/catalog/academics/social-work-studies/

- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- RELATED


## Overview

This program is a **CSCU TAP Transfer Degree** that is intended for Connecticut Community College students to transfer to Connecticut State Universities and Charter Oak State College without either losing any credits or being required to take extra credits in order to complete a bachelor's degree in that same discipline.

Please contact a campus advisor for this program:

- Guided Pathway Advisor
- Faculty Advisor- Jennifer Hernandez, JHernandez@mxcc.edu

## Requirements

Recommended course of study for the **CSCU Pathway Transfer Degree: Social Work Studies, A.A.** If you are studying part time, simply follow the order of the courses listed here, but be aware that some courses serve as prerequisites to subsequent courses. Note that not all courses will be available every semester. You will notice that in many instances you will be able to choose the specific course you will take from within a category. For a list of the courses from each category that you can choose from, go to Appendix (PDF).

Program Requirements are listed on the Connecticut State Colleges & Universities (CSCU) website

https://www.ct.edu/files/tap/SW.MXCC.pdf

## Outcomes

These requirements are effective if you declared the Transfer Ticket: **CSCU Pathway Transfer Degree: Social Work Studies, A.A.** major for the 2017/18 through 2021/22 academic year.

This **Social Work Studies, A.A**. Degree serves as the single community college degree to all of the State University and Charter Oak State College business majors listed below. You will declare your specific field when you transfer. With this degree you will be able to transfer to the following majors.

Follow this link for important information about when and how to apply for transfer to a State University or Charter Oak State College.

At Central Connecticut State University:

Social Work, B.A. **

At Eastern Connecticut State University:

Social Work, B.A. ***

At Southern Connecticut State University:

Social Work, B.S. ****

At Western Connecticut State University:

Social Work, B.A. *****

**For admission to CCSU's Social Work program (1). Minimum overall GPA of 2.00, which includes both CCSU grades and grades for courses taken at other institutions. (2) Minimum overall GPA of 2.50 for the following introductory Social Work courses and related requirements (Program GPA) Community College SOC 103/201, HSE 101/SOC 235, SOC 101, BIO 115, POL 111, & MAT 167/MAT 201/MAT 165/MAT 168; AND CCSU SW 225, SW 227, SOC 233, & ECON 200. Each of these courses must be completed with a minimum grade of C. (3) A minimum score of 2 (emerging) on the Potential for Professional Competence for Generalist Social Work Practice Scale in each of the following CSWE competencies 2.1.1, 2.1.3, and 2.1.4. (4) A minimum score of 3 or higher in every category of the Volunteer Experience Evaluation for HSE 101/SOC 235 and SW 227. (5) Minimum scores of 3 on the Professional Social Work Disposition Rubric for SW 225, HSE 101/SOC 235, and SW 227. The Transfer Student Reference Form may be substituted for field experiences from other colleges. Applications to the Social Work Program are accepted three times a year with deadlines of August 1st , October 1st, and March 1st. Students must

submit an admission portfolio and have an interview with the Social Work faculty. The ideal time to apply to the Program is when the applicant is enrolled in SW 227 at CCSU. For TAP Transfer Students, this should be in the first semester at CCSU.

***For admission to ECSU's Social Work program Admission to the Social Work Program is competitive and is not guaranteed by admission to Eastern Connecticut State University. Applications for the social work major are due on January 31 each year for students expecting to graduate in May, two years following application. Applications received after that date are reviewed as space is available in the junior class. The online application must be completed in one session (you cannot log out of your computer, save your work, or return to a survey that has been submitted). The application is linked to http//www1.easternct.edu/socialwork/admissions/. You should prepare the following documents to be uploaded with your application (1) Application Essay (2) Resume (optional) (3) Supplemental information regarding community standards (if relevant) (4) Transcripts from all higher education institutions attended (see instructions) (5) Professional Reference

****For admission to SCSU's Social Work program Students interested in majoring in social work must complete a two-step admission process. Initially, students must be accepted into the University by the Admissions Office. Then, Revised 04/15/2021 application is made for admission to the Bachelor's of Social Work Program in the spring semester prior to the fall semester in which students anticipate enrolling in 300-level social work courses. Applications are available on the Department of Social Work website. The Department of Social Work admissions application deadline is March 1. Students who plan to apply to both SCSU and the BSW Program for a Fall semester date may need to complete both admission processes simultaneously. For optimal consideration for acceptance into the program, you must express your intent to apply prior to the March 1 admissions application deadline by emailing the BSW Coordinator.

*****For admission to WCSU's Social Work program Social work majors must earn at least a "C+" in all designated major courses to have the course credit apply to the degree program. Students must apply for junior and senior program status following a group advisement session (for potential Juniors in late fall preceding the registration period for spring semester; for potential Seniors in spring semester of the junior year). Transfer students are required to interview with the department chair to arrange for meeting the above criteria. The Junior standing class is limited to 45 Social Work majors. In the event that applications that meet minimum requirements exceed 45 majors, the 45 students with the top GPAs in Social Work Major Requirements will be given first preference, with university GPA serving as Social Work GPA tiebreaker.

## Related

**Timeline for Priority Registration, Financial Aid, and Campus Residence for Graduating Transfer Ticket Students**

**Important:** August 1 October 1 FAFSA Application opens

**Two semesters before transfer**

> You can begin applying to CSUs as a transfer student. Charter Oak has rolling admissions, with 8 term start dates per year. See websites at bottom of page for admission information for each campus. One semester before transfer 1st day of semester Complete application by this date. Request your electronic transcripts be sent to a CSU or Charter Oak, including your Degree Works Graduation Audit, by following these instructions.

**Note: You can continue to apply past this priority deadline; however, there is no guarantee of priority registration after this point.*

**By March 1 (for Fall start) OR By October 15 (for Spring start)**

> Receive a letter from the CSU Admissions office. The letter will include the advising schedule, the registration schedule, and contact information for your advisor.

**Note: As soon as possible, you should*

*(1) confirm your plans to attend and*

*(2) pay the enrollment confirmation deposition in order to secure priority registration, and*

*(3) if you want on-campus housing, pay the housing deposit to secure housing space.*

**Advising period (varies by campus)**

> Meet with a CSU/COSC advisor

**Registration period**

> Register with comparable students (exact dates differ among CSUs); your CSU advisor will provide those dates.

**Transfer semester**

> Begin classes at CSU or COSC!

*For more precise information regarding application, enrollment, registration, and financial aid at each CSU or COSC, see their respective websites.*

- Central Connecticut State University – CCSU
- Southern Connecticut State University- SCSU
- Western Connecticut State University- WCSU
- Charter Oak State College – COSC

***Becoming Connecticut State Community College***

*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Sociology Studies Degree | Middlesex Community College, CT

mxcc.edu/catalog/academics/sociology-studies/

- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- RELATED


## Overview

This program is a **CSCU TAP Transfer Degree** that is intended for Connecticut Community College students to transfer to Connecticut State Universities and Charter Oak State College without either losing any credits or being required to take extra credits in order to complete a bachelor's degree in that same discipline.

Please contact a campus advisor for this program:

- Guided Pathway Advisor
- Faculty Advisor- John Ambenge, JAmbenge@mxcc.commnet.edu

## Requirements

Recommended course of study for the **CSCU Pathway Transfer Degree: Sociology Studies, A.A.** If you are studying part time, simply follow the order of the courses listed here, but be aware that some courses serve as prerequisites to subsequent courses. Note that not all courses will be available every semester. You will notice that in many instances you will be able to choose the specific course you will take from within a category. For a list of the courses from each category that you can choose from, go to Appendix (PDF).

Program Requirements are listed on the Connecticut State Colleges & Universities (CSCU) website

https://www.ct.edu/files/tap/SOC.MXCC.pdf

## Outcomes

These requirements are effective if you declared the Transfer Ticket: **CSCU Pathway Transfer Degree: Sociology Studies, A.A.** major for the 2017/18 through 2021/22 academic year.

This **Sociology Studies, A.A**. Degree serves as the single community college degree to all of the State University and Charter Oak State College business majors listed below. You will declare your specific field when you transfer. With this degree you will be able to transfer to the following majors.

Follow this link for important information about when and how to apply for transfer to a State University or Charter Oak State College.

At Central Connecticut State University:

Sociology, B.A.

At Eastern Connecticut State University:

Sociology, B.A.

At Southern Connecticut State University:

Sociology, B.A.

At Western Connecticut State University:

Anthropology/Sociology, B.A.

At Charter Oak State College:

Sociology, B.A.

## Related

**Timeline for Priority Registration, Financial Aid, and Campus Residence for Graduating Transfer Ticket Students**

**Important:** August 1 October 1 FAFSA Application opens

**Two semesters before transfer**

You can begin applying to CSUs as a transfer student. Charter Oak has rolling admissions, with 8 term start dates per year. See websites at bottom of page for admission information for each campus. One semester before transfer 1st day of semester Complete application by this date. Request your electronic transcripts be sent to a CSU or Charter Oak, including your Degree Works Graduation Audit, by following these instructions.

**Note: You can continue to apply past this priority deadline; however, there is no guarantee of priority registration after this point.*

**By March 1 (for Fall start) OR By October 15 (for Spring start)**

Receive a letter from the CSU Admissions office. The letter will include the advising schedule, the registration schedule, and contact information for your advisor.

**Note: As soon as possible, you should*

*(1) confirm your plans to attend and*

*(2) pay the enrollment confirmation deposition in order to secure priority registration, and*

*(3) if you want on-campus housing, pay the housing deposit to secure housing space.*

**Advising period (varies by campus)**

Meet with a CSU/COSC advisor

**Registration period**

Register with comparable students (exact dates differ among CSUs); your CSU advisor will provide those dates.

**Transfer semester**

Begin classes at CSU or COSC!

*For more precise information regarding application, enrollment, registration, and financial aid at each CSU or COSC, see their respective websites.*

- Central Connecticut State University – CCSU
- Southern Connecticut State University- SCSU
- Western Connecticut State University- WCSU
- Charter Oak State College – COSC

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your*

*advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Software Developer Certificate | Middlesex Community College, CT

mxcc.edu/catalog/academics/software-developer/

- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- CONTACT
- RELATED


You enjoy working with others in groups and teams. You like finding solutions to problems. You have great interpersonal communication skills and strong interests in business and technology. Now you can take your skills and interests to the next level – an exciting career in one of the most in-demand, fast-growing career areas out there – Information Technologies.

Middlesex Community College offers three different and dynamic certificate programs in this field to prepare you for work in Networking, Software Development and Help Desk Technician areas.

## Credit Certificate Program

This certificate targets the skills required in the field of software development, including algorithm design, flowchart design, writing programs in Java and Visual Basic, developing applications for mobile devices, and designing and creating databases. Additionally, students will learn about the systems development life cycle and how technology is used to solve business problems. Students will problem solve, learn about the Information Technology (IT) industry, and explore object-oriented programming languages. Certificate recipients may apply these skills to seek entry-level positions in related areas of IT.

The Software Developer Certificate program is a 24-credit program; the courses required by this certificate may transfer to the Computer Information Technology Associate's degree programs at MxCC.

## Software Developer Certificate by Requirements

| Required Courses | Credits |
|---|---|
| CSA*140 Database Applications | 3 |
| CSC*231 Database Design I | 3 |
| CSC* or CST* programming electives: Select 3 programming courses with advice from your Program Coordinator. Programming languages may include:<br>• Java<br>• Python<br>• JavaScript<br>• C#<br>• C++<br>• HTML-5/CSS | 9 |
| CSC*295 Coop Ed/Work Experience | 3 |
| CST*201 Introduction to Management Information Systems | 3 |
| Total Program Credits: | 24 |

## Program Coordinator

Donna Hylton

**Professor/Program Coordinator of Computer Information Technology and Management Information Systems**
Phone: 860-343-5774
Email: dhylton@mxcc.edu
Office Location: Snow 512
*See office hours here*
Read Biography

## Related Programs

- Communications Networking Certificate
- Computer Engineering Technology Degree
- Computer Information Technology
- Computer Science Studies Degree

- Health Information Management Certificate
- Health Information Management Degree
- Help Desk Technician Certificate
- Management Information Systems Degree
- Technology Studies Degree

---

***Becoming Connecticut State Community College***

*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Spanish Studies Degree | Middlesex Community College, CT

mxcc.edu/catalog/academics/spanish-studies-degree/

- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- RELATED


## Overview

This program is a **CSCU TAP Transfer Degree** that is intended for Connecticut Community College students to transfer to Connecticut State Universities and Charter Oak State College without either losing any credits or being required to take extra credits in order to complete a bachelor's degree in that same discipline.

Please contact a campus advisor for this program:

- Guided Pathway Advisor
- Faculty Advisor- Angelo Glaviano, AGlaviano@mxcc.edu

## Requirements

Recommended course of study for the **CSCU Pathway Transfer Degree: Spanish Studies, A.A.** If you are studying part time, simply follow the order of the courses listed here, but be aware that some courses serve as prerequisites to subsequent courses. Note that not all courses will be available every semester. You will notice that in many instances you will be able to choose the specific course you will take from within a category. For a list of the courses from each category that you can choose from, go to Appendix (PDF).

Program Requirements are listed on the Connecticut State Colleges & Universities (CSCU) website

https://www.ct.edu/files/tap/SPA.MxCC.pdf

## Outcomes

These requirements are effective if you declared the Transfer Ticket: **CSCU Pathway Transfer Degree: Spanish Studies, A.A.** major for the 2017/18 through 2021/22 academic year.

This **Spanish Studies, A.A**. Degree serves as the single community college degree to all of the State University and Charter Oak State College business majors listed below. You will declare your specific field when you transfer. With this degree you will be able to transfer to the following majors.

Follow this link for important information about when and how to apply for transfer to a State University or Charter Oak State College.

At Central Connecticut State University:

Spanish, B.A.

At Eastern Connecticut State University:

Spanish, B.A.

At Southern Connecticut State University:

Spanish, B.A.

At Western Connecticut State University:

Spanish, B.A.

## Related

**Timeline for Priority Registration, Financial Aid, and Campus Residence for Graduating Transfer Ticket Students**

**Important:** August 1 October 1 FAFSA Application opens

**Two semesters before transfer**

You can begin applying to CSUs as a transfer student. Charter Oak has rolling admissions, with 8 term start dates per year. See websites at bottom of page for admission information for each campus. One semester before transfer 1st day of semester Complete application by this date. Request your electronic transcripts be sent to a CSU or Charter Oak, including your Degree Works Graduation Audit, by following these instructions.

**Note: You can continue to apply past this priority deadline; however, there is no guarantee of priority registration after this point.*

**By March 1 (for Fall start) OR By October 15 (for Spring start)**

Receive a letter from the CSU Admissions office. The letter will include the advising schedule, the registration schedule, and contact information for your advisor.

**Note: As soon as possible, you should*

*(1) confirm your plans to attend and*

*(2) pay the enrollment confirmation deposition in order to secure priority registration, and*

*(3) if you want on-campus housing, pay the housing deposit to secure housing space.*

**Advising period (varies by campus)**

Meet with a CSU/COSC advisor

**Registration period**

Register with comparable students (exact dates differ among CSUs); your CSU advisor will provide those dates.

**Transfer semester**

Begin classes at CSU or COSC!

*For more precise information regarding application, enrollment, registration, and financial aid at each CSU or COSC, see their respective websites.*

- Central Connecticut State University – CCSU
- Southern Connecticut State University- SCSU
- Western Connecticut State University- WCSU
- Charter Oak State College – COSC

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your*

*advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Technology Studies Degree | Middlesex Community College, CT

mxcc.edu/catalog/academics/technology-studies/

- OVERVIEW
- REQUIREMENTS
- CONTACT
- RELATED


## Associate Degree Program (College of Technology)

The College of Technology is a specialized curriculum that allows a student to begin technology or engineering technology studies at any of the state's twelve Community Colleges with the ultimate goal of achieving a 4-year, baccalaureate degree in Technology at Central Connecticut State University or Charter Oak State College. The curriculum is designed to serve as the first two years of the Bachelor of Science degree. Some courses in this program are not offered at Middlesex Community College but can be taken at other Connecticut community colleges.

## Graduation Checklist

**Technology Studies Degree – Graduation Checklist**

A Graduation Checklist is a printable list of course requirements you will use when you meet with your academic advisor each semester.  The checklist helps you keep track of your progress from when you first enter MxCC to when you are ready to graduate.

## Technology Studies Degree Requirements by Semester

| First Semester (Fall) | Category | 16 Credits |
|---|---|---|
| Fine Arts Elective | Gen Ed: Aesthetic Dimensions | 3 |
| ENG*101: Composition | Gen Ed: Written Communication | 3 |
| HIS* OR ECN* Elective | General Education Requirement | 3 |
| MAT*186: Precalculus | Program Requirement | 4 |
| t GEO*, HIS* OR POL* Elective | General Education Requirement | 3 |
| Second Semester (Spring) | Category | 18 Credits |
| COM*173: Public Speaking | Gen Ed: Oral Communication | 3 |
| ECN* Elective | Gen Ed: Social Phenomena (1 of 2) | 3 |
| PSY* OR SOC* Elective | Gen Ed: Social Phenomena (2 of 2) | 3 |
| PHL* Elective | General Education Requirement | 3 |

| | | |
|---|---|---|
| ENG*202: Technical Writing | Gen Ed: Written Communication | 3 |
| CAD* Elective | Program Requirement | 3 |
| Third Semester (Fall) | Category | 17 Credits |
| CHE*111: General Chemistry OR CHE*121: General Chemistry I | Gen Ed: Scientific Knowledge & Understanding | 4 |
| PHY*110: Introductory Physics OR PHY*121: General Physics I | Gen Ed: Scientific Reasoning | 4 |
| MAT*167: Principles of Statistics | Gen Ed: Quantitative Reasoning | 3 |
| Directed Elective ++ | Program Requirement | 3 |
| Directed Elective ++ | Program Requirement | 3 |
| Fourth Semester (Spring) | Category | 15 Credits |
| Technical Elective ++ | Program Requirement | 3 |
| Technical Elective ++ | Program Requirement | 3 |
| Technical Elective ++ | Program Requirement | 3 |
| Technical Elective ++ | Program Requirement | 3 |
| Technical Elective ++ | Program Requirement | 3 |
| Total Program Credits: | Program Requirement | 66 |

*++ Please consult Program Coordinator.*

## Program Coordinator

Dr. Lin Lin

**Professor & Program Coordinator of Engineering, Computer Science and Technology**
Phone: 860-343-5763
Email: llin@mxcc.edu
Office Location: Wheaton 313
*See office hours here*
Read Biography


## Related Programs:

- Communications Networking Certificate
- Computer Engineering Technology Degree
- Computer Information Technology
- Computer Science Studies Degree
- Health Information Management Certificate
- Health Information Management Degree
- Help Desk Technician Certificate
- Management Information Systems Degree
- Software Developer Certificate

***Becoming Connecticut State Community College***

*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Theatre Studies Degree | Middlesex Community College, CT

mxcc.edu/catalog/academics/theatre-studies-degree/

- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- RELATED


## Overview

This program is a **CSCU TAP Transfer Degree** that is intended for Connecticut Community College students to transfer to Connecticut State Universities and Charter Oak State College without either losing any credits or being required to take extra credits in order to complete a bachelor's degree in that same discipline.

Please contact a campus advisor for this program:

- Guided Pathway Advisor
- Faculty Advisor- John Shafer, JShafer@mxcc.edu

## Requirements

Recommended course of study for the **CSCU Pathway Transfer Degree: Theatre Studies, A.A.** If you are studying part time, simply follow the order of the courses listed here, but be aware that some courses serve as prerequisites to subsequent courses. Note that not all courses will be available every semester. You will notice that in many instances you will be able to choose the specific course you will take from within a category. For a list of the courses from each category that you can choose from, go to Appendix (PDF).

Program Requirements are listed on the Connecticut State Colleges & Universities (CSCU) website

https://www.ct.edu/files/tap/THR.MXCC.pdf

## Outcomes

These requirements are effective if you declared the Transfer Ticket: **CSCU Pathway Transfer Degree: Theatre Studies, A.A.** major for the 2017/18 through 2021/22 academic year.

This **Theatre Studies, A.A**. Degree serves as the single community college degree to all of the State University and Charter Oak State College business majors listed below. You will declare your specific field when you transfer. With this degree you will be able to transfer to the following majors.

Important: If you did not complete a 3rd year of a foreign language in high school or met the language requirement in some other way, you must use unrestricted elective credit to complete a second semester level of a foreign language course before transferring.

Follow this link for important information about when and how to apply for transfer to a State University or Charter Oak State College.

At Central Connecticut State University:

- Theatre, Performance Emphasis, B.F.A.
- Theatre, Design Tech. Emphasis, B.F.A.

At Eastern Connecticut State University:

- Theatre, Acting Concentration, B.A.
- Theatre, Directing Concentration, B.A.
- Theatre, Dance & World Performance, B.A.
- Theatre, Design Technology & Management, B.A.

At Southern Connecticut State University:

Theatre, B.A.

At Western Connecticut State University:

- Theatre Arts, Theatre Studies Option, B.A.
- Theatre Arts, Performance Option, B.A.

## Related

**Timeline for Priority Registration, Financial Aid, and Campus Residence for Graduating Transfer Ticket Students**

**Important:** August 1 October 1 FAFSA Application opens

**Two semesters before transfer**

> You can begin applying to CSUs as a transfer student. Charter Oak has rolling admissions, with 8 term start dates per year. See websites at bottom of page for admission information for each campus. One semester before transfer 1st day of semester Complete application by this date. Request your electronic transcripts be sent to a CSU or Charter Oak, including your Degree Works Graduation Audit, by following these instructions.

**Note: You can continue to apply past this priority deadline; however, there is no guarantee of priority registration after this point.*

**By March 1 (for Fall start) OR By October 15 (for Spring start)**

> Receive a letter from the CSU Admissions office. The letter will include the advising schedule, the registration schedule, and contact information for your advisor.

**Note: As soon as possible, you should*

*(1) confirm your plans to attend and*

*(2) pay the enrollment confirmation deposition in order to secure priority registration, and*

*(3) if you want on-campus housing, pay the housing deposit to secure housing space.*

**Advising period (varies by campus)**

> Meet with a CSU/COSC advisor

**Registration period**

> Register with comparable students (exact dates differ among CSUs); your CSU advisor will provide those dates.

**Transfer semester**

> Begin classes at CSU or COSC!

*For more precise information regarding application, enrollment, registration, and financial aid at each CSU or COSC, see their respective websites.*

- Central Connecticut State University – CCSU
- Southern Connecticut State University- SCSU
- Western Connecticut State University- WCSU
- Charter Oak State College – COSC

***Becoming Connecticut State Community College***

*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Therapeutic Recreation Certificate

mxcc.edu/catalog/academics/therapeutic-recreation/

- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- CONTACT
- RELATED


This program is designed to qualify students to work in the field of gerontology as Therapeutic Recreation Specialists and to provide in-service professional development. Students who complete the courses listed below, and thereby qualify for the Certificate, meet the standards established in the public health code of the State of Connecticut for workers in chronic care, long term care facilities, and Assisted Living facilities.

This program emphasizes work with elder populations through studies in written communications, sociology, psychology, human services, therapeutic recreation, and field work.

## Graduation Checklist

**Therapeutic Recreation Certificate – Graduation Checklist**

A Graduation Checklist is a printable list of course requirements you will use when you meet with your academic advisor each semester.  The checklist helps you keep track of your progress from when you first enter MxCC to when you are ready to graduate.

## Therapeutic Recreation Certificate Requirements

| Fall Requirements | Prerequisite | Credits |
|---|---|---|

| | | |
|---|---|---|
| ENG*101 Composition | Placement and/or See course description | 3 |
| PSY*111 General Psychology | Eligible for either ENG*101E or ENG*101 | 3 |
| HSE*101 Introduction to Human Services | None | 3 |
| RLS*121 Introduction to Therapeutic Recreation (7 Weeks) | None | 3 |
| RLS*122 Processes and Techniques in Therapeutic Recreation (7 Weeks) | None | 3 |
| Spring Requirements | Prerequisite | Credits |
| RLS*215 Recreation Leadership and Supervision | HSE*101 or permission of the Program Coordinator | 3 |
| HSE*281 Field Work I | Completion of HSE*101 and permission of the instructor | 3 |
| RLS*221: Therapeutic Recreation (7 week) | RLS*215 | 3 |
| SOC*120 Group Dynamics (7 Week) | Eligible for either ENG*101E or ENG*101. | 3 |
| HSE*223 Leisure and Aging (7 week) | Completion of HSE*101 | 3 |
| Total Program Credits: | | 30 |

## Program Coordinator

Jennifer Hernandez

**Professor and Program Coordinator of Human Services**
Phone: 860-343-5816
Email: jhernandez@mxcc.edu
Office Location: Snow Hall 508
*See office hours here*

## Related Programs

- Child Development Associate (CDA) Credential
- Criminal Justice Degree
- Criminology Studies Degree
- Early Childhood Education Certificate
- Early Childhood Education Degree

- Early Childhood Teacher Credential Studies Degree
- Human Services Degree
- Juvenile Justice Certificate
- Pyschology Studies Degree
- Social Work Studies Degree
- Sociology Studies Degree

---

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Veterinary Technology Degree | Middlesex Community College, CT

mxcc.edu/catalog/academics/veterinary-technology/

- OVERVIEW
- STUDENT SPOTLIGHT
- REQUIREMENTS
- OUTCOMES
- RELATED


## Associate in Science Degree

The Veterinary Technology program is a two-year, full-time, cohort-based program offering an Associates of Science Degree in Veterinary technology.  The program has selective admission. As described by the National Association of Veterinary Technicians in America, veterinary technicians are educated to be the veterinarian's nurse, laboratory technician, radiography technician, anesthetist, surgical nurse and client educator. Many are placed in a supervisory role in veterinary practices, research institutions and other employment options. Veterinary technicians can find employment in veterinary practices, biomedical research, zoo/wildlife medicine, industry, military, livestock health management, and pharmaceutical sales.

The veterinary technology program is strengthened by our community partnerships. Pieper Memorial Veterinary Hospital provides our clinical small animal, radiology, and laboratory procedure rotations. Yale University provides our laboratory animal rotation. Many area farms provide support for our large animal clinical nursing course.

All students must participate in supervised externship experiences under the direction of a licensed veterinarian, certified technician, or animal research technician. Students will refine skills learned in all veterinary technology courses through placement at an off-site veterinary hospital, private practice, or laboratory facility.

## Veterinary Technician National Examination

After successfully completing the Associates of Science Degree in Veterinary Technology at Middlesex Community College, graduates can sit for the Veterinary Technician National Examination (VTNE). Although taking the exam and earning a passing score is not currently required in Connecticut, it is strongly encouraged because voluntary certification through the Connecticut Veterinary Technician Association requires a passing score on the VTNE.

The AVMA-CVTEA requires that we share the following data about the VTNE:

| | **Total July 1, 2017 – June 30, 2020** |
|---|---|
| Number of first-time candidates that have taken the VTNE | 47 |
| Three-Year Pass Percentage on VTNE | 76.60 % |

## Program Admission Requirements

- The program has selective admission and always begins in the fall semester. Information about this process can be found at: https://mxcc.edu/future-students/selective-admissions/. The application for the veterinary technology program is separate from the general college application and is due ***April 1, 2021***.
- In order to apply for the program, you must have completed the prerequisite courses and have a minimum GPA of 2.7. The GPA is calculated based on all courses that meet the admission and curriculum requirements of the Veterinary Technology Program
- There are 4 prerequisite classes: ENG 101, MAT 137, BIO 121, and CHE 111
- You must complete all of your prerequisites or have a passing grade at the spring midterm to apply by April 1, 2021.
- You cannot do prerequisites in the summer of 2021 for admission in fall of 2021.
- For those who have not already completed any of the prerequisites, it will likely take 2 semesters to complete the prerequisites. If you are not eligible for ENG 101, ENG 101E, or MAT 137 it will take more than 2 semesters to complete the prerequisites.
- Although not required for program admission, veterinary and/or animal care experience is highly recommended. This experience will help you gain insight into the role of a veterinary technician and help ensure that veterinary technology is the right career path for you.

## DOWNLOADABLE PROGRAM FORMS & DOCUMENTS:

- Mid Term Grade Report
- Veterinary Technology Application Checklist 2021
- Veterinary Technology Application Fall 2021
- Information Packet Fall 2021
- Veterinary Technology Program of Study 2021
- Veterinary Technology Program Sheet

## HELPFUL LINKS

Pieper Memorial Veterinary Hospital

## Program Accreditation

The Veterinary Technology program is accredited by the American Veterinary Medical Association – Committee on Veterinary Technician Education and Activities.

Per Federal Regulation, 34 CFR 668.43-Institutional Information for Disclosure for Licensure Program requires the institution to disclose whether completion of a covered licensure program would be sufficient to meet licensure requirements in a State for that occupation.

- Disclosure is not applicable to this program.  Professional licensure, certification, and/or education are not state requirements to work in Veterinary Technology.
- Our program(s) lead to eligibility for nationally recognized professional certification(s) that are preferred by employers but not required by the state for employment in the field.

## Student Spotlight

## VET TECH VALEDICTORIAN

**Abigail Brooke Ingalls**, a veterinary technology major from Ledyard, was the class of 2020 valedictorian at Middlesex Community College. The valedictorian is the graduate with the highest grade point average while earning at least half of their credits from Middlesex.

“My experience at MxCC was a glowingly positive one. My professors all cared about my well-being and success in the vet tech program, and my classmates were near always willing to corroborate our findings for assignments,” said Abby.

Abby was a member of the Phi Theta Kappa Honor Society and selected to be on the All-Connecticut Academic Team. She is Connecticut’s only recipient of the New Century Workforce Pathway Scholarship in 2020, an award that recognizes the most outstanding workforce-bound student from each state.

After graduation, Abby said she plans to work full-time as a veterinary technician. During school, she had been working part-time at a veterinary clinic in Mystic. Her volunteer projects also include building cat shelters and feeding stations with her fellow vet tech club members.

Aside from work, Abby also wants to join small acting and film projects. She has taught piano lessons while in school and also plays the accordion.

“In the coming years, God willing, I would like to move closer to New York so that these projects can be a bigger part of my day-to-day,” she added.

During the online ceremony, Abby also received the Award for Academic Excellence. This award is given to graduating students who have achieved a cumulative grade point average of 4.00 in an associate degree program and who have completed 50% of their requirements at Middlesex.

She also earned the Pritchett-Taylor Award. These scholarships are awarded to the graduates with the highest cumulative grade point average who have earned at least 30 credits at MxCC, and who have attended full-time for at least two semesters.

“For all of my time at MxCC, I would like to thank every professor and classmate who walked with me,” Abby said. “But most importantly, I need to thank my Heavenly Father for being the faithful God that He is. I owe Him my life and more.”

When asked what would her advice be to new Middlesex students, Abby responded, “Have no fear; do what’s expected of you and reach out when you need it. You’ll be well taken care of. Don’t be bashful about asking for directions and don’t worry about walking between buildings. The exercise and weather builds camaraderie. Most importantly, simply be kind.”

*June 2020*

## Graduation Checklist

**Veterinary Technology Degree – Graduation Checklist**

A Graduation Checklist is a printable list of course requirements you will use when you meet with your academic advisor each semester.  The checklist helps you keep track of your progress from when you first enter MxCC to when you are ready to graduate.

## PROGRAM ADMISSION REQUIREMENTS:

- BIO* 121 – General Biology (grade of “C” or better, taken within 5 years prior to entering the program)
- CHE* 111 – Concepts of Chemistry (grade of “C” or better, taken within 5 years prior to entering the program)
- ENG* 101
- Competency in Intermediate Algebra – MAT* 137 or equivalent or higher with a grade of “C” or better, or placement test/SAT/ACT scores with placement above MAT* 137

NOTE: a minimum grade of “C” (2.00) is required for all VET* designated courses. Additionally, all VET* and BIO* designated courses must be completed within 5 years.

A Note about Program Requirements

The program requirements listed in this Catalog are for students entering into this program in Fall 2017 or Spring 2018. Students who entered the program during a prior semester will find their specific requirements listed in the Catalog under which they entered. Archived Catalogs are accessible through the college website at https://mxcc.edu/catalogs-and-schedules/.

## Veterinary Technology Degree Requirements by Semester

| | |
|---|---|
| Admission Requirements | 11 Credits |
| ENG*101 English Composition | 3 |
| CHE*111 Concepts of Chemistry<br>*(C or better, completed within the last five years)* | 4 |
| BIO*121: General Biology<br>*(C or better, completed within the last five years)* | |
| Mathematics Competency:<br>*Demonstrated by Placement Test/SAT/ACT scores which place the student above MAT*137 "Intermediate Algebra"; or, a grade of "C" or better in MAT*137 or equivalent or higher.* | 0(3) |
| First Semester | 15 Credits |
| MED*125 Medical Terminology | 3 |
| VET*100 Introduction to Animal Care | 2 |
| VET*101 Introduction to Veterinary Technology | 3 |
| VET*102 Vet Office Management & Comm. | 3 |
| VET*201 Vet Anatomy & Physiology I | 4 |
| Second Semester | 15 Credits |
| VET*151 Small Animal Vet Tech | 4 |
| VET*152 Large Animal Vet Tech | 4 |
| VET*202 Vet Anatomy & Physiology II | 4 |
| VET*250 Principles of Pharmacology for Vet Tech | 3 |
| Summer Semester | 1 Credit |
| VET*280 Veterinary Technology Externship I | 1 |
| Third Semester | 14 Credits |
| VET*206 Veterinary Laboratory Procedures | 2 |
| VET*212 Principles of Imaging | 1 |
| VET*230 Vet Anesthesia and Surgical Nursing | 4 |
| Gen Ed: Social Phenomena | 3 |
| Gen Ed: | 3 |
| Fourth Semester | 13 Credits |
| BIO*235 Microbiology | 4 |
| VET*238 Parasitology | 3 |

| | |
|---|---|
| VET*220 Animal Pathology | 3 |
| VET*240 Periodontology & Oral Radiology | 2 |
| VET*286 Vet Tech Externship II | 1 |
| | 68 |

## Contact

Dr. Chris Gargamelli

**Associate Professor/Program Coordinator: Veterinary Technology**
Phone: 860-343-5842
Email: cgargamelli@mxcc.edu
Office Location: Snow 407
*See office hours here*
Read Biography

## Learning Outcomes

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

1. Sit for the Veterinary Technician National Exam (VTNE).
2. Demonstrate skills and knowledge of domestic animals including normal values for temperature, pulse, and respiration; conduct a thorough and accurate physical examination including the proper use of the stethoscope; restrain animals for physical examination and veterinary techniques.
3. Perform animal nursing and critical care for all common domestic animals including: restraint, administering medications, diagnostic sampling for laboratory evaluation, maintaining fluid therapy, applying and removing bandages and splints, and applying established emergency protocols.
4. Assist with animal surgery including knowledge of routine procedures and operating room equipment; prepare the patient, veterinary personnel, and equipment for sterile surgical procedures; function effectively as a surgical assistant to the veterinary surgeon during surgical procedures.
5. Induce, stabilize, monitor, and maintain anesthesia under supervision of the veterinarian; recognize and report anesthetic emergencies; apply resuscitation techniques and CPR.
6. Assist with diagnostic imaging including radiography and ultrasound; expose, develop, and evaluate radiographs to provide diagnostic images for veterinary interpretation and diagnosis; properly clean and maintain diagnostic imaging equipment.
7. Perform common laboratory procedures: hematologic examinations, blood chemistries, urinalysis, parasitic examinations, cytological procedures, microbiological procedures, and necropsy.
8. Provide competent assistance with office procedures: telephone contacts, scheduling appointments, admitting and discharging patients, maintaining medical and financial records, and establishing and maintaining a clean and orderly veterinary facility.
9. Communicate with the public, clients, and colleagues through both verbal and written communication skills, including effective listening.
10. Design and deliver grief-management assistance to clients and colleagues.
11. Demonstrate knowledge of the common medicines used in veterinary medicine including: types and groups of drugs; labeling and packaging of dispensed drugs; using weights and measures correctly; calculating dosages; safely storing, handling, and disposing of controlled substances, biologics, therapeutic agents, and hazardous wastes.
12. Differentiate between normal and abnormal patient responses to medication.
13. Understand basic knowledge of animal health and common diseases and disease processes for all common domestic animals.
14. Demonstrate skills and knowledge associated with the use of common laboratory animals including basic principles of animal research and local, state, and federal animal welfare regulations.
15. Demonstrate skills and knowledge associated with cleaning, sanitizing, and sterilizing equipment and facilities, including knowledge of products, equipment, procedures, and techniques routinely used in reducing, eliminating, or preventing contamination of the animal-care institutions.

## Related Programs

- Biology Studies Degree

- Biotechnology Certificate
- Biotechnology Degree
- Chemistry Studies Degree
- Pre-Allied Health/Transfer Requirements
- Veterinary Assistant Non-Credit Program

---

***Becoming Connecticut State Community College***
*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

---

*Federal Regulation, 34 CFR 668.43-Institutional Information for Disclosure for Licensure Program requires the institution to disclose whether completion of a covered licensure program would be sufficient to meet licensure requirements in a State for that occupation.*

*Disclosure is not applicable to this program. Professional licensure, certification, and/or education are not state requirements to work as a veterinary technician. Our program(s) lead to eligibility for nationally recognized professional certification(s) that are preferred by employers but not required by the state for employment in the field.*

# Web Design & Development Certificate

mxcc.edu/catalog/academics/web-design-development/

- OVERVIEW
- REQUIREMENTS
- OUTCOMES
- CONTACT
- RELATED


## Credit Certificate Program

The Web Design and Development program offers students opportunities to integrate the world of computers, Internet, art and multimedia in completion of the certificate. It covers relevant areas of web site construction, including designing and programming pages, developing multimedia content, as well as building and managing a web site.

This program is designed not only for the person who wants to design and develop a personal web site, but also for the systems, publishing or business professional who would like to understand the capabilities of this powerful technology and to use it to provide innovative solutions to business problems.

This certificate is a 30-credit occupational certificate program intended as a stackable credential for students looking to specialize Corporate Media production. When enrolling in this program as a standalone occupational certificate, it is recommended that students entering the program either have an associate's degree or higher or are enrolled in the Digital Media Production Associate's degree program to improve employability upon graduation.

A Certificate in Web Design and Development is broad and can't cover all of the necessary skills to work in most positions. Students should consider transferring to a four-year college or art school, which has specialized programs within Multimedia. The credits from this certificate will transfer into the Multimedia Degree.

| Course | Credits |
|---|---|
| DGA*110 Computer Graphics | 3 |
| DGA*120 Digital Image Editing I | 3 |
| DGA*241 Internet Web Design I | 3 |
| COM*120 Social Media | 3 |
| DGA*242 Web Design II | 3 |
| DGA*250 Interactive Multimedia Production | 3 |
| ART/COM/DGA/GRA Elective | 3 |

| | |
|---|---|
| ART/COM/DGA/GRA Elective | 3 |
| COM*287 Advanced Media Production or COM*295 Internship | 3 |
| Open Elective | 3 |
| Total Program Credits | 30 |

## SALARY INFORMATION

Most jobs available with a two-year degree are entry-level multimedia positions, focusing on web design. Some students may choose to become self-employed and freelance their skills.

Most graduates holding associate degrees will be seeking entry-level positions, which pay about $25,000 per year, depending on several factors. Pay increases with the employee's level of education and experience. Often students find employment after graduation through their student internship experiences.

National Average Salaries for the year 2018, according to the U.S. Bureau of Labor Statistics:

Designer – $54,999

Graphic Artist/Illustrator – $48,780

Multimedia Artists and Animators – $74,999

Web Developer – $74,999

Programmer – $78,840

Sound Technician – $42,550

Video Technician – $59,040

The overall job outlook in this field is favorable, although competition is strong for positions at all levels. For the latest, detailed salary information, visit: www.bls.gov.

## Program Coordinator

Richard Eriksen

**Professor, Digital Media Production**
Phone: 860-343-5795
Email: reriksen@mxcc.edu
Office Location: Chapman 606
*See office hours here*

## Related Programs

- Art Studies Degree
- Audio & Music Production Certificate
- Broadcast Communications Certificate
- Corporate Media Production Certificate
- Digital Media Production Degree
- Film & Video Production Certificate
- Fine Arts Degree
- Fine Arts: Graphic Design Degree
- Multimedia Design Certificate
- News & Sports Production Certificate
- Theatre Studies Degree

***Becoming Connecticut State Community College***

*STUDENTS: The Community Colleges are undergoing a merger with a plan to become Connecticut State Community College in fall 2023; please work closely with your advisor/program coordinator to select your courses accordingly. See this page for more details about this exciting transition!*

# Course Numbering System

mxcc.edu/catalog/course-descriptions/course-numbering-system/

## Credit Course Numbering System in Connecticut's Community Colleges

**000-099** — "Intensive" remedial courses which some students may be required to take as preparation for college-level work. Since they are not college-level courses, they do not count toward graduation in any degree or certificate program at MxCC.

**100-199** — "Introductory" courses, general education courses, and courses taken in a college major within the first year (the first 30 credits) of college study.

**200-299** — "Upper level" general education courses, and courses taken in a college major within the second year (the next 30 credits) of college study. Typically, these courses first require students to compete prior courses in the same subject (prerequisites).

Most courses at MxCC expect students to be ready for college level work in reading, writing, and math. This can be demonstrated through scores on a placement test or standardized test (SAT, ACT), or successfully completing a remedial course. MxCC also has many courses which have no required prerequisites.

Courses usually count for three (3) credits per semester. One credit hour is equal to one hour of classroom work, plus two hours of study, preparation, and homework outside of class time. Thus, a 3-credit course requires 9 hours of time on the students' part. Exceptions

include laboratory or studio courses and some mathematics, accounting and language courses. The credits and classroom hours (if different) for all courses are listed next to the course titles in the course descriptions.

**Interested in transferring to a State University, Charter Oak State College, or UConn**
Look up MxCC course equivalencies at the Connecticut State Universities, Charter Oak State College, and the University of Connecticut, on our Transfer Planning page.

*This page was last updated 12/02/14*

# Courses with No Prerequisites

mxcc.edu/catalog/course-descriptions/courses-with-no-prerequisites/

The following courses are open to all students.  None of them require placement testing, completion of previous college courses, or enrollment in a specific academic program.

**(THIS PAGE WAS LAST UPDATED MAY 1, 2017)**

---

---

## Accounting (ACC*)

**ACC*100, Basic Accounting (3 Credits)**
**Gen Ed Competency: Critical Analysis & Logical Thinking**
A course in the basic accounting principles with emphasis on recording procedures and payroll for service businesses and professional offices. Students with no previous accounting exposure and limited college course experience should consider taking this course before taking ACC*115 Financial Accounting. It will satisfy a business or open elective requirement. *May not be taken after ACC*115 unless student received a D or F grade.* (Updated October 2014)

---

## Art (ART*)

**ART*109, Color Theory (3 credits)**
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
This course is an examination of the action and interaction of color and a study of the visual

and psychological factors related to color perception. Students are responsible for purchasing their own supplies. (Updated April 2018)

**ART*111, Drawing I (3 credits/4 contact hours)** *$$ Studio Course Fee*
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
A study of form through gesture, contour line, and the use of light and shade. Various mediums including conte crayon, charcoal, and ink are used in the study of still life and controlled subject matter. Composition is emphasized. (Updated April 2018)

**ART*116, Perspective Drawing (3 credits/4 contact hours)** *$$ Studio Course Fee*
**Gen Ed Competency: Aesthetic Dimensions**
The system of linear perspective as a method of producing a two-dimensional representation of the three-dimensional world. Problems in one, two, and three-point perspective with some use of projection methods. (Updated November 2014)

**ART*121, Two-Dimensional Design (3 credits/4 contact hours)** *$$ Studio Course Fee*
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
Background in the fundamentals of art through an examination of the basic elements and principles of design. Exercises in composition using paper, ink,and paint. The second half of the semester consists of the study of color and includes problems dealing with physical and relative properties. (Updated April 2018)

**ART*122, Three-Dimensional Design (3 credits/4 contact hours)** *$$ Studio Course Fee*
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
Use of a variety of materials to investigate the interrelationships of spaces, planes, and volumes. (Updated April 2018)

**ART*147/COM*147, Digital Cinematography**
**(3 Credits)**
An introduction to photographic principles as they apply to movies and video. This course will use both digital still and video cameras, and cover topics such as composition,depth-of-field, lenses, focal length, exposure, focus, filters, camera angles, camera operation, camera movement, visual effects, and principles of lighting and color; as well as the roles of the Director of Photography and other camera and lighting crew on a production.This is a hands-on course with students completing a series of practical exercises and production assignments.
***Prerequisite:*** ART*250 or COM*129 or COM*142.
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**

**ART*163, Ceramic Handbuilding (3 credits/4 contact hours)** *$$ Studio Course Fee*
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
An Introduction to the fundamentals of ceramic design and construction. Pinch, coil, slab, and modeling techniques will be employed to create functional and sculptural works in clay. Surface treatments, glazing applications, kiln loading and firing processes will be covered.

Historical and contemporary approaches to ceramics will be emphasized. Students will need to purchase their own materials and tools. *Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.*(Updated April 2018)

**ART*165, Metal and Jewelry Design I (3 credits/4 contact hours)** *$$ Studio Course Fee*
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
An introduction to basic jewelry techniques such as metal forming, metal weaving, sawing, soldering, and working with hand tools. Students work in base metals such as copper and bronze, or in sterling silver. Design will be heavily emphasized. Students will furnish their own hand tools and materials which will cost about $50. (Updated April 2018)

**ART*166, Metal and Jewelry Design II (3 credits/4 contact hours)** *$$ Studio Course Fee*
**Gen Ed Competency: Aesthetic Dimensions**
An introduction to casting techniques: the primitive techniques such as coal casting, drop casting, cuttle bone casting that are used in less developed countries, as well as the sophisticated technique of lost-wax casting; students will learn how to carve wax, make temporary molds, and ultimately spin molten metal, translating their wax patterns into finished pieces of jewelry. Some materials and tools to be provided by the student which will cost about $50. (Updated November 2014)

**ART*250, Digital Photography (3 credits)**
**Gen Ed Competencies: Aesthetic Dimensions, Continuing Learning/Information Literacy, Creativity**
An introduction to digital photography including hardware and software, camera handling and creative controls, file formats and management, image editing,manipulation and output options using Adobe Photoshop. Through demonstrations and assignments, a survey of imagery and a final portfolio, students will be introduced to the basic vocabulary, concepts, tools, and expressive possibilities of digital photography. Students must own a 3 megapixel (or greater) digital camera with manual, aperture priority and/or shutter priority exposure modes, There will be some additional expenses. Basic computer and photographic experience preferred. (Updated April 2018)

---

## Chinese (CHI*)

**CHI*101, Elementary Chinese I (3 credits)**
Presents the essentials of Modern Standard Mandarin Chinese. Includes grammatical structures and vocabulary needed to read, write, and interact in Chinese using simple phrases and common expressions while highlighting the diverse cultures of Chinese-speaking peoples. (Updated Fall 2017)

---

## Communications (COM*)

**COM*104, Careers in Media (3 credits)**
Exploration and research of careers in media covering the fields of journalism,advertising, public relations, broadcasting, television, film making, recording,digital multimedia and other media arts. Course utilizes guest speakers discussing career preparation, job requirements and responsibilities. Job targeting, networking, interviewing skills, resume and portfolio preparation are also taught. (Updated November 2014)

**COM*125 / DGA*125, New Media Production (3 credits)**
**Gen Ed Competencies: Creativity, Social Phenomena**
This course is an introduction to the production of new media. New media is an emerging communications technology that adds on-demand interactive access to media content fostering creative participation and community formation.Students will learn to develop and produce a variety of digital media including, audio, video, photography, animation and web-design, and make that media accessible over the Internet and mobile devices through wikis, blogs, podcasts, and social media.Students will use professional media creation tools such as cameras, video and audio edition applications, content management systems and Internet radio, music creation, and podcast software. (Updated April 2018)

**COM*130, Introduction to Broadcast Communications (3 credits)**
**This course has been discontinued.**
This course serves as an introduction to broadcast writing, production, and distribution. Areas covered include program development, copy and scriptwriting,production techniques, FCC regulations, broadcast technology and operation, and new methods of program delivery. Emphasis will be on developing effective communication skills through written assignments, research, and the production of radio and television programming.

**COM*131, Audio Production (3 credits)**
Students will learn the techniques and technologies used in creative sound design for radio, television, film and the Internet. Emphasis is on the technical skills used in recording, mixing, and editing. Students will create projects focusing on the fundamentals of sound design for various applications. (Updated November 2014)

**COM*179/THR*113, Performance for Film and Television (3 credits)**
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
This course will develop performance and acting skills used in radio,television, and film including voice-over techniques, television news reporting and anchoring, dramatic acting, and comedic performance. Skills include voice articulation, projection and inflection, script analysis and interpretation. Students will analyze scripts and develop characters to improve acting and directing techniques and understand the importance of subtext to scenes. Students perform using microphones, teleprompters, lighting, and cameras. This course is designed for students interested in on-screen performance across a range of media as well as those interested in film and television directing and production. (Updated April 2018)

**COM*294, Media Arts Workshop (3 credits)**
**Gen Ed Competency: Creativity**
The Media Arts Workshop is a summer honors program with the goal of producing a collaborative work of outstanding professional quality. This workshop is open to students in Broadcast-Cinema, Communications Arts, Multimedia or a related discipline. Students will learn by working with media professionals for training and guidance and by working together as a team to complete a film,video or interactive media presentation. *Enrollment is by application only. Prerequisites are courses and/or experience in the student's field of study and presentation of an accomplished portfolio and possible interview.* (Updated April 2018)

## Computer-Aided Drafting (CAD*)

**CAD*110, Introduction to CAD (3 credits)**
**Gen Ed Competency: Continuing Learning/Information Literacy**
An introduction to the techniques of generating graphic images with computers using AutoCAD. Topics include: overview of CAD terminology, computer terminology, hardware descriptions and requirements, file manipulation and management, two dimensional geometric construction, symbol library creation, dimensioning, scaling, sectioning, plotting, detail and assembly drawings including tolerance studies. (Updated November 2014)

**CAD*171, Mechanical 3-D CAD (Autodesk Inventor) (3 credits)**
The primary goal of this course is to introduce students to engineering graphics through the use of computers and Autodesk Inventor. Students learn through a "hands-on" exercise intensive approach to concepts of engineering graphics. Students create rough 2-D sketches, apply/modify constraints and dimensions to the sketch, and extrude, revolve, or swept the design to create a 3-D model. The emphasis of the lessons are placed on graphical analysis, orthographic projection, auxiliary views, dimensioning methods, sectioning, creating assembly and working drawings with adherence to recognized drafting standards. (New course, Fall 2017)

## Computer Science (CS_*)

**CSC*095, Basic Computer Skills (1 Credit)**
This preparatory course gives students the fundamental skills necessary to gain a basic understanding of how to use a personal computer.The course teaches basic keyboarding techniques, the fundamentals of the Windows environment, file management,Internet research, and email. Students with little or no hands-on experience with computers should take this basic skills course before taking any of the computer courses. **This course cannot be counted toward graduation credit.** (Updated October 2014)

**CSC*101, Introduction to Computers (3 credits)**
**Gen Ed Competency: Continuing Learning/Information Literacy**
This course prepares students to use the computer as a productivity tool. It offers both Mac

and PC users essential computer skills for personal and professional applications. The fundamentals of information technology concepts, operating systems functions, cloud computing, and computer security are covered. Students will complete hand-on projects using popular productivity software that include word processing, spreadsheet, database, and presentation applications. Also included are topics in Web design, Internet basics, information literacy, and productivity apps. Students will gain knowledge to be well-informed consumers of computer technology. ***Recommended:*** *Students taking this course should possess hands-on familiarity with computers. CSC*095 Basic Computer Skills course is recommended for students who do not possess the requisite computer skills.* (Updated February 2016)

**CSC*115, Introduction to Programming with Alice (3 credits)**
**Gen Ed Competencies: Continuing Learning/Information Literacy, Critical Analysis & Logical Thinking**
This course teaches students the fundamentals of object-oriented programming using Alice, a three-dimensional graphical system that is used to create three-dimensional worlds of animation and games. The course allows students to gain an understanding of the same fundamentals object-oriented principles that are taught with traditional languages such as Java or Visual Basic. However, students will learn and practice these techniques as they create exciting virtual worlds, thus making programming easier to learn. The intent is to provide students who are new to programming with an understanding of abstract principles in concrete ways. Students will be able to apply these skills to other object-oriented languages. (Updated October 2014)

---

## Criminal Justice (CJS*)

**CJS*151, Criminal Justice Supervision and Administration (3 credits)**
In this course students study the essentials of personnel administration,management and supervision within criminal justice agencies. Topics include supervisory principles, discipline, motivation, training, ethics, recruitment,managing and supervising in a diverse workplace, and interviewing techniques. (Updated November 2014) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**CJS*141, Fingerprinting (1 credit)**
This hands-on workshop will expose students to the fundamental skills necessary for documenting, identifying, and developing latent fingerprints. Students will utilize both chemical and physical visualization techniques to include: fingerprint powders, magnetic powders, SPR, Cyanoacrylate fuming, iodine, crystal, and crystal violet. *Prerequisites: None*

---

## Digital Arts/Multimedia (DGA*)

**DGA*101, Introduction to Digital Arts (3 credits)**
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
A hands-on introduction to the field of digital multimedia which integrates text, images, graphics, sounds, video, and animation in an interactive computer environment. Students will learn about multimedia technology, terminology,production techniques, and software. Production work will include an introduction to multimedia authoring. (Updated April 2018)

**DGA*110, Computer Graphics (3 credits)**
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
An introduction to the computer as a tool for art and media imaging. Basic computer skills and an introduction to the major applications used for digital illustration, image manipulation, and page layout. (Updated April 2018)

---

## Early Childhood Education (ECE*)

**ECE*103, Creative Art Experiences for Children (3 credits)**
The exploration of the relationship of creative art to the total educational program of the young child. Experimentation with the use of various media techniques and methods will be included. (Updated Fall 2017)

**ECE*106, Music and Movement for Children (3 credits)**
An investigation of the role of music and movement in early childhood development. Emphasis will be on the elements of songs, circle games, rhythmic activities and instruments. (Updated Fall 2017)

**ECE*141, Infant/Toddler Growth & Development (3 credits)**
An introduction to the care and teaching of infants and toddlers, which emphasizes the interrelationship between social, emotional, cognitive, physical and language development. Age appropriate curriculum strategies will be based on developmental theories. Components of a high quality program will be explored. Students are required to complete 10 hours of field observation and participation in an infant/ toddler program. (Updated Fall 2017)

**ECE*176, Health, Safety, and Nutrition (3 credits)**
The relationship between health, safety and nutrition and child development will be explored. Emphasis will be on the strategies needed to implement a safe, healthy and nutritionally sound program. Community agencies and resources that benefit children and families will be explored. (Updated Fall 2017)

**ECE*180, CDA Preparation Course (3 credits)**
Child Development Associate Preparation Course: This course will explore the process a student must undertake to be credentialed as a Child Development Associate. In addition, the course will provide a thorough review of each of the eight content areas as identified by

the Council for early Childhood Professional Recognition; assist the student in the development of a Professional Resource File; and provide a meaningful field placement opportunity. (Updated Fall 2017)

## Engineering (EGR*)

**EGR*112, Engineering Drawing Specifications (3 Credits)**
An introduction to the interpretation of engineering drawings beginning with the basics of orthographic projection. Topics include: working drawings, lines, linear and angular dimensioning, sectional views, tolerances and allowances, thread representation, arrowless and tabular dimensioning, steel specifications, auxiliary views, point-to-point and datum dimensioning conforming to ANSI Y14.5M and ISO standards. (New course, Fall 2017)

## Economics (ECN*)

**ECN*100, Introduction to Economics (3 credits)**
Practical microeconomics and macroeconomics in one semester. Excellent foundation for all business and related careers. Essential tools for individual and business decision making. Fundamentals of how buyers and sellers interact,and prices. Basic economic interrelationships among families, businesses, and government. Understanding inflation, unemployment, taxes, and government policies to improve our economy. Relate current news to our discussions. **Not open to students who have completed ECN*101 or ECN*102.** (Updated November 2014)

## English (ENG*)

**EDUC 1003, English Fast Track (Reading-Writing) Workshop (0 credits, 24-30 classroom hours)**
This non-credit, fast-track workshop is designed to help students refresh their skills in essay writing, grammar, and reading comprehension. The workshop will be particularly beneficial for students placing at the intensive level but are open to all students. At the end of the workshop, students may retake a placement test to see if they can progress to College Level or College Level with Embedded Support. (Updated November 2014)

**EDUC 1010, Fast Track: Grammar (0 credits, 5-15 classroom hours)**
This noncredit workshop is designed to help students refresh their skills in grammar and punctuation. This grammar workshop would be particularly beneficial for students who need to improve their Accuplacer Sentence Skills score. It is recommended that students who take this workshop also take Fast Track: Essay Writing. (New course, Spring 2015)

**EDUC 1011, Fast Track: Reading (0 credits, 5-15 classroom hours)**
This noncredit workshop is designed to help students refresh their skills in reading comprehension and vocabulary. This reading comprehension workshop would be particularly

beneficial for students who need to improve their Accuplacer Reading Comprehension score. It is recommended that students who take this workshop also take Fast Track: Essay Writing. (New course, Spring 2015)

**EDUC 1012, Fast Track: Essay Writing (0 credits, 5-15 classroom hours)**
This noncredit workshop is designed to help students refresh their skills in essay writing. This workshop would be particularly beneficial for students who would like to become more familiar with college level essay writing. Fast Track: Essay Writing is strongly recommended for students taking Fast Track: Grammar, Fast Track: Reading, or both workshops. (New course, Spring 2015)

**EDUC 1017, College and Career Success (0 credits)**
This noncredit course is designed to enhance students' college and career readiness. The course provides an extended orientation to college, teaches skill sets to support college-level courses, and introduces college majors and careers. Some topics included are learning styles, study strategies, note taking, and test preparation.

**EDUC 1020, English Brush Up (Reading-Writing) Workshop (0 credits, 24-30 classroom hours)**
This non-credit, English workshop is designed to help students refresh their skills in essay writing, grammar, and reading comprehension.

**ENG*096, Introduction to College English (6 credits)**
Prepares students for the reading and writing demands in Composition and other college-level courses by integrating reading, writing, and critical thinking. Student writing will focus on understanding, reporting on, reacting to, and analyzing the ideas of others. Texts will serve as models and sources for students to refine their skills in exposition, interpretation, and argumentation. Students learn and practice specific college-level skills through critical reading and writing, class discussions, lectures, group presentations, or workshops. **This course does not satisfy an English requirement or an elective in any degree program, nor do its credits count toward graduation.** (Updated November 2014)

---

## French (FRE*)

**FRE*101, Elementary French I (3 credits)**
**Gen Ed Competency: Social Phenomena**
Fundamentals of grammar with emphasis on the development of speaking, listening, and writing skills. (Updated Fall 2018) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

---

## Freshman Seminar (FS)

**FS100, Freshman Seminar (3 credits)**
**Gen Ed Competency: Continuing Leaning/Information Literacy**
The Freshman Seminar introduces the new student to diverse academic content, emphasizing learning strategies and critical thinking skills in preparation for more rigorous college study. This multidisciplinary course combines a faculty lecture series with small-group discussion sessions. Topics to be covered include introductory lectures on social sciences, natural/physical sciences, mathematics, humanities, business, and career opportunities. Highly recommended for both full-time students with two or more college prep placements and part-time students taking college prep courses. (Updated Fall 2017)

## Geography (GEO*)

**GEO*101, Introduction to Geography (3 credits)**
**Gen Ed Competencies: Global Knowledge, Social Phenomena**
An introductory study of geography concerned with the basic patterns of physical environment and their relationship to man. Focus is upon not only where people and activities are located on the Earth's surface and the reasons for the location but also upon geography as a social science, emphasizing the relevance of geographic concepts to human problems and conditions. As such the course's use of physical geographic concepts will help students to better understand human behavior. A topical approach is used. Included are analyses of why languages, religions, and ethnicities are arranged as they are in the World and an examination of the significance of the locations of important economic activities, including agriculture, manufacturing, and services. (Updated April 2018) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

## History (HIS*)

**HIS*101, Western Civilization I (3 credits)**
**Gen Ed Competency: Historical Knowledge**
A systematic study of the contributions of the ancient Middle East, Egypt, Greece, and Rome to Western Civilization. The above is followed by an examination of the first 1,200 years of Western History (Middle Ages, Renaissance, American Discovery, the Age of Absolutism) with an emphasis on religious, political, economic, intellectual, and social evolution. (Updated November 2014) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**HIS*102, Western Civilization II (3 credits)**
**Gen Ed Competency: Historical Knowledge**
Students will explore significant economic, social, political, military, and intellectual trends in Western Society during the past three hundred years. Particular emphasis will be given to the ideas of political and economic freedom, the impact of the Industrial Revolution, changing

intellectual climates, colonialism, the two World Wars, and the Cold War. May be taken without HIS*101. (Updated November 2014) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**HIS*107, History of Puerto Rico (3 credits)**
**Gen Ed Competency: Historical Knowledge**
This course will explore the political, social, economic and constitutional development of Puerto Rico from the early 16th century to the near present. Four centuries of Spanish colonization and the island's dual role in the empire as a defensive outpost and producer of sugar, tobacco, and coffee forms the first part of the course. Next we examine how proximity to the United States in geographical, economic, and political terms has profoundly touched the lives of all Puerto Rican's and influenced the development of island society. Finally, we consider the history of Puerto Rican communities in the northeastern United States that are the result of successive migratory waves that started early in the 20th century. (Updated November 2014) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**HIS*121, World Civilization I (3 credits)**
**Gen Ed Competency: Historical Knowledge**
This course examines the development of global history to 1500. Coverage is organized into seven successive eras of world history, and focuses on the development of civilization in every region of the world and their interaction with other societies. The latter allows for cross-cultural comparisons and provides insight into the consequences of cultural connections brought about by trade, transportation, and communication. (Updated November 2014) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**HIS*122, World Civilization II (3 credits)**
**Gen Ed Competency: Historical Knowledge**
This course examines the development of global history since 1500. Coverage is organized into three successive eras of world history. The history of each region is examined as well as the interaction between different parts of the world. The latter focus allows for cross-cultural comparisons and provides insight into the consequences of cultural connections brought about by trade, transportation, and communication. (Updated November 2014) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**HIS*201, United States History I (3 credits)**
**Gen Ed Competency: Historical Knowledge**
Students will study the development of British North America from the establishment of the first colonies to the founding of the United States with an emphasis on the nature of immigration, slavery, and overall themes of colonialism. Likewise, students will explore United States development from the early days of the republic through the Civil War with a

focus on regional development and Westward. (Updated November 2014) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**HIS*202, United States History II (3 credits)**
**Gen Ed Competency: Historical Knowledge**
A systematic study of the United States from Reconstruction to the present, with special attention given to industrialism's social, economic, and ideological impact, America's changing ethnic make-up, race conflict, and changes in the United States' international position through the two World Wars and the Cold War. May be taken without HIS*201. (Updated November 2014) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**HIS*244, Europe in the 20th Century (3 credits)**
**Gen Ed Competency: Historical Knowledge**
Students will study Europe's changing economic, social, military, and diplomatic trends from the late 19th Century to the present. Special emphasis will be given to the causes of the First World War, the Second World War, and the Cold War. (Updated November 2014)

---

## Human Services (HSE*)

**HSE*101, Introduction to Human Services (3 credits)**
**Gen Ed Competency: Social Phenomena**
An introduction to the scope and nature of the human services profession. Focus is on integrated service delivery and the student's responsibility to the community. (Updated November 2014) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

---

## Italian (ITA*)

**ITA*101, Elementary Italian I (3 credits)**
**Gen Ed Competency: Social Phenomena**
Fundamentals of grammar with emphasis on the development of speaking, listening, and writing skills. (Updated Fall 2017) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

---

## Manufacturing (MFG*)

**MFG*051, Manufacturing Math I (3 developmental credits; does not count toward graduation)**
First course in manufacturing mathematics. A study of arithmetic and algebraic operations applied to manufacturing circumstances. Fractions, decimals, tolerances, percentages,

signed numbers, powers and roots, the metric system, as well as ratios and proportions are studied in depth. **This course is not open to students who are eligible for MAT*137 or higher.** (Existing course, published September 2013)

**MFG*120, Metrology (3 credits)**
This course provides students with the basics in measurement for manufacturing, incorporating an introduction to the construction and usage of inspection tools, as well as a comprehensive set of hands-on exercises. These tools will be utilized to discover the dimensional characteristics of a variety of sample parts. (New course, Fall 2017)

**MFG*123, Measurement for Manufacturing (2 credits)**
This course provides students with the basics in measurement for manufacturing, incorporating an introduction to the construction and usage of inspection tools, as well as a comprehensive set of hands-on exercises. In addition to teaching students how to use measuring tools, this course helps prepare students for NIMS (National Institute for Metalworking Skills) credentialing exams in Benchwork and Measurement, Materials, and Safety. (New course, January 2016)

---

## Mathematics (MAT*)

**EDUC 1002, Fast-Track Math Workshop (0 credits, 30 classroom hours)**
This noncredit workshop is designed to help students refresh their skills in arithmetic and elementary algebra concepts. The workshop is targeted to benefit students placing at the intensive levels. At the end of the workshop, students may retake the placement test to see if they can progress to a course that is College Level or College Level with Embedded Support. (Updated November 2014)

**MAT*095-I, Pre-Algebra & Elementary Algebra Foundations (6 Credits)**
**This Intensive-Level developmental course does not meet graduation requirements.**
**Prior to Fall 2017, this course was numbered as MAT*085.**
MAT*095-I (MAT*085) is an introductory course that will emphasize the understanding of basic concepts and skills of arithmetic (whole numbers, signed numbers, decimals, fractions, ratios and proportions, percent and estimation), as well as introductory topics in algebra. This course includes a study of the basic properties and theorems of rational numbers; expressions and equations with polynomials, rational and radical expressions, and integer exponents; linear equations in one and two variables; systems of linear equations in two variables; functions; and applications in geometry and algebra. This course will support students with skill levels below 9th grade to achieve the learning outcomes of Beginning Algebra in a single semester. Credit does not count toward meeting degree requirements. (Updated Fall 2017)

---

## Music (MUS*)

**MUS*101, Music History and Appreciation I (3 credits)**
**Gen Ed Competency: Aesthetic Dimensions, Historical Knowledge**
Understanding and appreciation of music literature. Classic, Romantic, and Modern styles studied through the works of composers of those periods. (Updated November 2014)

**MUS*104, World Music (3 credits)**
**Gen Ed Competency: Aesthetic Dimensions, Global Knowledge, Historical Knowledge**
A survey course designed for non-musicians and musicians alike. The course will explore aspects of musical form, melody, rhythm, timbre, texture and instrumentation as rendered meaningful by the global music community. Content may include the music of Asia, Africa, India, and the Americas (including rock, jazz, blues and Native American music). Music in relation to art, ritual, theater, dance, and lifestyles will be considered, as well as aspects of musical instruments, including construction and playing techniques. *Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.* (Updated April 2018)

**MUS*111, Fundamentals of Music I (3 credits)**
**Gen Ed Competency: Aesthetic Dimensions**
Development of basic skills in note reading, rhythm, meter, pitch symbols, scales, key signatures, interval, triads and ear training. (Updated November 2014)

**MUS*117, Electronic Music (3 credits)**
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
Designed for the non-musician, this course focuses on the composition, creation, performing, and recording of music using modern production techniques. Students will learn the compositional elements of music including rhythm, music and chord theory, and song structure and then perform and record their compositions using MIDI keyboards and digital audio workstations. (Updated April 2018)

**MUS*137, History and Appreciation of Jazz (3 credits)**
**Gen Ed Competency: Aesthetic Dimensions, Historical Knowledge**
A music appreciation course that uncovers the development of Jazz, from ragtime to contemporary practice. (Updated November 2014)

**MUS*138, Rock and Roll History and Appreciation (3 credits)**
**Gen Ed Competency: Aesthetic Dimensions, Historical Knowledge**
A survey of the evolution of rock music and the origins, characteristics, stylistic development, and cultural/social perspectives.

**MUS*152, Drumming and Percussion Ensemble (3 Credits)**
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
Through ensemble playing, students will learn a variety of traditional rhythms such as African, Latin, Indonesian (gamelan), Middle Eastern, etc. Various percussion instruments and playing techniques will be studied, including improvisation. Students will also learn how

to use found objects as instruments. The course includes some study of the cultures associated with various instruments. Students should obtain a drum for use in the ensemble. *Prior to the Fall 2016 semester, this course was offered for 2 credits. Students who took this course prior to the Fall 2016 semester cannot retroactively receive 3 credits for this course.* (Updated April 2018) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

---

## Political Science & Law (POL*)

**POL*103, Introduction to International Relations (3 credits)**
**Gen Ed Competencies: Global Knowledge, Social Phenomena**
This course examines international politics and has a focus on the United States in its superpower role. Relationships between nations which range from constructive engagement and peacemaking to war making will be examined. The Vietnam, Middle East, Balkan, Northern Ireland, and other conflicts will serve as case studies for understanding the forces shaping international politics. Present day topics concerning the United Nations, international terrorism, global capitalism, and others will be studied. (Updated April 2018) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**POL*111, American Government (3 credits)**
**Gen Ed Competency: Social Phenomena**
This course examines the patterns of politics in the nation, Constitution, Congress, and Presidency. Topics of study include political ideologies, interest group pluralism, citizen alienation, institutional power, democracy's requirements, and others. Learning objectives include becoming politically informed, engaging in political discussions, and analyzing the government's responsiveness to citizens' needs. (Updated November 2014) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**POL*112, State and Local Government (3 credits)**
**Gen Ed Competency: Social Phenomena**
The forms, functions, processes and problems of state and local government in the United States. Emphasis is on Connecticut, including the governorship and the General Assembly, state agencies, and localities with mayors, councils, and/or town meetings. (Updated November 2014)

**POL*120, Introduction to Law (3 credits)**
The course serves as an introduction to the study of law with an overview of fundamental concepts and principles of the U.S. legal system. A variety of legal topics, terminology, and areas of law are discussed in order to assist students in acquiring an appreciation of the

dynamic role of law in our changing society. Students are introduced to the roles of legal professionals, including paralegals. Legal reasoning, legal ethics, and legal research methods are also presented. (New course, December 2014)

**POL*293, Connecticut Legislative Internship (6 Credits)**
**Gen Ed Competency: Social Phenomena**
This course is an active learning experience for the student as an intern in the state legislature. A student must apply directly to this college's faculty representative for selection. Learning involves becoming informed of the General Assembly's lawmaking processes, and developing skills to serve both the state legislator and his/ her constituents. The intern will have the opportunity for in-service orientation at the legislature prior to its January start. (Updated November 2014)

More information about MxCC's Legislative Internship Program

## Psychology (PSY*)

**PSY*103, Introduction to Holistic Wellness (3 credits)**
This course explores how cognition, emotion, stress, lifestyle, and the environment impact a person's health and sense of well-being. Students will review the psychological and behavioral factors which enhance wellness while preventing one risk for illness. Students will journey toward wellness by studying and experiencing alternative, preventive and stress reducing techniques. Modalities explored are: the mind/body connection, relaxation, nutrition, exercise and spirituality. *Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.* (Updated Fall 2017)

**PSY*247, Industrial & Organizational Psychology (3 credits)**
Psychological principles are applied to business, industry, education, politics. Topics include job evaluation, motivation, management relations, individual and group relations. This course is appropriate as the psychology elective for the business and secretarial programs. Its transferability depends upon the policy of the receiving institution. (Updated November 2014)

## Spanish (SPA*)

**SPA*101, Elementary Spanish I (3 credits)**
**Gen Ed Competency: Social Phenomena**
Fundamentals of grammar with emphasis on the development of speaking, listening, and writing skills. *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)* (Updated Fall 2017)

## Theater (THR*)

**THR*110, Acting I (3 credits)**
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
An introduction to the art of acting. This experiential course emphasizes the fundamental tools of the actor including use of voice and body, development of the imagination, creative interpretation, characterization, improvisation, and script analysis. Through both individual and group exercises, students will gain knowledge of different acting styles as well as study and perform scripts. (Updated April 2018)

**COM*179/THR*113, Performance for Film and Television (3 credits)**
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
This course will develop performance and acting skills used in radio,television, and film including voice-over techniques, television news reporting and anchoring, dramatic acting, and comedic performance. Skills include voice articulation, projection and inflection, script analysis and interpretation. Students will analyze scripts and develop characters to improve acting and directing techniques and understand the importance of subtext to scenes. Students perform using microphones, teleprompters, lighting, and cameras. This course is designed for students interested in on-screen performance across a range of media as well as those interested in film and television directing and production. (Updated April 2018)

---

## Therapeutic Recreation (RLS*)

**RLS*121, Introduction to Therapeutic Recreation Services (3 credits)**
Methods and activities that can aid in establishing better rapport with persons. Emphasis on therapeutic value of such experiences. (Updated November 2014)

**RLS*122, Processes and Techniques in Therapeutic Recreation (3 credits)**
This course provides an exploration of methods and materials utilized to lead people in creative/arts activities, physical/body movement activities, mental/stimulation activities, and social/interaction activities. The analysis of activities and the specific techniques for adapting activities in therapeutic recreation will be examined. (New course, November 2014)

# Accounting (ACC*)

mxcc.edu/catalog/course-descriptions/acc/

**ACC*100, Basic Accounting (3 Credits)**
**Gen Ed Competency: Critical Analysis & Logical Thinking**
A course in the basic accounting principles with emphasis on recording procedures and payroll for service businesses and professional offices. Students with no previous accounting exposure and limited college course experience should consider taking this course before taking ACC*115 Financial Accounting. It will satisfy a business or open elective requirement. *May not be taken after ACC*115 unless student received a D or F grade.* (Updated October 2014)

**ACC*113, Principles of Financial Accounting (3 Credits)**
**FALL 2017: This course replaces ACC*115. Students may not get credit for both ACC*113 and ACC*115.**
An introduction to financial accounting fundamentals. The basic accounting equation, recording procedures and analysis of corporate statements and specific business accounts are studied. ***Prerequisites:*** *Eligible for ENG*101 E or ENG*101, and eligible for MAT*137 .* (New course, Fall 2017)

**ACC*115, Financial Accounting (4 Credits)**
**Gen Ed Competencies: Continuing Learning/Information Literacy, Critical Analysis & Logical Thinking**
**FALL 2017: This course will be replaced by ACC*113. Students may not get credit for**

**both ACC*113 and ACC*115.**
An introduction to financial accounting fundamentals. The basic accounting equation, recording procedures, and analysis of corporate statements and specific business accounts are studied. A computerized commercial practice problem is incorporated into the course. Transferability may be limited to 3 credits. ***Prerequisites:*** *Eligible for ENG*101 E or ENG*101, and eligible for MAT*137.* (Updated July 2019)

**ACC*117, Principles of Managerial Accounting (3 credits)**
**FALL 2017: This course replaces ACC*118. Students may not get credit for both ACC*117 and ACC*118.**
An introduction to managerial accounting fundamentals. It is the study of accounting that generates confidential information for use in decision-making and managing and operating a business. It studies cost-benefit criteria, behavioral implications of actions and strategies for setting long and short-range goals. ***Prerequisite:*** *ACC*113 or ACC*115.* (New course, Fall 2017)

**ACC*118, Managerial Accounting (4 credits)**
**Gen Ed Competencies: Continuing Learning/Information Literacy, Critical Analysis & Logical Thinking**
**FALL 2017: This course will be replaced by ACC*117. Students may not get credit for both ACC*117 and ACC*118.**
An introduction to managerial accounting fundamentals. It is the study of accounting that generates confidential information for use in decision-making and managing and operating a business. It studies cost-benefit criteria,behavioral implications of actions and strategies for setting long and short-range goals. Transferability may be limited to 3 credits. ***Prerequisite:*** *ACC*115.* (Updated October 2014)

**ACC*125, Accounting Computer Applications I (3 credits)**
Use of a computer programs will be used to simulate actual accounting applications on computers. The commercial accounting program includes general ledger, accounts receivable, accounts payable, and payroll. Additional projects are prepared using spreadsheet programs. No previous computer knowledge is required. ***Prerequisite:*** *ACC*113.* (New course, Fall 2017)

**ACC*271, Intermediate Accounting I (3 credits)**
**Gen Ed Competencies: Continuing Learning/Information Literacy, Critical Analysis & Logical Thinking**
An examination of generally accepted accounting principles related to preparation of the financial statements, including the cash flow statement.Valuation and disclosure of current assets including cash, accounts receivable,and inventory are studied in detail. A computerized commercial accounting project is incorporated into the course. ***Prerequisite:*** *ACC*118.* (Updated October 2014)

**ACC*272, Intermediate Accounting II (3 credits)**
**Gen Ed Competencies: Continuing Learning/Information Literacy, Critical Analysis & Logical Thinking**
Continuation of topics begun in ACC*271, including long assets, current liabilities, long term liabilities, stockholder's equity, present value concepts and payroll. A financial statement analysis project is incorporated into the course. ***Prerequisite:*** *ACC*271.* (Existing course; published September 2013) *(Fulfills an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

# Anthropology (ANT*)

mxcc.edu/catalog/course-descriptions/ant/

**ANT*101, Introduction to Anthropology (3 credits)**
**Gen Ed Competencies: Global Knowledge, Social Phenomena**
A survey of the major fields of anthropology – physical anthropology,archaeology, and cultural anthropology – with an emphasis on the distinctive anthropological perspective on human beings and their works. Non-western cultures will be a focus of the cultural analysis. ***Prerequisite:*** *Eligible for either ENG*101E or ENG*101*. (Updated April 2018) *(Fulfills an "L" course or "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**ANT*205, Cultural Anthropology (3 credits)**
**Gen Ed Competencies: Global Knowledge, Social Phenomena**
An introduction to the cross-cultural study of human behavior and society. Focus will be on political organization, marriage and family, community organization, economic institutions, culture and personality, religion, social movements and change. ***Prerequisite:*** *Eligible for either ENG*101E or ENG*101.* (Updated April 2018) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**ANT*212, Anthropology, Psychology, and Religion (3 credits)**
This cultural anthropology course uses a psychological approach to study of theeffects of major world religions on the development of the individual personality in selected cultures. ***Prerequisite:*** *ANT*101, completion of 20 college credits.* (Updated July 2019)

# Art (ART*)

mxcc.edu/catalog/course-descriptions/art/

***$$ Supplemental Course Fee:*** ***Many studio art courses require a separate fee added at the time of registration in order to cover the cost of additional instructional time, supplies, and materials used by students.***

**ART*100, Art Appreciation (3 credits)**
**Gen Ed Competency: Aesthetic Dimensions**
This initial course in the visual arts explores the constantly changing world of art, discovering how this form of expression is defined and the rich, varied ways in which it can be appreciated. The study of the individual elements and principles that constitute a work of art is undertaken in this exploration of creativity. Visits to galleries, studios, and museums are an integral part of the course. ***Prerequisite:*** *Eligible for either ENG*101E or ENG*101.* (Updated November 2014) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**ART*101, Art History I (3 credits)**
**Gen Ed Competency: Aesthetic Dimensions**
A study of Western art and architecture from prehistory through the fourteenth century. ***Prerequisite:*** *Eligible for either ENG*101E or ENG*101.* (Updated November 2014) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**ART*102, Art History II (3 credits)**
**Gen Ed Competency: Aesthetic Dimensions**
Painting, sculpture, and architecture from the Early Christian and Byzantine through the Renaissance, Baroque, and Rococo periods, with consideration of the political, social, economic, and religious influences of the times. ***Prerequisite:*** *Eligible for either ENG*101E or ENG*101.* (Updated November 2014) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**ART*109, Color Theory (3 credits)**
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
This course is an examination of the action and interaction of color and a study of the visual and psychological factors related to color perception. Students are responsible for purchasing their own supplies. (Updated April 2018)

**ART*111, Drawing I (3 credits/4 contact hours)** *$$ Studio Course Fee*
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
A study of form through gesture, contour line, and the use of light and shade. Various mediums including conte crayon, charcoal, and ink are used in the study of still life and controlled subject matter. Composition is emphasized. (Updated April 2018)

**ART*112, Drawing II (3 credits/4 contact hours)** *$$ Studio Course Fee*
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
Continuation of ART*111 applied to the human figure through the use of"life" models. The course also includes experimental and creative use of materials. ***Prerequisite:*** ART*111. (Updated April 2018)

**ART*116, Perspective Drawing (3 credits/4 contact hours)** *$$ Studio Course Fee*
**Gen Ed Competency: Aesthetic Dimensions**
The system of linear perspective as a method of producing a two-dimensional representation of the three-dimensional world. Problems in one, two, and three-point perspective with some use of projection methods. (Updated November 2014)

**ART*121, Two-Dimensional Design (3 credits/4 contact hours)** *$$ Studio Course Fee*
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
Background in the fundamentals of art through an examination of the basic elements and principles of design. Exercises in composition using paper, ink,and paint. The second half of the semester consists of the study of color and includes problems dealing with physical and relative properties. (Updated April 2018)

**ART*122, Three-Dimensional Design (3 credits/4 contact hours)** *$$ Studio Course Fee*
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
Use of a variety of materials to investigate the interrelationships of spaces, planes, and volumes. (Updated April 2018)

**ART*131, Sculpture I (3 credits/4 contact hours)** *$$ Studio Course Fee*
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
An introduction to the language of sculpture in its many facets. Projects will include modeling in clay, mold making, cement casting, direct carving, and found object composition. Personal expression through both representation and abstraction is encouraged. Students will need to purchase their own materials and tools. ***Prerequisite:*** *ART*121.*
***Recommended:*** *ART*122.* (Updated April 2018)

**ART*147/COM*147, Digital Cinematography**
**(3 Credits)**
An introduction to photographic principles as they apply to movies and video. This course will use both digital still and video cameras, and cover topics such as composition,depth-of-field, lenses, focal length, exposure, focus, filters, camera angles, camera operation, camera movement, visual effects, and principles of lighting and color; as well as the roles of the Director of Photography and other camera and lighting crew on a production.This is a hands-on course with students completing a series of practical exercises and production assignments.
***Prerequisite:*** ART*250 or COM*129 or COM*142.
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**

**ART*155, Watercolor I (3 credits/4 contact hours)** *$$ Studio Course Fee*
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
In this introductory course basic methods and techniques of watercolor and opaque water-media are presented. Assignments and exercises in acrylic/gouache and watercolor are designed to encourage exploration of the wide range of effects possible with water-media. Experimental methods will be demonstrated as well as traditional techniques such as glazing, wet on wet, and layering. Students will be introduced to the transparent,translucent, and opaque capabilities of water-media painting. Composition, color, design, and art historical reference are emphasized in each of the media. ***Prerequisite:*** ART*121. (Updated April 2018)

**ART*163, Ceramic Handbuilding (3 credits/4 contact hours)** *$$ Studio Course Fee*
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
An Introduction to the fundamentals of ceramic design and construction. Pinch, coil, slab, and modeling techniques will be employed to create functional and sculptural works in clay. Surface treatments, glazing applications, kiln loading and firing processes will be covered. Historical and contemporary approaches to ceramics will be emphasized. Students will need to purchase their own materials and tools. *Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.*(Updated April 2018)

**ART*165, Metal and Jewelry Design I (3 credits/4 contact hours)** *$$ Studio Course Fee*
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
An introduction to basic jewelry techniques such as metal forming, metal weaving, sawing,

soldering, and working with hand tools. Students work in base metals such as copper and bronze, or in sterling silver. Design will be heavily emphasized. Students will furnish their own hand tools and materials which will cost about $50. (Updated April 2018)

**ART*166, Metal and Jewelry Design II (3 credits/4 contact hours)** *$$ Studio Course Fee*
**Gen Ed Competency: Aesthetic Dimensions**
An introduction to casting techniques: the primitive techniques such as coal casting, drop casting, cuttle bone casting that are used in less developed countries, as well as the sophisticated technique of lost-wax casting; students will learn how to carve wax, make temporary molds, and ultimately spin molten metal, translating their wax patterns into finished pieces of jewelry. Some materials and tools to be provided by the student which will cost about $50. (Updated November 2014)

**ART*167, Printmaking I (3 credits/4 contact hours)** *$$ Studio Course Fee*
Basic concepts of printmaking are introduced, though mainly relief processes are studied. These include lino cut, woodcut, collage, and mono printing, in black and white and color. A working knowledge of the tools, materials and process of the traditional relief print will be learned, and an imaginative approach taken to the print as a work of fine art. ***Prerequisite:*** *ART*121.* (Updated November 2014)

**ART*168, Printmaking II (3 credits/4 contact hours)** *$$ Studio Course Fee*
The basic intaglio processes of printmaking as an art medium. Techniques of etching, aquatint, engraving, and dry point. ***Prerequisite:*** *ART*167.* (Updated November 2014)

**ART*215, Illustration (3 credits/4 contact hours)** *$$ Studio Course Fee*
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
*Students who have taken GRA*220 will not earn credit for ART*215.*
Creative exploration of the processes of illustration including design, visualization and sequential imaging, lighting effects, and advanced rendering techniques. Problems presented to develop conceptual, compositional, and technical skills. ***Prerequisite:*** *ART*111 or ART*121.* (Updated July 2019)

**ART*250, Digital Photography (3 credits)**
**Gen Ed Competencies: Aesthetic Dimensions, Continuing Learning/Information Literacy, Creativity**
An introduction to digital photography including hardware and software, camera handling and creative controls, file formats and management, image editing,manipulation and output options using Adobe Photoshop. Through demonstrations and assignments, a survey of imagery and a final portfolio, students will be introduced to the basic vocabulary, concepts, tools, and expressive possibilities of digital photography. Students must own a 3 megapixel (or greater) digital camera with manual, aperture priority and/or shutter priority exposure modes, There will be some additional expenses. Basic computer and photographic experience preferred. (Updated April 2018)

**ART*253, Oil Painting I (3 credits/4 contact hours)** *$$ Studio Course Fee*
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
An introduction to the materials and techniques of oil painting. Development of composition through color, form, and textures to meet requirements of a controlled aesthetic concept. ***Prerequisites:*** ART*111 and ART*121. (Updated April 2018)

**ART*254, Oil Painting II (3 credits/4 contact hours)** *$$ Studio Course Fee*
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
Continuation of ART*253 with an emphasis on artistic growth and development of painterly skills. Critical exploration of paint properties and the illusionary effects of color. ***Prerequisite:*** *ART*253.* (Updated April 2018)

**ART*280, Advanced Digital Photography (3 credits)**
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
Advanced study of photographic aesthetics, capture and printing techniques, and the history of photography. Students will utilize the latest image editing software to create a portfolio of sophisticated digital images that reflect their personal creativity and vision. Other projects will explore studio lighting, high dynamic range (HDR) imaging and fine art. Students will review the fundamentals of exposure and creative camera controls, learn a non-destructive workflow, advanced masking techniques, and how to process RAW files inkjet output. Students are required to provide their own manually adjustable digital cameras (SLR preferred), printing substrate as specified, and other photographic equipment and materials; a complete list is available from the instructor. A manually adjustable digital camera is a requirement for this course. ***Prerequisites:*** *ART*250 or Demonstrated knowledge of strong computer skills as determined by the Program Coordinator.* (Updated April 2018)

**ART*298, Special Topics in Art (3 credits)**
An in depth exploration of a specialized topic in Art.

**ART*299, Independent Study (1-3 Credits)**
Students will have an opportunity to pursue with greater depth studio or research projects of particular interest. Must be arranged in the semester prior to registration with departmental approval and with the supervision of an art faculty member. *Prerequisite: Departmental approval.* (Updated November 2014)

# Art-Graphic Design (GRA*)

mxcc.edu/catalog/course-descriptions/gra/

**GRA*150, Introduction to Graphic Design (3 credits)**
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
An introduction to graphic design, a creative process that uses art,technology, and the written word to produce effective visual communication.Creativity is encouraged through hands-on exercises using fundamental design elements and skills to solve thought-provoking communications problems. Various techniques and mediums, including the computer, are explored in the execution of solutions. ***Prerequisites:****ART*121 and DGA*110*.
**Recommended:** *ART*111*. (Updated April 2018)

**GRA*246, Digital Pre-Press I (3 credits)**
An introduction to the principles of color separation and preparation of files for digital output to various media. Includes an understanding of color models,fonts, trapping, scanning, resolution, and data formats. ***Prerequisite:*** *DGA*110*. ***Recommended:*** *DGA*231*. (Updated November 2014)

**GRA*251, Advanced Graphic Design (3 credits)**
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
Real world execution of visual communications including discussions and exercises in the use of typography, the use of a layout grid, the commissioning of illustration/ photography, print production, and the business side of graphic design. Computer skills are emphasized in

the solving of visual communications problems typical of today's graphic design industry. ***Prerequisites:*** *GRA*150 and DGA*231*. **Recommended:** *DGA*120 or DGA*223*. (Updated April 2018)

**GRA*296, Graphic Design Internship (3 credits)**
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
Students work for design companies, printeries, service bureaus, or other relevant businesses. For Graphic Design majors who have nearly completed the requirements for the A.S. degree/Graphic Design Track. Minimum of 120 hours required for 3 credits. ***Prerequisite:*** *Permission of program coordinator.* (Updated April 2018)

# Astronomy (AST*)

mxcc.edu/catalog/course-descriptions/ast/

**AST*101, Principles of Astronomy (3 credits)**
**Gen Ed Competency: Scientific Knowledge & Understanding**
An introduction to the study of the solar system, the stars, galaxies, nebulae, and newly discovered celestial bodies. Laboratory activities and field trips included. ***Prerequisites:*** *Eligible for either ENG*101E or ENG*101, AND either MAT*085/MAT*095-I or MAT*095 with a "C-" or better or taken concurrently.* (Updated Fall 2017)

**AST*111, Introduction to Astronomy (4 credits)**
An introduction to the study of the solar system, the stars, galaxies, nebulae, and newly discovered celestial bodies. Laboratory activities and field trips included. Prerequisites: MAT*137 and eligible for ENG*101. (New course, Fall 2020)

# Biology (BIO*)

mxcc.edu/catalog/course-descriptions/bio/

***$$ Supplemental Course Fee*: *Many science lab courses require a separate fee added at the time of registration in order to cover the cost of additional instructional time, supplies, and materials used by students.***

**BIO*105, Introduction to Biology (4 credits/6 contact hours)** *$$ Laboratory Course Fee*
**Gen Ed Competencies: Scientific Knowledge & Understanding, Scientific Reasoning**
A course for non-science majors. Topics covered include cell biology,diversity, biotechnology, basic chemistry, cellular respiration and photosynthesis, ecology, genetics, behavior, and evolution. Labs may involve dissection of plant and animal specimens, microscope work, and elementary biochemistry experiments. This course is recommended for students who do not need a full year of laboratory biology. Lecture: 3 hours per week. Laboratory: 3 hours per week. ***Prerequisites:*** *Eligible for ENG*101 and eligible for MAT*095 (or higher).* (Updated October 2014)

**BIO*109, Principles of Biotechnology (3 credits)**
**Gen Ed Competencies: Global Knowledge, Historical Knowledge, Scientific Reasoning**
This course provides a basic introduction to the field of biotechnology. Students will gain a broad understanding of the goals, products, practices, regulations, ethics, and career paths in the biotechnology industry. Students will acquire the fundamental knowledge of the biotechnology industry through the introduction of molecular biology, contemporary

techniques, and applications. In addition, students will learn about current topics from lectures, as well as guest speakers from industry partners. This course is intended for students in the biotechnology program, as well as students exploring career options in the field of science. ***Prerequisite:*** *Eligible for ENG*101.* (Updated April 2018)

**BIO*110, Principles of the Human Body (3 credits)**
**Gen Ed Competency: Scientific Knowledge & Understanding**
This is an introductory course dealing with the structure and function of the human organism and the issues facing humans in today's world. It is intended for students with a limited science background. ***Prerequisite:*** *Eligible for ENG*101 and eligible for MAT*095 or higher.* (Updated October 2014)

**BIO*111, Introduction to Nutrition (3 credits)**
**Gen Ed Competency: Scientific Knowledge & Understanding**
A study of the science of nutrition including the chemical structure, function, digestion, absorption, and metabolism of nutrients. Class discussion will emphasize how poor dietary habits contribute to the formation of diseases associated with the Western diet. Students critically analyze their own diets with respect to nutritional content and adequacy. ***Prerequisite:*** *Eligible for ENG*101E or ENG*101 and eligible for MAT*095 or higher.* (Updated October 2019)

**BIO*115, Human Biology (4 credits/6 contact hours)** *$$ Laboratory Course Fee*
**Gen Ed Competencies: Scientific Knowledge & Understanding, Scientific Reasoning**
This course provides a basic introduction to fundamental biological principles and the structure and function of the human body. Selected topics of relevance to humans will be highlighted through case studies. Application of scientific processes, including the scientific method, analysis of data, and drawing appropriate conclusions will be integrated in the laboratory and classroom setting. This course will serve to provide a foundation in biology enabling the student to become a more informed citizen in science. This course is not open to students who have passed a higher level human anatomy and physiology course. ***Prerequisite:*** *Eligible for ENG*101 and eligible for MAT*137 or higher.* (Updated October 2014)

**BIO*118, Anatomy and Physiology of the Eye (4 credits/6 contact hours)**
**Open only to students enrolled in the Ophthalmic Design & Dispensing program.**
Designed to introduce the student to the basic anatomy and physiology of the eye, this course will include study of the eye and its associated structures.Students will conduct a detailed study of the eyelids and lashes, the orbit,extra ocular muscles, the crystalline lens, the retina, lacrimal apparatus, uveal tract, and the cornea. Included in the course is certification in Adult C.P.R., a segment on A.I.D.S. awareness, and a study of medical abbreviations and commonly used medical prefixes and suffixes. The laboratory component of the course includes dissection of cow's eye, as well as numerous slide and video presentations of ocular anatomy, physiology and surgery. (Updated October 2014)

**BIO*121, General Biology I (4 credits/6 contact hours)** *$$ Laboratory Course Fee*
**Gen Ed Competencies: Scientific Knowledge & Understanding, Scientific Reasoning**
An introduction to the structure and function of cells including, but not limited to, membrane structure and function, basic biochemistry, cellular respiration, photosynthesis, modern genetics, gene expression, and cell division. Recommended for science majors and pre-allied health students. Lecture: 3 hours per week. Laboratory: 3 hours per week. ***Prerequisite:*** *Eligible for ENG*101 and eligible for MAT*137 or higher.* (Updated October 2014)

**BIO*122, General Biology II (4 credits/6 contact hours)** *$$ Laboratory Course Fee*
**Gen Ed Competencies: Scientific Knowledge & Understanding, Scientific Reasoning**
A study of the diversity of life including evolution, population genetics,phylogenetics, and an overview of the kingdoms of life. Emphasis on structure,function and evolutionary relationships of organisms. Laboratory involves experimental design and hypothesis testing along with observation of living and preserved specimens, some dissection required. Lecture: 3 hours per week. Laboratory: 3 hours per week. ***Prerequisites:*** *Eligible for ENG*101 and eligible for MAT*137 or higher.* (Updated October 2014)

**BIO*145, General Zoology (4 credits/6 contact hours)** *$$ Laboratory Course Fee*
Major taxonomic groups of the animal kingdom are studied. Morphology,functional processes, evolutionary relationships and ecology of the various groups are emphasized. Laboratory work encompasses dissection and microscopic examination of appropriate specimens. Lecture: 3 hours per week. Laboratory: 3 hours per week. ***Prerequisites:*** *Eligible for ENG*101 and eligible for MAT*137 or higher.* (Updated October 2014)

**BIO*173, Introduction to Ecology (4 credits/6 contact hours)** *$$ Laboratory Course Fee*
**Gen Ed Competencies: Scientific Knowledge & Understanding, Scientific Reasoning**
This course will explore key concepts and principles of ecology – the study of interactions between organisms and their physical, chemical, and biological environment – within an evolutionary framework and the context of human-caused changes to the natural world. Topics include key physical and chemical environmental features and processes; organismal adaptations; population, community and ecosystem interactions;biodiversity and biogeography; human activities that effect ecosystem processes and biodiversity; and the conservation of ecosystems. This course is intended for both environmental science majors and non-majors. ***Prerequisites:*** *Eligible for ENG*101 and eligible for MAT*095 or higher.* (Updated October 2014)

**BIO*198, Special Topics in Biology (3 credits)**
An in depth exploration of specialized topic in Biology. *Prerequisite: Eligible for ENG*101 or ENG*101E*

**BIO*203, Pathophysiology (3 credits)**
**Gen Ed Competency: Scientific Knowledge & Understanding**
This course provides an introduction to the study of functional changes that accompany

human diseases. The purpose of this course is to supply students with basic understanding which will prepare them for the healthcare setting. The most common conditions along with new and emerging diseases will be included. Components of pharmacology will also be included for each category of diseases. ***Prerequisite:*** *BIO*115 or BIO*212 with a "C" or better.* (Updated Spring 2018)

**BIO*211, Human Anatomy and Physiology I (4 credits/6 contact hours)** *$$ Laboratory Course Fee*

**Gen Ed Competencies: Scientific Knowledge & Understanding, Scientific Reasoning**

This course is the first semester of a two-semester sequence designed to provide a comprehensive study of human anatomy and physiology. Topics include anatomical terminology,chemistry, cellular and general biological principles, histology, and anin-depth study of the integumentary, skeletal, muscular, and nervous systems.Emphasis is on function and homeostasis.Aging and relevant diseases are also presented. Laboratory dissection and physiology experimentation are coordinated with the lecture material.Dissection is required.Three hours of lecture and three hours of laboratory per week.
***Prerequisites:*** *ENG*101E or ENG*101,CHE*111 or higher, and BIO*121 taken within the past 5 years, all with a "C" or better).* (Updated October 2014) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**BIO*212, Human Anatomy and Physiology II (4 credits/6 contact hours)** *$$ Laboratory Course Fee*

**Gen Ed Competencies: Scientific Knowledge & Understanding, Scientific Reasoning**

This course is a continuation of BIO*211 with an emphasis on the anatomy and physiology of the major body systems. Topics include metabolism and energetics,fluid, electrolyte and acid-base balances, development and inheritance, and anin-depth study of the endocrine, cardiovascular, immune, respiratory, digestive, urinary, and reproductive systems. Emphasis is on function and homeostasis. Aging and relevant diseases are also presented.Laboratory dissection and physiology experimentation are coordinated with the lecture material.Dissection is required. Three hours of lecture and three hours of laboratory per week. ***Prerequisite:*** *BIO* 211 with a grade of 'C' or better taken within the past five years.* (Updated October 2014) *(Fulfills an "L" course or "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**BIO*222, Molecular Biotechniques (4 credits/6 contact hours)** *$$ Laboratory Course Fee*

**Gen Ed Competency: Global Knowledge**

A laboratory course designed to introduce molecular biology techniques such asplasmid and chromosomal DNA isolation, restriction enzyme mapping, agarose gelelectrophoresis, and manipulation of DNA fragments. Lecture: 3 hours per week. Laboratory: 3 hours per week. ***Prerequisite:*** *CHE*112 or higher and either BIO*121 or BIO*235.* (Updated July 2019)

**BIO*234, Medical Microbiology (3 credits)**
**Gen Ed Competencies: Scientific Knowledge & Understanding**
This is an introduction to general microbiology. The course is designed to meet the needs of students interested in applying to various undergraduate and graduate health/medical programs. The primary focus of the course is the structure, physiology, and molecular biology of microorganisms and the pathogenesis of microorganisms. Topics include the interaction between pathogens and their hosts, diagnosis, treatment, disease prevention as well as impact of infectious diseases on society, the economy, and global affairs. Lecture: 3 hours per week.There is no laboratory component to this course. *Prerequisites: ENG*101E or ENG*101, CHE*111 or higher with a grade of "C" or better, and BIO*121 taken within the past five years. All with a grade of "C" or bette*r.

**BIO*235, Microbiology (4 credits/6 contact hours)** *$$ Laboratory Course Fee*
**Gen Ed Competencies: Scientific Knowledge & Understanding, Scientific Reasoning**
This is an introduction to general microbiology.The course is designed to meet the needs of pre-allied health students as well as biology or science majors.Topics include the structure, physiology, and molecular biology of microorganisms as well as the interactions between microbes and their hosts,including their role in the environment.Students also learn how microbes are studied and how they can cause disease and yet are essential to human well-being. There are laboratory exercises each week that will teach the basics of aseptic techniques as well as handling, culturing, and identifying microbes. Lecture: 3 hours per week. Laboratory: 3 hours per week. ***Prerequisites:*** *ENG*101E or 101 , CHE*111 or higher with a grade of "C" or better, and either BIO*105 or BIO*121 taken within the past five years. All with a grade of "C" or better.* (Updated October 2014) *(Fulfills an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**BIO*260, Principles of Genetics (3 credits)**
This course deals with classical principles of human genetics as well as topics in modern molecular genetics in areas such as recombinant DNA, biotechnology,gene mapping and diagnosis of human genetic diseases. ***Prerequisite:*** *BIO*121 or BIO*122.* (Updated July 2019) *(Fulfills an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**BIO*263, Molecular Genetics (4 credits/6 contact hours)** *$$ Laboratory Course Fee*
**Gen Ed Competencies: Scientific Knowledge & Understanding, Scientific Reasoning**
A study of the basic theory and application of classical and molecular genetics including human genetics, Mendelian inheritance, chromosomes, DNA structure and gene expression. The laboratory will emphasize application of genetic principles in model systems and will introduce modern molecular biology techniques such as DNA isolation, restriction enzyme analysis, agarose gel electrophoresis, recombinant DNA techniques and PCR analysis. Lecture: 3 hours per week. Laboratory: 3 hours per week. ***Prerequisites:*** *CHE*112 or BIO*121 or BIO*235.*(Updated July 2019)

**BIO*270, Ecology (4 credits/6 contact hours)** *$$ Laboratory Course Fee*
A principles oriented investigation of the relationships between organisms and their environments. Structural and functional aspects of the ecosystem,community types, population and succession related field and laboratory investigations. Lecture: 3 hours per week. Laboratory: 3 hours per week. ***Prerequisite:*** *BIO*122.* (Updated October 2014)

**BIO*296, Biotechnology Internship (3 credits)**
Student will work a minimum of 160 hours in an industrial or research biotechnology laboratory learning new research skills and practicing skills learned in lab classes. ***Prerequisite:*** *Permission of the program coordinator.* (Updated October 2014)

# Business: General (BBG*)

mxcc.edu/catalog/course-descriptions/bbg/

**BBG*101, Introduction to Business (3 credits)**
**Gen Ed Competency: Critical Analysis & Logical Thinking**
This introductory course examines business and how it operates in our private enterprise system, a multicultural society and a global marketplace. The focus will be on a practical understanding and application of business, emphasizing the relationship of business to an individual's everyday life, and the organization's social responsibility and response to change in a technological society. Areas of basic study include: marketing, management, finance, information systems and career opportunities. ***Prerequisite:*** *Eligible for either ENG*101E or ENG*101.* (Updated Fall 2017)

**BBG*115, Business Software Applications (3 credits)**
**Gen Ed Competencies: Continuing Learning/Information Literacy, Oral Communication in English**

This course is an examination of problem solving techniques using computer applications software. With the MS Office Suite, students will learn to use each software package to contribute value to business. Focus is on preparing professional documents with Word, building flexible spreadsheets on Excel, using Access to analyze data to produce valid results and PowerPoint to effectively present and communicate. Social networking sites and their impact upon business will be explored. Individual and group projects will require students to utilize the MS Suite to prepare business documents, produce in-house publications and create and business presentations using themes, tables and graphs. A

primary focus is the in-depth use of spreadsheets and databases to solve business problems. Interpretation and effective communication of results, both written and oral are practiced. ***Prerequisite:*** *Eligible for either ENG*101E or ENG*101.*

**FOR STUDENTS WHO TOOK THIS COURSE PRIOR TO THE FALL 2016 SEMESTER**
*Historically, BBG*115 and CSC*101 were treated as the same course. Students cannot get academic credit for both courses if both were taken prior to the Fall 2016 semester. Course content was reorganized such that both courses are unique, as of the Fall 2016 semester.*

**FOR STUDENTS TAKING THIS COURSE BEGINNING WITH THE FALL 2016 SEMESTER:** *Effective with the Fall 2016 semester, CSC*101 and BBG*115 are treated as separate, unique courses such that students can earn six credits for taking both courses. This policy will NOT be applicable retroactively for students who took both courses prior to the Fall 2016 semester.*

**BBG*125, The Future and Business Organizations (3 credits)**
**Gen Ed Competency:Critical Analysis & Logical Thinking**
This course provides an introduction to business organization in our changing economic system and the global market. It includes an extensive look at the external environmental factors and their impact upon business and industry. Environmental scanning, from an organization perspective, is used to forecast,adjust and adapt to future trends. Students will analyze business organizations in the present and develop future-oriented thinking skills. ***Prerequisite:*** *Eligible for either ENG*101E or ENG*101.* (Updated Fall 2017)

**BBG*135, Exploring Business & Technology Careers (3 credits)**
**Gen Ed Competency:Critical Analysis & Logical Thinking**
This course is designed to expose students to various career pathways in the fields of business and computer technology. Students will learn about the world of business and will be given information about how to be successful in various business occupational areas. The student will have the opportunity to explore the workplace firsthand. Students will learn how to develop a personal career strategy and will develop a complete career portfolio. ***Prerequisite:*** *Eligible for either ENG*101E or ENG*101.* (Updated Fall 2017)

**BBG*215, Global Business (3 credits)**
**Gen Ed Competencies: Critical Analysis & Logical Thinking, Global Knowledge, Social Phenomena**
An introductory course designed to provide students with the foundations for conducting international business and an understanding of the impact of the social, cultural, economic, political, religious, and legal environments in international trade. The course will focus on the importance of globalization, foreign investment, international marketing, international management, and operations of multinational corporations. ***Prerequisite:*** *Eligible for ENG*101.* (Updated April 2018)

**BBG*231, Business Law I (3 credits)**
**Gen Ed Competency: Critical Analysis & Logical Thinking**
An introductory study of the legal system of the United States and its relationship to the business manager. Topics include contracts, sales (general background in torts and product liability under Article 2 of the UCC), negotiable instruments and administrative agencies. ***Prerequisite:*** *Eligible for ENG*101.* (Updated Fall 2017)

**BBG*232, Business Law II (3 Credits)**
**Gen Ed Competency: Critical Analysis & Logical Thinking**
This course focuses on the Uniform Commercial Code with special emphasis on the sale of goods, commercial paper, and secured transactions. In addition, bankruptcy law, business formation, employment law and labor law are covered. ***Prerequisite:*** *Eligible for ENG*101.* (Updated Fall 2017)

**BBG*234, Legal Environment of Business (3 credits)**
**Gen Ed Competency: Critical Analysis & Logical Thinking**
An in-depth study of business organizations including agency and securities regulation and antitrust regulations with emphasis on real and personal property including an in-depth study of secured transactions under Article 9 of UCC. ***Prerequisite:*** *Eligible for ENG*101.* (Updated Fall 2017)

**BBG*240, Business Ethics (3 credits)**
**Gen Ed Competencies: Social Phenomena**
A critical examination (both practical and theoretical) of contemporary moral problems in business, such as employee rights and responsibilities, pay equity and comparable worth, whistle-blowing, trade secrets and confidentiality, conflict of interest, discrimination and sexual harassment, pollution, consumer protection, professional ethics, truth-telling in business dealings, social responsibility of business, and fiduciary responsibility to stockholders and stakeholders. It is recommended that students take at least six (6) credits in Business & Economics, prior to taking this course. *Prerequisite: C- or better in Composition (ENG*101)*

**BBG*294, Business Internship (3 credits)**
**Gen Ed Competency:Critical Analysis & Logical Thinking**
This course will enable students, individually and as part of a team, to become involved in problem-solving and decision-making activities in the business community. A research project or activity will be cooperatively undertaken by the students and representatives from business and industry. The students will participate in seminars presented by the instructor. To be eligible, students must demonstrate academic ability,personal ability to be self-paced and work with people in various business situations. ***Prerequisites:*** *completion of 24 college credits and permission of the instructor.* (Updated Fall 2017)

**BBG*295, Cooperative Work Experience I (3 credits)**
**Gen Ed Competency:Critical Analysis & Logical Thinking**
This course enables a student who has completed 24 credits with a G.P.A. of 2.5or higher to earn college credit for work experience in a career which correlates with his/her business program of study. Student must work a minimum of 15 hours per week in a college-approved position as well as attend seminars. ***Prerequisite****: completion of 24 completed college credits, GPA 2.5 and permission of the program coordinator.* (Updated July 2019)

# Business: Entrepreneurship (BES*)

mxcc.edu/catalog/course-descriptions/bes/

**BES*118, Small Business Management (3 credits)**
**Gen Ed Competency:Critical Analysis & Logical Thinking**
An introduction to small business management, including the attitude, knowledge and skills needed to own and operate a small business. Topics include the resources needed in the formation of new ventures, an understanding of the basic business skills needed to finance, market and manage a small business, risk taking and the formulation of a well-conceived business plan. ***Prerequisite:*** *Eligible for either ENG*101E or ENG*101.* (Updated Fall 2017)

# Business: Finance (BFN*)

mxcc.edu/catalog/course-descriptions/bfn/

**BFN*110, Personal Finance (3 credits)**
**Gen Ed Competency: Continuing Learning/Information Literacy**
This course introduces the student to the concepts, tools, and applications of personal finance and investment. It reviews the institutions, instruments and techniques of personal financial planning concentrating on risk management, establishing budgets, tax management, investments, retirement and estate planning.

**BFN* 201, Principles of Finance (3 credits)**
**Gen Ed Competencies: Continuing Learning/Information Literacy, Critical Analysis & Logical Thinking**
This course provides basic principles involved in the process of making financial decisions. Topics include the time value of money, ratio analysis of financial statements, leverage, cash flow and working capital and the relationship of risk to return. ***Prerequisites:*** *A grade of "C-" or better in all of the following courses: ACC*113 or ACC*115, ECN*101, ECN*102, and MAT*167 or MAT*168. MAT*167 or 168 may be taken concurrently. (Updated Fall 2017)*

# Business: Management (BMG*)

mxcc.edu/catalog/course-descriptions/bmg/

**BMG*202, Principles of Management (3 credits)**
**Gen Ed Competencies: Continuing Learning/Information Literacy, Critical Analysis & Logical Thinking, Global Knowledge**
An introduction to the principles of management and their application to business organizations. Emphasis is placed upon the management functions;development of a philosophy of total quality management; interpersonal behavior; and business problem solving activities. ***Prerequisite:*** *Eligible for ENG*101*. (Updated April 2018) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**BMG*204, Managerial Communications (3 credits)**
**Gen Ed Competencies:Critical Analysis & Logical Thinking, Oral Communication in English**
The development of effective written, oral and electronic business communication. Selected assignments include writing business memos, letter and short reports, nonverbal communication, oral presentations, electronic mail and listening. ***Prerequisite:*** *ENG*101 or ENG*101E*. (Updated Fall 2017) *(Fulfills an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**BMG*210, Principles of Organizational Behavior (3 credits)**
**Gen Ed Competency:Critical Analysis & Logical Thinking**
This course examines concepts and theories that help managers understand, motivate, and supervise employees. Emphasis is placed upon interaction of individuals and groups relative to management's actions and the organization's needs. Contemporary case studies are presented to develop an effective management skill set. No credit awarded to students who have previously taken BMG*105, Supervision and Organizational Behavior. ***Prerequisite:*** *BMG*202.* (Updated Fall 2017)

**BMG*220, Human Resource Management (3 credits)**
**Gen Ed Competency: Critical Analysis & Logical Thinking**
This course examines the decision-making process of managing human resources. Topics include organizational environments; recruitment, selection, training and development, and performance appraisal; leadership and motivational philosophies and strategies; and group behavior. Emphasis upon current labor market and case study analysis. ***Prerequisite:*** *BMG*202.* (Updated Fall 2017)

# Business: Marketing (BMK*)

mxcc.edu/catalog/course-descriptions/bmk/

**BMK*103, Principles of Retailing (3 credits)**
**Gen Ed Competency: Critical Analysis & Logical Thinking**
The study of the retail sector of our economy and the role it plays in the marketing process. Emphasis is placed upon current trends in retailing and the factors responsible for change. The organization and operation of conventional retailing institutions and non-store methods of retailing will be explored. ***Prerequisite:*** *Eligible for ENG*101-ALP, ENG*101E, or ENG*101.* (Updated Fall 2017)

**BMK*106, Principles of Selling (3 credits)**
**Gen Ed Competency: Critical Analysis & Logical Thinking**
A study of sales principles and techniques used in the sale of consumer and industrial goods and services. Emphasis is placed upon the characteristics of successful sales associates, psychology of selling and sales techniques. An interactive approach to the sales process is emphasized. ***Prerequisite:*** Eligible for ENG*101-ALP, ENG*101E, or ENG*101. (Updated Fall 2017)

**BMK*123, Principles of Customer Service (3 credits)**
**Gen Ed Competencies: Critical Analysis & Logical Thinking**
This course is designed to develop the necessary skills for success as a customer service

provider. The course examines various service situations and develops an attitude of superior customer service which is critical to success in all organizations. ***Prerequisite:*** *Eligible for either ENG*101E or ENG*101.* (Updated Fall 2017)

**BMK*201, Principles of Marketing (3 credits)**
**Gen Ed Competencies: Continuing Learning/Information Literacy, Critical Analysis & Logical Thinking, Global Knowledge**
An overview of the multifaceted discipline of marketing in a service-oriented economy. Consideration is given to market segmentation, target markets, consumer and industrial markets. Emphasis is placed upon developing a marketing mix,including product planning; pricing; the role of distribution; and promotional strategies. ***Prerequisite:*** *Eligible for ENG*101.* (Updated April 2018)

**BMK*216, Internet Marketing (3 credits)**
**Gen Ed Competencies: Continuing Learning/Information Literacy, Critical Analysis & Logical Thinking**
This course introduces the student to this exciting, significant part of a business' marketing mix: marketing on the Internet. Students will use the internet as a source for market research, a communication medium and as a distribution channel. Cyberspace is very fluid and every effort will be made to take full advantage of this medium. Some basic marketing and computer knowledge is necessary. ***Prerequisite****: Eligible for ENG*101.* (Updated Fall 2017)

**BMK*230, Advertising and Promotion (3 credits)**
**Gen Ed Competency:Critical Analysis & Logical Thinking**
A study of an organization's marketing communications with consumers and other stakeholders. Theory characteristics and management of various promotion mix elements are surveyed, including advertising, sales promotion, public relations, direct marketing and personal selling. ***Prerequisite:*** *BMK*201.* (Updated Fall 2017)

# Chemistry (CHE*)

mxcc.edu/catalog/course-descriptions/che/

***$$ Supplemental Course Fee*: *Many science lab courses require a separate fee added at the time of registration in order to cover the cost of supplies and materials used by students.***

**CHE*101, Introductory Chemistry (3 credits)**
**Gen Ed Competency: Scientific Knowledge & Understanding and Scientific Reasoning**

This 3-credit non-laboratory course is appropriate for non-science majors or for students needing an introductory chemistry course prior to taking CHE*121 General Chemistry I.

This course is a survey of chemistry which covers atomic structure, bonding, energy changes, the scientific method, gases, chemical reactions and their quantitative treatment, solutions, and organic chemistry.

***Prerequisites:****Eligible for ENG*101E or ENG*101 and eligible for MAT*137 or higher. (Updated Fall 2019)*

**CHE*111, Concepts of Chemistry (4 credits/6 contact hours)** *$$ Laboratory Course Fee*
**Gen Ed Competencies: Scientific Knowledge & Understanding, Scientific Reasoning**
An introduction to inorganic chemistry. Topics include atomic structure,bonding,

nomenclature, gases, solutions, equilibrium, nuclear chemistry, and acids & bases. Lecture: 3 hours per week. Laboratory: 3 hours per week. ***Prerequisites:*** *Eligible for ENG*101E or ENG*101, and eligible for MAT*137 or higher.* (Updated October 2014)

**CHE*112, Principles of Organic and Biochemistry (4 credits/6 contact hours)** *$$ Laboratory Course Fee*
**Gen Ed Competencies: Scientific Knowledge & Understanding, Scientific Reasoning**
An introduction to organic and biochemistry. Topics will include the major organic functional groups, carbohydrates, lipids, proteins, nucleic acids, as well as glycolysis, Krebs cycle, electron transport, protein synthesis, and DNA/RNA. Lecture: 3 hours per week. Laboratory: 3 hours per week. ***Prerequisite:*** *CHE*111 or CHE*121.* (Updated October 2014)

**CHE*121, General Chemistry I (4 credits/6 contact hours)** *$$ Laboratory Course Fee*
**Gen Ed Competencies: Scientific Knowledge & Understanding, Scientific Reasoning**
The first of a two semester sequence, this course introduces fundamental concepts, models, and techniques including stoichiometry, periodicity, atomic structure, reaction types, and molecular shape. This course also prepares the student for continued study in CHE*122. Lecture: 3 hours per week. Laboratory: 3 hours per week. ***Prerequisites:*** *Eligible for ENG 101, completion of MAT 137E or 137 with C- or better and completion of either High School Chemistry, CHE 101, or CHE 111.* (Updated Fall 2021)

**CHE*122, General Chemistry II (4 credits/6 contact hours)** *$$ Laboratory Course Fee*
**Gen Ed Competencies: Scientific Knowledge & Understanding, Scientific Reasoning**
The second of a two semester sequence, this course builds upon concepts presented in CHE*121, including discussions of kinetics, equilibrium, and thermodynamics. Lecture: 3 hours per week. Laboratory: 3 hours per week. ***Prerequisite:*** *CHE*121 with a grade of "C-" or better.* (Updated Fall 2017)

**CHE*219, Biochemistry (3 credits)**
This is a general course in biochemistry providing a broad view of the structure, function, and properties of biological molecules. Topics include the chemistry and metabolism of carbohydrates, lipids, and proteins. Concepts are discussed in the context of real-world examples with emphasis on clinical applications. *Prerequisite: CHE*121.*

**CHE*220, Biochemistry (4 credits/6 contact hours)** *$$ Laboratory Course Fee*
**Gen Ed Competencies: Scientific Knowledge & Understanding, Scientific Reasoning**
This intermediate level course focuses on the details of the structure, function, and properties of biological molecules. The chemistry and metabolism of carbohydrates, lipids, proteins, and the role of enzymes and nucleic acids will be covered in detail. Concepts are discussed in the context of real world examples. This course includes laboratory work that will teach techniques such as pipetting, solution preparation, spectrophotometry, culturing, DNA manipulation, computer analysis, and gel electrophoresis. ***Prerequisites:*** *BIO*121 and CHE*122 with a "C" or better in both.* (Updated October 2014)

**CHE*250, Instrumental Analysis (4 credits/6 contact hours)** *$$ Laboratory Course Fee*
**Gen Ed Competencies: Scientific Knowledge & Understanding, Scientific Reasoning**
This course is a theoretical and hands-on introduction to analytical instruments commonly used in chemical, biological, and environmental analyses. Students will become familiar with polarimetry, refractometry, spectrophotometry (infrared, ultraviolet, visible, and atomic absorption), and chromatography (paper, thin layer, gas-liquid, and liquid-liquid). Sample preparation, analysis, and data evaluation will be emphasized. Lecture: 3hours per week. Laboratory: 3 hours per week. ***Prerequisite:*** *CHE*121 with a grade of "C-" or better.*
(Updated July 2019)

# Chinese (CHI*)

mxcc.edu/catalog/course-descriptions/chi/

**CHI*101, Elementary Chinese I (3 credits)**
Presents the essentials of Modern Standard Mandarin Chinese. Includes grammatical structures and vocabulary needed to read, write, and interact in Chinese using simple phrases and common expressions while highlighting the diverse cultures of Chinese-speaking peoples. (Updated Fall 2017)

**CHI*102, Elementary Chinese II (3 credits)**
Builds on and expands skills learned in CHI*101 with further study on Chinese grammar, sentence patterns, and vocabulary of native Chinese-speaking peoples. Students learn simple transactions and address the challenges of daily life in Chinese cultures.
***Prerequisite:*** *CHI*101*. (Updated Fall 2017)

# College Success (COL*)

mxcc.edu/catalog/course-descriptions/fs/

**COL*101, College and Career Success (3 credits)**
**NEW COURSE, SPRING 2018**
This course prepares students for a successful college and career experience. Students will explore and navigate the college's resources, develop college success strategies, cultivate critical and creative thinking, and participate in major and career exploration. Additionally, students will learn a variety of skills and strategies to support their studies across the curriculum. Topics include reading and study strategies, note taking, test preparation, interpersonal and oral communication, and information literacy. (New course, Spring 2018)

**FS100/COL*110, College Success (1 credit)**
This course was previously numbered FS 110. Students will not get credit for taking both FS 110 and COL*110.
This course is designed to enhance students' college and career readiness. Students will be introduced to the college and its resources. To support their academic course work, students will explore learning styles, study strategies, note taking, and test preparation. Special emphasis will be placed on major and career exploration for the purpose of helping students develop academic and professional goals. (Course will be renumbered Spring 2019.)

# Communications (COM*)

mxcc.edu/catalog/course-descriptions/communications-com/

**COM*101, Introduction to Mass Communication (3 credits)**
**Gen Ed Competency: Social Phenomena**
An examination of the effect and impact of mass media on contemporary life.Emphasis is on the influence of cable and broadcast television, radio, film,the internet and the press in such areas as entertainment, news, politics,advertising, popular culture and human behavior. ***Prerequisite:*** *Eligible for either ENG*101ALP, ENG*101E, or ENG*101.* (Updated Fall 2017)

**COM*104, Careers in Media (3 credits)**
Exploration and research of careers in media covering the fields of journalism,advertising, public relations, broadcasting, television, film making, recording,digital multimedia and other media arts. Course utilizes guest speakers discussing career preparation, job requirements and responsibilities. Job targeting, networking, interviewing skills, resume and portfolio preparation are also taught. (Updated November 2014)

**COM*111, Scriptwriting (3 credits)**
An introduction to writing scripts for radio, television, film and non-broadcast media. Through extensive writing, students will learn the basic requirements for writing public service announcements, commercials, news copy, corporate and educational videos, reality and documentary treatments, and dramatic features. This course will teach standard formats and techniques used by professional scriptwriters including preliminary proposals, outlines,

treatments, screenplays and scripts, as well as key terms, concept development and analysis. One or more student screenplays written for this course may be selected to be produced in COM*153 Film Production. ***Prerequisite:*** *ENG*101E or ENG*101*. (Updated July 2021)

**COM*120, Social Media (3 credits)**
**Gen Ed Competency: Social Phenomena**
This course will introduce students to various forms of social media and how to use them strategically. Students will learn about leading social media platforms and tools, who uses them, and how they have transformed the way we interconnect and interact with the world, both personally and professionally. Students will be expected to apply their knowledge by participating on different social media platforms through interactive class projects. ***Prerequisite:*** *Eligible for ENG*101*. (Updated November 2014)

**COM*125 / DGA*125, New Media Production (3 credits)**
**Gen Ed Competencies: Creativity, Social Phenomena**
This course is an introduction to the production of new media. New media is an emerging communications technology that adds on-demand interactive access to media content fostering creative participation and community formation.Students will learn to develop and produce a variety of digital media including, audio, video, photography, animation and web-design, and make that media accessible over the Internet and mobile devices through wikis, blogs, podcasts, and social media.Students will use professional media creation tools such as cameras, video and audio edition applications, content management systems and Internet radio, music creation, and podcast software. (Updated April 2018)

**COM*129, Digital Video Production**
**(3 credits)**
**Gen Ed Competency: Aesthetic Dimensions**
This course is an introduction to single camera video field production and post-production techniques with an emphasis on visual storytelling. Students will learn story development, proposal and script preparation, high definition camera operation, portable lighting techniques, sound recording, video editing, motion graphics, visual effects and preparing finished programs for distribution. Students will create news, documentary instructional and narrative programming for a variety of platforms including mobile, Internet streaming and broadcast television. (New course, effective Spring 2017)

**COM*130, Introduction to Broadcast Communications (3 credits)**
**This course has been discontinued.**
This course serves as an introduction to broadcast writing, production, and distribution. Areas covered include program development, copy and scriptwriting,production techniques, FCC regulations, broadcast technology and operation, and new methods of program delivery. Emphasis will be on developing effective communication skills through written assignments, research, and the production of radio and television programming.

**COM*131, Audio Production (3 credits)**
Students will learn the techniques and technologies used in creative sound design for radio, television, film and the Internet. Emphasis is on the technical skills used in recording, mixing, and editing. Students will create projects focusing on the fundamentals of sound design for various applications. (Updated November 2014)

**COM*142, Television Production (4 credits)**
**This course has been discontinued.**
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
Introduction to the techniques, aesthetics and processes involved in professional television production. Equipment operations and techniques of field and studio production will be covered including scriptwriting, project planning, camera and recorder operation, lighting, scenery, microphones and linear and non-linear editing. Students will output projects to various media including tape, web, and DVD. Broadcast-Cinema majors should take this course concurrently with COM *203. ***Prerequisite:*** *Eligible for either ENG*101ALP, ENG*101E, or ENG*101.* (Updated April 2018)

**ART*147/COM*147, Digital Cinematography**
**(3 Credits)**
An introduction to photographic principles as they apply to movies and video. This course will use both digital still and video cameras, and cover topics such as composition,depth-of-field, lenses, focal length, exposure, focus, filters, camera angles, camera operation, camera movement, visual effects, and principles of lighting and color; as well as the roles of the Director of Photography and other camera and lighting crew on a production.This is a hands-on course with students completing a series of practical exercises and production assignments.
***Prerequisite:*** ART*250 or COM*129 or COM*142.
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**

**COM*153, Film Production**
**(3 credits)**
A hands-on, collaborative approach to narrative film production techniques,including pre-production organization, cameras, lighting, shooting strategies,sound recording, crewing, and editing. Students will specialize in a specific area of production and collaborate with fellow students to produce a short original film during the semester. Creative use of the medium for dramatic story telling will be emphasized using current technologies.
***Prerequisite:*** *COM*129 or* COM*142

**COM*154, Film Study and Appreciation (3 credits)**
**Gen Ed Competency: Aesthetic Dimensions, Global Knowledge**
An introduction to the art, history, and influence of film. Students will learn about significant genres and styles of film, influential films and directors,film language and technique.

Selected films will be viewed and analyzed weekly. ***Prerequisite:*** *Eligible for either ENG*101ALP, ENG*101E, or ENG*101.* (Updated April 2018) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**COM*155, History of Film I (3 credits)**
Survey of the film's history, techniques, and aesthetics to the end of World War II. Film classics shown weekly. ***Prerequisite:*** *Either ENG*101ALP, ENG*101E, or ENG*101.* (Updated November 2014) *(Fulfills an "L" course or "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**COM*156, History of Film II (3 credits)**
Survey of the film's history, techniques, and aesthetics from the end of World War II. Film classics shown weekly. ***Prerequisite:*** *Either ENG*101ALP, ENG*101E, or ENG*101.* (Updated November 2014) *(Fulfills an "L" course or "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**COM*172, Interpersonal Communication (3 credits)**
**Gen Ed Competency: Oral Communication in English**
This course focuses on developing positive interpersonal communication skills necessary for building and maintaining healthy, productive relationships in both a personal and professional environment. This includes both one-on-one as well as small group situations. Topics may include: verbal and non-verbal communication, perception of self and others, listening techniques, cultural and gender considerations, conflict avoidance and management, effective leadership skills, group dynamics and decision-making, and interpersonal communication within organizations. The course will expose students to various interpersonal communication theories and processes, while developing skills through practical exercises and activities. ***Prerequisite:*** *Eligible for either ENG*101ALP, ENG*101E, or ENG*101.* (Updated Fall 2017)

**COM*173, Public Speaking (3 credits)**
**Gen Ed Competency: Oral Communication in English**
Students will develop oral messages of varying lengths and styles that communicate across a variety of settings. ***Prerequisite*:** *Either ENG*101ALP, ENG*101E, or ENG*101.* (Updated November 2014) *(Fulfills an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**COM*179/THR*113, Performance for Film and Television (3 credits)**
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
This course will develop performance and acting skills used in radio,television, and film including voice-over techniques, television news reporting and anchoring, dramatic acting, and comedic performance. Skills include voice articulation, projection and inflection, script analysis and interpretation. Students will analyze scripts and develop characters to improve acting and directing techniques and understand the importance of subtext to scenes.

Students perform using microphones, teleprompters, lighting, and cameras. This course is designed for students interested in on-screen performance across a range of media as well as those interested in film and television directing and production. (Updated April 2018)

**COM*201, Introduction to Public Relations (3 Credits)**
A comprehensive survey of public relations theories and practices as they function in organizations and society. The course examines the roles and responsibilities of public relations professionals and the evolution of the profession. Students study the process of public relations planning; examine the strategies and tactics used to establish and maintain positive relationships with constituents; review relevant legal and ethical concerns; and explore the practice of public relations in various contexts, including event planning, promotions, publicity, traditional media as well as new social and digital media campaigns, and crisis management. Students will apply what they have learned by developing and presenting a public relations strategic plan and other PR materials. ***Prerequisite:*** *ENG*101*. (Updated November 2014)

**COM*203, Media Literacy (3 credits)**
**Gen Ed Competency: Aesthetic Dimensions**
An examination of the techniques used by media communicators to share meaning,influence and entertain mass audiences with sounds and images. Broadcast-Cinema majors should take this course concurrently with COM *142. ***Prerequisite:*** *Eligible for either ENG*101ALP, ENG*101E, or ENG*101.* (Updated November 2014)

**COM*220, Television Studio Production**
**(3 credits)**
An introduction to the fundamentals of studio television production with an emphasis on multi-camera production techniques and procedures including directing, camera switching, studio camera and robotic camera operation, studio lighting, digital video effects, audio mixing, video graphics, recording and distribution. Students will produce various projects such as news/sports, talk, drama and informational programming for broadcast over local cable television and the Internet.
***Prerequisite:*** *COM*129.* (New course, effective Spring 2017)
**Gen Ed Competency: Aesthetic Dimensions**

**COM*226, Journalism I (3 credits)**
Practice in the methods and techniques of news gathering,writing, editing, and analysis. Students will also specialize in one or more areas of newspaper production and be involved in creating the college newspaper. ***Prerequisites:*** *Either ENG*101ALP, ENG*101E, or ENG*101.* (Updated November 2014) *(Fulfills an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**COM*228, Broadcast Journalism Workshop (3 credits)**
Students will develop and produce a weekly news or public affairs program for broadcast on local television. Emphasis is on story research, writing and producing a program under strict

deadlines. Formats can include news, magazine and talk show while program topics can include local news, the arts, sports, community affairs, etc.
***Prerequisite:*** *COM220 or COM*226 AND either ENG*101ALP, ENG*101E, or ENG*101. COM*111 recommended.*

**COM*231, Radio Production (3 credits)**
This course introduces the skills needed for general radio, commercial, news,and spoken word production. Current practices in radio production and broadcasting will be covered including station automation, FCC regulations,studio operations, Podcasting, Internet radio, and other forms of digital broadcasting. Research, scriptwriting, and workshop-based projects in informational and music-based programming including regular programs for the college's radio station are required. ***Prerequisite:*** *Either ENG*101ALP, ENG*101E, or ENG*101*. ***Recommended:*** *COM*131* (Updated November 2014)

**COM*255, Topics in Film (3 credits)**
This course will examine a specific topic in film and film making from an historical and artistic perspective. Topics that may be covered include examining the work of an influential director or a specific film genre or artistic movement. ***Prerequisite:*** *Either ENG*101ALP, ENG*101E, or ENG*101*. (Updated November 2014) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**COM*264, Advanced Editing Workshop (3 credits)**
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
The operation of advanced video editing equipment and advanced editing techniques will be covered. This will include media organization, editing aesthetics, editing dialog and action sequences, montage, the integration of effects and transitions and equipment interfacing. ***Prerequisite:*** *COM*129 or COM*142.* (Updated April 2018)

**COM*283, Broadcast Engineering (3 credits)**
Course emphasizes both studio and field engineering practices including system design and timing, station operations, reading of waveform monitors and vectors copes, camera theory and adjustments, and RF equipment. Digital and analog theory and IT integration will also be covered. (Updated November 2014)

**COM*287, Advanced Media Production (3 credits)**
**Gen Ed Competency: Creativity**
Advanced work in video, audio, or digital multimedia leading to the development and production of a completed professional project. Emphasis on using professional approaches in pre-production and production. Students will specialize in their preferred area of production for which they must have had prior production experience. Majors should see a program advisor to make sure they have taken the necessary sequence of courses prior to enrolling in this class. ***Prerequisite:*** *One of the following: COM*131, COM*129, DGA*241,*

*DGA*260, or DGA*250; Course is open to students in Digital Media Production, Communication Studies and digital media certificate programs or with permission of the instructor.* (Updated Fall 2020)

**COM*293, Corporate Media Production Practicum (3 credits)**
Students work on professional corporate video and multimedia productions. All aspects of production including meeting with clients, proposal writing,budgeting, scriptwriting, video production, post production and delivery of video will be covered. *Entry into this class will be based on instructor evaluation and academic standing. Enrollment is limited to 5 students.* (Updated November 2014)

**COM*294, Media Arts Workshop (3 credits)**
**Gen Ed Competency: Creativity**
The Media Arts Workshop is a summer honors program with the goal of producing a collaborative work of outstanding professional quality. This workshop is open to students in Broadcast-Cinema, Communications Arts, Multimedia or a related discipline. Students will learn by working with media professionals for training and guidance and by working together as a team to complete a film,video or interactive media presentation. *Enrollment is by application only. Prerequisites are courses and/or experience in the student's field of study and presentation of an accomplished portfolio and possible interview.* (Updated April 2018)

**COM*295, Internship I (3 credits)**
Students gain practical work experience by interning with approved broadcast,cable, multimedia, education, media production companies or public service organizations for academic credit. Minimum of 120 hours of practical experience a well as written assignments and evaluation required for 3 credits. Students should arrange internship during the semester prior to registration. ***Prerequisite:*** *Permission of the program coordinator.* (Updated July 2019)

**COM*296, Internship II (3 credits)**
Communications/Multimedia Internship II) Students gain practical work experience by interning with approved broadcast, cable, multimedia, education,media production companies or public service organizations for academic credit.Minimum of 120 hours of practical experience as well as written assignments and evaluation required for 3 credits. Students should arrange internship during the semester prior to registration. *Prerequisite: Permission of the program coordinator.* (Updated July 2019)

# Computed Tomography (CAT*)

mxcc.edu/catalog/course-descriptions/computed-tomography-cat/

**These courses are available only to students who have been admitted to the Computed Tomography Program.**

**CAT*201 / MRI*201, Cross Sectional Anatomy I (1 Credit)**
This course will introduce students to cross sectional imaging of the head and neck. Emphasis will be placed on pathology affecting the cranial cavity and neck in the application of computed tomography imaging. The uses for and administration of pharmacological agents for CT/MRI imaging will be included in this course. ***Prerequisites:*** *Admission to the Computed Tomography (CT) or Magnetic Resonance Imaging (MRI) Program, and ARRT Registered Radiographer, or Nuclear Medicine (Certification in Nuclear Medicine Technology Certification Board (NMTCB), or Radiation Therapy, or Sonography (Registration through the American Registry for Diagnostic Medical Sonography) (ARDMS).* **Gen Ed Competency: Scientific Reasoning**

**CAT*202, CT Image Display, Post Processing and Quality Assurance I (2 credit)**
This course will introduce students imaging parameters. The formation of computed tomography image is discussed as well as the essential component parts of a CT imaging system. ***Prerequisites:*** *Admission to the Computed Tomography Program, ARRT Registered Radiographer.* (New course, Fall 2015)

**CAT*203, CT Procedures and Instrumentation I (2 credits)**
This course will introduce students to the set-up and operation necessary to acquire optimal images of the head and neck. Emphasis will be placed on the acquisition techniques required to obtain optimal images of the head and neck including their respective pathologies. ***Prerequisites:*** *Admission to the Computed Tomography Program, ARRT Registered Radiographer.* (New course, Fall 2015)

**CAT*204, Clinical Experience I (4 credits)**
This course introduces the student to the clinical setting and the practical skills necessary to operate computed tomography imaging systems. Clinical competency evaluations are performed during this course. ***Prerequisites:*** *Admission to the Computed Tomography Program, ARRT Registered Radiographer.* (New course, Fall 2015)

**CAT*205/MRI*205, Cross Sectional Anatomy II (1 credit)**
This course will introduce students to cross sectional imaging of the chest, abdomen, pelvis and extremities. Emphasis will be placed on pathology affecting the chest, abdomen, pelvis and extremities in the application of CT/MRI imaging. The uses for and administration of pharmacological agents for CT/MRI imaging will be included in this course. *Prerequisites: (CT Program): CAT*201/MRI*201, CAT*202, CAT*203, and CAT*204): (MRI Program): CAT*201/MRI*201, MRI*202, MRI*203, MRI*204, and MRI*206. All courses with a grade of C or better.*

**CAT*206, CT Image Display, Post Processing and Quality Assurance II (3 credits)**
This course will advance the students understanding of imaging parameters. The formation of computed tomography image is discussed as well as essential quality control and assurance testing. ***Prerequisites:*** *Admission to the Computed Tomography Program, ARRT Registered Radiographer, CAT*201, CAT*202, CAT*203, and CAT*204 with a "C" or better for all.* (New course, Fall 2015)

**CAT*207, CT Procedures and Instrumentation II (3 credit)**
This course will introduce students to the set-up and operation necessary to acquire optimal images of the chest, abdomen, pelvis and extremities. Emphasis will be placed on the acquisition techniques required to obtain optimal images of the chest, abdomen, pelvis and extremities including their respective pathologies. ***Prerequisites:*** *Admission to the Computed Tomography Program, ARRT Registered Radiographer, CAT*201, CAT*202, CAT*203, and CAT*204 with a "C" or better for all.* (New course, Fall 2015)

**CAT*208, Clinical Experience II (4 credits)**
This course introduces the student to the clinical setting and the practical skills necessary to operate computed tomography imaging systems. Clinical competency evaluations are performed during this course. ***Prerequisites:*** *Admission to the Computed Tomography Program, ARRT Registered Radiographer, CAT*201, CAT*202, CAT*203, and CAT*204 with a "C" or better for all.* (New course, Fall 2015)

# Computer Applications (CSA*)

mxcc.edu/catalog/course-descriptions/csa/

**CSA*135, Spreadsheet Applications (3 credits)**
**Gen Ed Competencies: Continuing Learning/Information Literacy, Critical Analysis & Logical Thinking**
Microsoft EXCEL for Windows, which contains spreadsheet, database, and graphics features, will be utilized to capture, organize, process, and store data for business applications. ***Prerequisite:*** *Eligible for either ENG*101E or ENG*101.* (Updated October 2014)

**CSA*140, Database Applications (3 credits)**
**Gen Ed Competencies: Continuing Learning/Information Literacy, Critical Analysis & Logical Thinking**
This course will provide an introduction to database software. Students will learn to create and manipulate databases using leading database packages currently popular in business and industry. Students will get an overview of the range of available database management systems and an understanding of fundamental theory. Hands-on work will be emphasized. ***Prerequisite:*** *Eligible for either ENG* 101E or ENG*101.* (Updated October 2014)

**CSA*205, Advanced Applications (3 credits)**
**Gen Ed Competencies: Continuing Learning/Information Literacy, Critical Analysis & Logical Thinking**

This course explores the intermediate and advanced features of popular business software applications. Students will learn how to apply word processing, spreadsheet, database, and presentation tools to achieve productivity gains. The course will also include software integration and collaboration software using cloud computing. The goal of this course is to challenge students to move beyond the basics of the Office applications to a much higher level of proficiency in a broad range of business software applications. Additionally, this course will assist in preparing students to take the industry-recognized Microsoft Office Specialist (MOS) Certification exam. Permission to enroll without the prerequisite may be granted based on a student's prior knowledge of Microsoft Office applications. ***Prerequisite:*** *CSC*101*. (Updated October 2014).

# Computer Science (CSC*)

mxcc.edu/catalog/course-descriptions/computers-computer-science-csc/

**CSC*095, Basic Computer Skills (1 Credit)**
This preparatory course gives students the fundamental skills necessary to gain a basic understanding of how to use a personal computer.The course teaches basic keyboarding techniques, the fundamentals of the Windows environment, file management,Internet research, and email. Students with little or no hands-on experience with computers should take this basic skills course before taking any of the computer courses. **This course cannot be counted toward graduation credit.** (Updated October 2014)

**CSC*101, Introduction to Computers (3 credits)**
**Gen Ed Competency: Continuing Learning/Information Literacy**
This course prepares students to use the computer as a productivity tool. It offers both Mac and PC users essential computer skills for personal and professional applications. The fundamentals of information technology concepts, operating systems functions, cloud computing, and computer security are covered. Students will complete hand-on projects using popular productivity software that include word processing, spreadsheet, database, and presentation applications. Also included are topics in Web design, Internet basics, information literacy, and productivity apps. Students will gain knowledge to be well-informed consumers of computer technology. ***Recommended:*** *Students taking this course should possess hands-on familiarity with computers. CSC*095 Basic Computer Skills course is recommended for students who do not possess the requisite computer skills.* (Updated February 2016)

**CSC*105, Programming Logic (3 credits)**
**Gen Ed Competency: Scientific Reasoning, Continuing Learning/Information Literacy**
In this course students are introduced to the fundamental concepts of object-oriented programming and the basic structures of programming including linear, selection, and iteration. They will learn the algorithm design using flowcharts, pseudo code and UML diagrams,and the algorithm implementation through editing, compiling, running, and debugging .Students will become familiar with variables, expressions, control structures, methods, arrays, objects, and GUI applications. ***Prerequisite:*** *Eligible for MAT*137*.
(Updated Fall 2021)

**CSC*115, Introduction to Programming with Alice (3 credits)**
**Gen Ed Competencies: Continuing Learning/Information Literacy, Critical Analysis & Logical Thinking**
This course teaches students the fundamentals of object-oriented programming using Alice, a three-dimensional graphical system that is used to create three-dimensional worlds of animation and games. The course allows students to gain an understanding of the same fundamentals object-oriented principles that are taught with traditional languages such as Java or Visual Basic. However, students will learn and practice these techniques as they create exciting virtual worlds, thus making programming easier to learn. The intent is to provide students who are new to programming with an understanding of abstract principles in concrete ways. Students will be able to apply these skills to other object-oriented languages. (Updated October 2014)

**CSC*116, Introduction to Programming with JavaScript (3 credits)**
**Gen Ed Competencies: Continuing Learning/Information Literacy, Critical Analysis & Logical Thinking**
This course teaches students the fundamentals of programming using JavaScript, a dynamic computer programming language most commonly used as a part of web pages. Along with HTML-5 and CSS, JavaScript is one of the three core languages of the World Wide Web. The course allows students to gain an understanding of the fundamental concepts of programming and interactive design. This introductory course is suitable for students with no prior knowledge or programming experience. ***Prerequisites:*** *None*

**CSC*205, Visual Basic I (3 credits)**
**Gen Ed Competencies: Continuing Learning/Information Literacy, Critical Analysis & Logical Thinking**
Students will gain an understanding of fundamental Visual Basic programming concepts. This will include how Visual Basic's programming environment operates as well as its application language. Concepts covered include window form development, programming controls and how to access databases using the Visual Basic language. ***Prerequisite:*** *Eligible for ENG*101E or ENG*101.* (Updated October 2014)

**CSC*220, Object-Oriented Programming Using JAVA (3 credits)**
**Gen Ed Competency: Scientific Reasoning**
In this course, students will learn to use object oriented techniques in planning, designing, and implementing Java applets and standalone applications. Topics include object-oriented design, arrays, inheritance, polymorphism, exceptions, recursion and collections. Graphical User Interface and event-driven programming will be covered. ***Prerequisite:*** *CSC*105*. (Updated Fall 2017)

**CSC*231, Database Design I (3 credits)**
**Gen Ed Competencies: Continuing Learning/Information Literacy, Critical Analysis & Logical Thinking**
This course uses a DATABASE application software package. The software will be used to construct useful databases for the daily tasks performed by business professionals. Using hands on approach, the student will learn how to store and retrieve records, devise search strategies, and to produce data structures and programming techniques necessary to solving problems. ***Prerequisite:*** *CSA*140.* (Updated October 2014)

**CSC*249, Contemporary Business Application Development I (3 credits)**
This course will teach students contemporary approaches to application development. They will learn how to design and develop object-oriented applications for the console and Windows desktop environments using C#, the core language of the Microsoft .Net framework. ***Prerequisites:*** *Eligible for ENG*101, ENG*101E, or ENG*101 ALP.*
**Gen Ed Competencies: Critical Analysis & Logical Thinking, Continuing Learning/Information Literacy**

**CSC*262, Programming Mobile Devices I (3 credits)**
**Gen Ed Competencies: Continuing Learning/Information Literacy, Critical Analysis & Logical Thinking**
The course will introduce students to the various platforms in use on small and mobile devices. Platforms will include Apple iPhone, Google Android OS, and Microsoft Windows Phone 7. Students will learn the process involved in developing applications for mobile devices. They will create applications for each platform using specialized development environments. ***Prerequisite:*** *CSC*205 or CSC*220.* (Updated October 2014)

**CSC*295, Coop Ed/Work Experience (3 credits)**
**Gen Ed Competencies: Continuing Learning/Information Literacy, Critical Analysis & Logical Thinking**
This course will give the student the opportunity to apply the concepts and skills acquired in the Information Systems Program in an on the job experience at a designated business. The student will be required to attend a specific number of classes during the semester to incorporate system analysis concepts as well as communication techniques. ***Prerequisite:*** *All Computer Information Technology required courses and permission of the program coordinator.* (Updated July 2019)

# Computer Technology (CST*)

mxcc.edu/catalog/course-descriptions/computers-technology-cst/

**CST*120, Introduction to Operating Systems (3 credits)**
**Gen Ed Competencies: Continuing Learning/Information Literacy, Critical Analysis & Logical Thinking**
This course is intended to provide the student with a more advanced knowledge of computer hardware and Operating Systems. Students will learn how to use Windows' advanced features, and how the operating systems interact with hardware both locally and on a network. Topics covered include how to work with computer networks, major components of computer hardware, data back-up, and windows customization. ***Prerequisite:*** *Eligible for either ENG*101E or ENG 101.* (Updated October 2014).

**CST*141, Computer Hardware (4 credits)**
**Gen Ed Competencies: Scientific Reasoning**
This hands-on course covers essential skills on how to install, upgrade, repair, configure, troubleshoot, optimize, and maintain a personal computer's hardware and peripherals. Topics include power supplies, motherboards, processors, memory, hard drives, I/O devices, and multimedia devices. Four hours of lecture/laboratory per week. ***Prerequisite:*** *Eligible for MAT*095*. (Updated Fall 2017)

**CST*163, Windows Server Administration (3 credits)**
**Gen Ed Competencies: Continuing Learning/Information Literacy, Critical Analysis & Logical Thinking**

This course covers the Microsoft Windows Server environment. Students will learn the basics of installing, administrating, and maintaining a Windows Server implementation. Administration of user and group accounts, Active Directory, network protocols and services such as virtual private networking. Routing and Remote Access Service, DHCCP, DNS, backup, recovery and disaster planning will be covered. ***Prerequisite:*** *CST*120* (Updated October 2014)

**CST*201, Introduction to Management Information Systems (3 credits)**
**Gen Ed Competencies: Continuing Learning/Information Literacy, Critical Analysis & Logical Thinking**
This course provides the background necessary for understanding the role of information systems in organizations and for using computer tools and technology in solving business problems. Topics include organizational and technical foundations of information systems, theory of information systems design, fundamental database principles, network systems, e-commerce and supply chain systems, information network security management, and meeting global challenges. Microsoft Excel, Access, PowerPoint and Project are used to demonstrate selected topical concepts. ***Prerequisite:*** *Eligible for either ENG*101E or ENG*101.* (Updated October 2014)

**CST*228, Voice and Data Interworking (3 credits)**
**Gen Ed Competencies: Continuing Learning/Information Literacy, Critical Analysis & Logical Thinking**
The course covers the engineering of voice technologies. Topics include: voice compression methods, understanding the H.323 protocol, voice over frame-relay,voice over ATM, and voice over IP. The MxCC lab will be used to design and build a voice over IP network. ***Prerequisite:*** *CST*120.* (Updated October 2014)

**CST*231, Data Communication and Networking (3 credits)**
**Gen Ed Competencies: Continuing Learning/Information Literacy, Critical Analysis & Logical Thinking**
The course outlines interconnecting computers using communication networks. The seven layer OSI Reference framework, physical layer standards, data link protocols, repeaters, bridges, routers, local area networks, wide area networks, and network configurations will be discussed. ***Prerequisite:*** *CST*120 or CST*141.* (Updated October 2014)

**CST*270, Network Security Fundamentals (3 credits)**
**Gen Ed Competencies: Continuing Learning/Information Literacy, Critical Analysis & Logical Thinking**
This course is designed to meet the needs of students who want to master practical network and computer security. Topics include: malware attacks, application and network attacks, vulnerability assessments for mitigating attacks, data security, network security, wireless network security, authentication and account management, access control fundamentals,

basic and advanced cryptography for protecting data, business continuity model, and risk mitigation procedures. ***Prerequisite:*** *CST*120 or taken concurrently* (Updated October 2014)

# Criminal Justice (CJS*)

mxcc.edu/catalog/course-descriptions/criminal-justice-cjs/

***$$ Supplemental Course Fee*:  Many science lab courses require a separate fee added at the time of registration in order to cover the cost of additional instructional time, supplies and materials used by students.**

**CJS*101,Introduction to Criminal Justice (3 credits)**
**Gen Ed Competency: Social Phenomena**
This course examines an overview of the criminal justice system on the local, state and federal levels in the United States. Students will be exposed to the historical, theoretical, philosophical and practical perspectives of the system's police, court and correctional agencies.  The course is required and is a core class in the Criminal Justice major. ***Prerequisite:*** *Eligible for ENG*101-ALP, ENG*101E, or ENG*101.* (Updated January 2016) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**CJS*102, Introduction to Corrections (3 credits)**
**Gen Ed Competency: Social Phenomena**
A study of the history, philosophy, and evolution of corrections as well as the functions of U.S. jails and prisons. The course also examines the procedures used by state and federal courts that result in the sentencing of offenders to penal institutions and community-based supervision and treatment programs.  ***Prerequisites:*** *CJS*101 (can be taken concurrently) and eligible for ENG*101-ALP, ENG*101E, or ENG*101.*  (Updated October 2015)

**CJS*105, Introduction to Law Enforcement (3 credits)**
**Gen Ed Competency: Social Phenomena**
This course offers a comprehensive examination of the public safety and law enforcement functions of government in a modern society. Topics covered will include the evolution, history, and philosophy of the law enforcement function: the role of the police in a democratic society; police accountability, corruption and deviance; police operational principles and practices; and, current problems confronting the police in their relationship to the community they serve. ***Prerequisites:*** *CJS*101 (can be taken concurrently) and eligibility for ENG*101-ALP, ENG*101E, or ENG*101.* (New course, effective Spring 2016)

**CJS*106, Introduction to Homeland Security (3 credits)**
**Gen Ed Competency: Social Phenomena**
An introduction to the fundamental concepts of homeland security in the United States. This course examines the planning, preparedness, management, and response of governmental and non-governmental agencies to man-made and natural disasters. An historical perspective of events related to homeland security will also be examined in addition to technological and transportation implications. ***Prerequisite:*** *CJS*101, which may be taken concurrently.* (New course, Fall 2016)

**CJS*141, Fingerprinting (1 credit)**
This hands-on workshop will expose students to the fundamental skills necessary for documenting, identifying, and developing latent fingerprints. Students will utilize both chemical and physical visualization techniques to include: fingerprint powders, magnetic powders, SPR, Cyanoacrylate fuming, iodine, crystal, and crystal violet. *Prerequisites: None*

**CJS*142, Law Enforcement K-9s (1 credit)**
The course is designed to provide students with an overview of the use of K-9's in law enforcement. Topics include: training, patrol work, special detection, community relations, search and rescue, liability, K-9 psychology, and special care required for maintaining the health and wellbeing of the canine. Course will also illustrate the distinction between working dogs and pets.*Prerequisites: None*

**CJS*143: City of Corrections (1 credit)**
This class will connect students to the world of the State of Connecticut's Department of Corrections. Students will be introduced to the DOC thru an interactive lecture and practical exposure that will consist of various correctional staff as guest speakers. Students will learn the historical origin of the DOC, and how it has progressed into current times. Some of this will include emphasis on rehabilitation and reintegration. Student's will also be introduced to the organizational structure of the DOC and how it operates to ensure public safety, staff wellness, and efficiency. This will expose students to various correctional jobs, policies, practices, and structure. Student's will also be exposed to various correctional jobs to include Correctional Warden, Correction Officer, K-9 Unit, CERT Team, Gang Intelligence Unit, Security Division, and Parole and Community Services. Student's will be able to meet the various professionals, and get personal exposure to their job experiences. It will also be

arranged for the students to receive a tour of one of the correctional facilities. Namely, the Cheshire Correctional Institution. The size limit on the tour is TBD. During this tour student's will view the Young Adult Offender Program where offenders are paired with mentors in order to rehabilitate them. This class will also introduce students to a major component of the criminal justice field. Student's will be able to connect how the DOC plays an important role in the judicial. *Prerequisites: None*

**CJS*146: Mind of a Serial Killer (1 credit)**
Every wonder what in the world a person could be thinking? Students in this course will analyze and examine the mind of a serial killer. Students will begin by learning the basics of the criminal law system, from what happens from the time of the arrest to the time of prosecution and conviction. Students will then move into an examination of famous killers such as Charles Manson, Ted Bundy and Jeffrey Dahmer. In conclusion, students will take an in depth look at the inner workings of the mind and what makes these killers "tick." *Prerequisites: None*

**CJS*150: Cannabis (3 credits)**
An introductory class on cannabis and how it is used medicinally in Connecticut. This course explores a variety of related topics including state laws on medical marijuana, the chemical composition of cannabis, and how it plays a role in human physiology and pharmacology. The course will also examine the conflict between state, federal, and civil laws. Additional topics will include; employment law, ADA considerations, DUI enforcement, search and seizure, as well as national and global trends towards rescheduling cannabis. *Prerequisites: None*

**CJS*151, Criminal Justice Supervision and Administration (3 credits)**
In this course students study the essentials of personnel administration,management and supervision within criminal justice agencies. Topics include supervisory principles, discipline, motivation, training, ethics, recruitment,managing and supervising in a diverse workplace, and interviewing techniques. (Updated November 2014) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**CJS*211, Criminal Law I (3 credits)**
**Gen Ed Competencies: Continuing Learning/Information Literacy, Critical Analysis & Logical Thinking**
The study of the act(s) and mental state(s) which make up the elements of a crime. The analysis of these criminal elements will allow exploration into a wide spectrum of criminal law including felonies and misdemeanors. This is not a course specifically addressing Connecticut laws, although they will be discussed in comparison with other state and federal court decisions. ***Prerequisites:*** *CJS*101 with a "C-" or better, AND ENG*101-ALP, ENG*101E, or ENG*101 with a "C-" or better.* (Updated October 2015)

**CJS*212, Criminal Law II (3 credits)**
**Gen Ed Competencies: Continuing Learning/Information Literacy, Critical Analysis & Logical Thinking**
A study of the act(s) and mental state(s) which make up the elements of a crime. The analysis of these criminal elements will allow exploration into a wide spectrum of criminal law including felonies and misdemeanors. This is not a course specifically addressing Connecticut laws, although they will be discussed in comparison with other state and federal court decisions. Content of the course will build on the foundation laid in CJS*211: Criminal Law I. ***Prerequisite:*** *CJS*211 with a "C-" or better.* (New course, effective Spring 2016)

**CJS*213, Evidence and Criminal Procedure (3 credits)**
**Gen Ed Competencies: Continuing Learning/Information Literacy, Critical Analysis & Logical Thinking**
This course provides students with fundamental principles relative to procedures and processes within the Criminal Justice system as applied to arrest,the use of force, and search and seizure. The course provides the student with an opportunity to examine the various types of evidence and "proof"in regard to kind, degree, admissibility, competence, and weight. ***Prerequisites:*** *CJS*101 with a "C-" or better,AND ENG*101-ALP, ENG*101E, or* ***ENG*101*** ***with a "C-" or better.*** (Updated October 2015)

**CJS*220, Criminal Investigation (3 credits)**
**Gen Ed Competency: Social Phenomena**
In this course students study the fundamental principles and relative theories applicable to criminal investigation. The course includes the consideration of development of information sources, identification of witnesses and suspects,laws and techniques relative to interview and interrogation and admissions, and case preparation techniques. ***Prerequisites:*** *CJS*101 with a "C-" or better, AND ENG*101-ALP, ENG*101E, or ENG*101 with a "C-" or better.* (Updated October 2015) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**CJS*225, Forensic Science (3 credits)**
**Gen Ed Competencies: Scientific Knowledge & Understanding, Scientific Reasoning**
A study of how the disciplines of Biology, Chemistry, Earth Science, Physical Science, and Physics meld to form the field of Forensic Science. The course will focus on developing the scientific vocabulary necessary for investigators to communicate with scientists. This course is meant to assist students who are pursuing a career in criminal justice. Emphasis of the course is placed on scientific analysis of data rather than detective work. Students will learn to appreciate how the major fields of science are utilized in solving crimes. ***Prerequisites:*** *CJS*101 with a "C-" or better, AND ENG*101-ALP, ENG*101E, or ENG*101 with a "C-" or better.* (Updated October 2015) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**CJS*250, Police Organization and Management (3 credits)**
**Gen Ed Competency: Social Phenomena**
This course exposes students to the complexities inherent in the administration of modern law enforcement organizations by presenting and analyzing a variety of management styles and administrative techniques used in such organizations. Students will examine many of the internal and external factors that impact contemporary law enforcement organizations (e.g., federal regulations, political structures, community needs, press, etc.). ***Prerequisites:*** *CJS*101 with a "C-" or better, AND ENG*101-ALP, ENG*101E, or ENG*101 with a "C-" or better.* (Updated October 2015) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**CJS*252, Professional Development- Leadership (3 credits)**
The course is designed to provide students with fundamental and advanced components of leadership theory as it relates to Criminal justice organizations. ***Prerequisite:*** *CJS*101.* (Updated July 2019)

**CJS*255, Ethical Issues in Criminal Justice Leadership (3 credits)**
**Gen Ed Competency: Social Phenomena**
This course is designed to provide students with an understanding of the necessity of high standards of ethical and moral behavior in the justice system. Areas of focus include ethical and moral issues in personal, social, and criminal justice contexts. Comprehensive coverage is achieved through focus on law enforcement, legal practice, sentencing, corrections, research, crime control policy, and philosophical issues. This is an "L" course. ***Prerequisites:*** *CJS*101 with a "C-" or better, AND ENG*101-ALP, ENG*101E, or ENG*101 with a "C-" or better.* (Updated October 2015) *(Fulfills an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**CJS*285/SCI*285, Forensic Science with Laboratory**
**(4 credits/6 contact hours)**
A study of how the disciplines of Biology, Chemistry, Earth Science, Physical Science, and Physics meld to form the field of Forensic Science.

The course will focus on developing the scientific vocabulary necessary for investigators to communicate with scientists. This course is meant to assist students who are pursuing a career in criminal justice. Emphasis of the course is placed on scientific analysis of data rather than detective work. Students will learn to appreciate how the major fields of science are utilized in solving crimes. The laboratory component will provide hands-on opportunities to integrate scientific methodology as it relates to criminal justice and the limitations of scientific testing.
***Prerequisite:*** *ENG*101-ALP, ENG*101E, or ENG*101 with a grade of "C-" or better AND eligible for MAT*137 or MAT*137E.*

This course replaces CJS*225 Forensic Science. Students cannot get academic credit for taking both CJS*225 and CJS*285/SCI*285.
*$$ Laboratory Course Fee*
**Gen Ed Competencies: Scientific Knowledge & Understanding, Scientific Reasoning**

**CJS*288, Careers in Criminal Justice (3 credits)**
**Gen Ed Competency: Social Phenomena**
The course is designed to provide students with the practical skills necessary for employment within the field of criminal justice. Students will explore the physical, intellectual, and psychological demands associated with obtaining and maintaining a career within the field of criminal justice. The course will explore various types of job opportunities available within the courts, corrections, and law enforcement community, to include the application and selection process for each of these positions. Students will learn the various physical fitness standards associated with each position as well as the necessary written and oral communication skills. Students will draft both a cover letter and resume, in conjunction with participating in a mock oral board interview. ***Prerequisites:*** *ENG*101-ALP, ENG*101E, or ENG*101 with a grade of "C" or better, AND completion of 12 credits in criminal justice courses.* (New course, effective Spring 2016)

**CJS*290, Practicum in Criminal Justice (3 credits)**
**Gen Ed Competencies: Social Phenomena, Written Communication in English**
Open to students in Criminal Justice programs, this practicum offers participants the opportunity to put learned theory to practical application. Assignments are individualized and may vary. Those who are not currently employed in a field directly related to their program may be assigned either a research project/paper or a supervised internship experience. Those currently employed in a field directly related to their study will be required to relate their experiences through appropriate assignments. ***Prerequisites:*** *Instructor Approval, AND ENG*101-ALP, ENG*101E, or ENG*101 with a "C-" or better.* (Updated Fall 2017)

**CJS*294, Contemporary Issues in Criminal Justice (3 credits)**
**Gen Ed Competencies: Critical Analysis & Logical Thinking, Social Phenomena**
In this course students will be exposed to the contemporary issues that impact the functions, and organization of Criminal Justice agencies in the United States. Topics in the course includes issues such as; racial profiling, torture, capital punishment, gender, social stratification, social class, politics, and use of force. The focus and content of the course will change each year to reflect the changes in political and social thought and their impact on public policy. ***Prerequisites:*** *ENG*101, ENG*101E, or ENG*101-ALP with a "C-" or better AND CJS*101 with a "C-" or better.* (Updated Spring 2017)

**SOC*240, Criminology (3 credits)**
**Gen Ed Competencies: Scientific Reasoning, Social Phenomena**
The course examines the nature and cause of crime, approaches to the study of crime, and its treatment and prevention. The sociology of criminal law and the nature of criminal behavior are also examined. ***Prerequisite:*** *Eligible for ENG*101-ALP, ENG*101E*

*or ENG*101*. (Prerequisite updated October 2015, to add ENG*101-ALP) *(Fulfills an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

# Digital Arts/Multimedia (DGA*)

mxcc.edu/catalog/course-descriptions/dga/

**DGA*101, Introduction to Digital Arts (3 credits)**
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
A hands-on introduction to the field of digital multimedia which integrates text, images, graphics, sounds, video, and animation in an interactive computer environment. Students will learn about multimedia technology, terminology,production techniques, and software. Production work will include an introduction to multimedia authoring. (Updated April 2018)

**DGA*110, Computer Graphics (3 credits)**
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
An introduction to the computer as a tool for art and media imaging. Basic computer skills and an introduction to the major applications used for digital illustration, image manipulation, and page layout. (Updated April 2018)

**DGA*120, Digital Imaging I (3 credits)**
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
Students will receive in-depth instruction in the leading digital image editing software which is used in commercial graphics, video production and multimedia.This software is used to edit and manipulate scanned photographs and other images using masking, retouching and other special effects. Topics covered include: image creation and editing; digital scanning; digital

color theory and file formats; typographic effects; advanced filter techniques; automation and performance options; and hardware considerations. ***Prerequisite:*** *DGA*110.* ***Recommended:*** *ART*121.* (Updated July 2019)

**COM*125 / DGA*125, New Media Production (3 credits)**
**Gen Ed Competencies: Creativity, Social Phenomena**
This course is an introduction to the production of new media. New media is an emerging communications technology that adds on-demand interactive access to media content fostering creative participation and community formation.Students will learn to develop and produce a variety of digital media including, audio, video, photography, animation and web-design, and make that media accessible over the Internet and mobile devices through wikis, blogs, podcasts, and social media.Students will use professional media creation tools such as cameras, video and audio edition applications, content management systems and Internet radio, music creation, and podcast software. (Updated April 2018)

**DGA*182, Digital Video Technology (3 credits)**
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
This course examines digital video technology with emphasis on the video production workflow including digital video theory, content acquisition, asset management, post-production and distribution. Students will learn the tools necessary to integrate video footage with computer graphics, animation, visual effects and interactivity. Preparing and compressing video for a variety of applications and platforms including SD/ HD broadcast television, DVD, Internet and network streaming will also be covered. ***Prerequisite:*** *One of the following: COM*129, COM*142, DGA*101, or DGA*110.* (Updated April 2018)

**DGA*223, Digital Illustration (3 credits)**
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
Students will receive in-depth instruction in this leading illustration software package which is used in commercial graphics, video production and multimedia.This software explores the use of spline-based drawing tools and the various techniques used to create vector-based artwork. Topics covered include Beziercurve construction, path editing, color and custom gradients, patterns,typographic effects, filter techniques, printing and output options, and hardware considerations. ***Prerequisite:*** *DGA*110.* ***Recommended:*** *ART*121.* (Updated July 2019)

**DGA*231, Digital Page Design I (3 credits)**
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
Students will receive in-depth instruction in this leading desktop publishing software package which is used in commercial graphics and multimedia. Desktop publishing software is used for creating layouts of text, graphics, photographs and other visual images for print. This course provides the hands-on instruction to create publication files and templates for typical office documents, technical manuals, marketing literature, books, newsletters, magazines and package design. Topics include: digital typography; style sheets, layout grids and master

page techniques, graphic design fundamentals, image processing effects, overprinting, trapping and color palette systems, plugin architecture and common desktop publishing issues. ***Prerequisite:*** *DGA*110.* ***Recommended:*** *ART*121.* (Updated July 2019)

**DGA*241, Internet Web Design I (3 credits)**
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
An introduction to graphic and multimedia design used in web page and site creation by teaching basic design concepts essential to good Web publishing.This course discusses the anatomy of a Web page, identifies design elements and tackles design issues such as the constraints of designing effective web sites across different browsers and platforms, monitor size and resolution, color palettes, and graphic file size. This course also covers the design process including project planning, mapping, interface design, prototyping, analyzing and organizing content, hyperlinks and page layout using tables, grids and frames. Students will use industry standard applications for coding HTML and creating, editing and integrating graphics and multimedia elements. ***Prerequisite:*** *DGA*110.* ***Recommended:*** *DGA*202 and ART*121.* (Updated April 2018)

**DGA*242, Internet Web Design II (3 credits)**
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
A continuation of DGA*241 that explores the creative and technical design processes behind successful communicative and interactive Web page construction. Topics covered will include color and typographic relationships;graphic and media production techniques; graphic design and layout considerations; and usefulness and effectiveness of current Web technologies,including audio, video, animation and scripting options. Students' experience will include the production of various Web pages and culminate with the creation of several Web sites. ***Prerequisite:*** *DGA*241.* (Updated April 2018)

**DGA*250, Interactive Multimedia Production (3 credits)**
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
Students will explore the various multimedia authoring programs used in the industry. Authoring is the software that integrates sound, images, and graphics in an interactive environment. Various programming languages particular to each package, importing various media elements and cross platform production will be covered. ***Prerequisite:*** *DGA*101.* (Updated April 2018)

**DGA*256, 3D Animation Foundations (3 credits)**
**Gen Ed Competency: Creativity**
An introduction to the creative and technical processes involved in the production of 3-dimensional modeling and animation. Through theories, instructions, visual examples, and hands-on production students will learn the fundamental principles of modeling and animating virtual objects and environments using industry-leading software and hardware. Students' experience will include the production of various modeled and animated project to further enhance their production portfolios. ***Prerequisite:*** *DGA*101, DGA*110.* (Updated July 2019)

**DGA*257, Motion Graphics and Effects (3 credits)**
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
An introduction to the creative and technical processes involved in the production of motion graphics and visual effects. Through theories, instructions, visual examples, and hands-on production students will learn the fundamental principles of animating and producing visual effects utilizing industry-leading software and hardware. Topics include: motion graphic animation concepts, compositing, masking, effects, keying, motion tracking, rotoscoping and animating in 3D space. Students' experience will include the production of various animated projects to further enhance their production portfolios. ***Prerequisite:*** *DGA*101, DGA*110.* (Updated July 2019)

**DGA*260, Animation (3 credits)**
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
An introduction to the creative and technical processes behind the animated image.Through theories, instructions, visual examples, and hands-on production students will learn the fundamental principles of animation. Students will explore 2-dimensional cel, stop-motion, 2-dimensional digital, and motion graphic techniques. Additional topics covered will include: storyboarding; character development; time-lapse photography; collage techniques; and basic editing aesthetics. Students' experience will include the production of various animated projects in a number of different formats ranging from the printed page to computer-based digital image. ***Prerequisite:*** *DGA*110.* (Updated July 2019)

# Drug & Alcohol Rehab. (DAR*)

mxcc.edu/catalog/course-descriptions/dar/

**DAR*101, Public Health Issues: Abuse & Addiction (3 credits)**
**Gen Ed Competency: Social Phenomena**
Key issues of the alcohol and drug abuse treatment field from the standpoint of the unique sociological and public health aspects involved. ***Prerequisite:*** *Eligible for either ENG*101E, or ENG*101.* (Updated November 2014)

**DAR*114, Introduction to Family Systems (3 credits)**
**Gen Ed Competency: Social Phenomena**
Presents an overview of family systems with special emphasis toward families afflicted with substance abuse. The particular areas discussed include the structure and function of the family, role structure, development stages,communications systems and functional and dysfunctional families. ***Prerequisite:*** *HSE*202.* (Updated November 2014)

**DAR*158, Biology of Addiction (3 credits)**
Study of drug abuse in current times, including the pharmacology and pathology of chronic drug abuse with respect to the individual as well as society and the law. ***Prerequisite:*** *Eligible for either ENG*101E or ENG*101.*(Updated November 2014)

# Early Childhood Education (ECE*)

mxcc.edu/catalog/course-descriptions/ece/

**ECE*101, Introduction to Early Childhood Education (3 credits)**
**Gen Ed Competencies: Continuing Learning/Information Literacy**
A study of the historical, philosophical and social perspectives of early care and education. Emphasis will be on modern development and trends, along with an understanding of the organization and composition of early childhood education settings, which include curriculum materials, learning environments and equipment. This course will involve 10 hours of field observation and participation in a preschool setting. ***Prerequisites:*** *Eligible for ENG*101E or ENG*101. (*Updated Fall 2017) *Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.*

**ECE*103, Creative Art Experiences for Children (3 credits)**
The exploration of the relationship of creative art to the total educational program of the young child. Experimentation with the use of various media techniques and methods will be included. (Updated Fall 2017)

**ECE*106, Music and Movement for Children (3 credits)**
An investigation of the role of music and movement in early childhood development. Emphasis will be on the elements of songs, circle games, rhythmic activities and instruments. (Updated Fall 2017)

**ECE*131, Children's Literature (3 credits)**
**Gen Ed Competencies: Continuing Learning/Information Literacy**
This course offers an overview of children's literature including its history, genres, and leading authors and illustrators. It covers selection and critical study of books for children, including folklore, poetry, fiction and nonfiction. Issues related to children's literature and literature extension activities will also be explored. ***Prerequisites:*** *ECE*101 and either ENG*101E or ENG*101E.* (Updated Fall 2017)

**ECE*141, Infant/Toddler Growth & Development (3 credits)**
An introduction to the care and teaching of infants and toddlers, which emphasizes the interrelationship between social, emotional, cognitive, physical and language development. Age appropriate curriculum strategies will be based on developmental theories. Components of a high quality program will be explored. Students are required to complete 10 hours of field observation and participation in an infant/ toddler program. (Updated Fall 2017)

**ECE*176, Health, Safety, and Nutrition (3 credits)**
The relationship between health, safety and nutrition and child development will be explored. Emphasis will be on the strategies needed to implement a safe, healthy and nutritionally sound program. Community agencies and resources that benefit children and families will be explored. (Updated Fall 2017)

**ECE*180, CDA Preparation Course (3 credits)**
Child Development Associate Preparation Course: This course will explore the process a student must undertake to be credentialed as a Child Development Associate. In addition, the course will provide a thorough review of each of the eight content areas as identified by the Council for early Childhood Professional Recognition; assist the student in the development of a Professional Resource File; and provide a meaningful field placement opportunity. (Updated Fall 2017)

**ECE*210, Observation & Participation Seminar (3 credits)**
The study of observing and recording children's behavior, focusing on objective observations and the interpretation and understanding of the behavior. Observation and participation placements in approved early childhood settings are required. This course consists of 90 hours of field observation and participation in an approved preschool setting. ***Prerequisite:*** *ECE*101.* (Updated November 2014)

**ECE*215, The Exceptional Learner (3 credits)**
The study of the exceptional or special needs child. Emphasis is on the history, laws, concepts, practices and terminology used by professionals in the field. Educators are assisted in understanding the needs of students with exceptionalities and helped to identify the characteristics, issues, and instructional considerations for students with disabilities. This course consists of 25 hours of field observation and participation in a special education preschool setting. ***Prerequisite:*** *ECE*101.* (Updated November 2014) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**ECE*231, Early Language and Literacy Development (3 credits)**
Introduction to language and literacy development in the young child. Students will explore the early childhood language arts curriculum including speaking,listening, writing, and reading skills. The teacher's role and methods of creating a literacy-rich environment that engages children in creative,developmentally appropriate language-arts experiences will be examined.Students will create plans and materials for use with children. ***Prerequisite:*** *ECE*101.* (Updated November 2014)

**ECE*275, Child, Family and School Relations (3 credits)**
An in-depth look at the child, the family, and the relationship between the school and the family. An understanding of child behavior and its guidance will be examined, as will communication with families. Students will explore today's families and how schools can develop working relationships with families. ***Prerequisite:*** *ECE*101.* (Updated November 2014) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**ECE*295, Student Teaching Practicum (6 Credits)**
Guided observation, participation and supervised student teaching in NAEYC accredited center or kindergarten is required. The purpose of student teaching is to enable the student to apply child development theory in a learning environment and to work with children under close supervision. Students will manage a classroom independently, plan, organize, implement and evaluate classroom activities. Students will complete 220 hours of student teaching. Weekly seminars devoted to issues in Early Childhood Education and the experience of student teachers will extend the individual's student teaching experience. In addition to the prerequisites below, students must take 9 more credits of Early Childhood Education courses with a grade of 'C' or better. ***Prerequisite:*** *ENG*101E or ENG*101,PSY*204, ECE*101, ECE*210.* (Updated July 2019)

# Earth Science (EAS*)

mxcc.edu/catalog/course-descriptions/eas/

**EAS*102, Earth Science (3 credits)**
**Gen Ed Competency: Scientific Knowledge & Understanding**
An introductory survey of the planet Earth, which covers topics in astronomy, oceanography, meteorology, and geology. May be taken as a general science elective. Field trips included. ***Prerequisite:*** *Eligible for either ENG*101E or ENG*101, and either MAT* 085, MAT*095-I, or MAT*095 with a "C-" or better or taken concurrently.* (Updated Fall 2017)

**EAS*106, Natural Disasters (3 credits)**
**Gen Ed Competencies: Critical Analysis & Logical Thinking, Scientific Knowledge & Understanding**
This course examines the science behind different types of natural disasters and our ability or inability to control and predict such events. From this course, students will gain an appreciation of natural disasters and will better understand how the effects of disasters can be reduced. ***Prerequisite:*** *Eligible for either ENG*101E or ENG*101.* (Updated Fall 2017)

**EAS*107, Earth Resources (3 credits)**
**Gen Ed Competency: Scientific Knowledge & Understanding**
A view of earth's resources, their occurrence, extraction and use, and their impact with the environment. Topics include mineral, energy, metals, and construction and industrial Earth resources. ***Prerequisite:*** *Eligible for either ENG*101E or ENG*101, and eligible for MAT*095 or higher.* (Updated October 2014)

# Economics (ECN*)

mxcc.edu/catalog/course-descriptions/ecn/

**ECN*100, Introduction to Economics (3 credits)**
Practical microeconomics and macroeconomics in one semester. Excellent foundation for all business and related careers. Essential tools for individual and business decision making. Fundamentals of how buyers and sellers interact,and prices. Basic economic interrelationships among families, businesses, and government. Understanding inflation, unemployment, taxes, and government policies to improve our economy. Relate current news to our discussions. **Not open to students who have completed ECN*101 or ECN*102.** (Updated November 2014)

**ECN*101, Principles of Macroeconomics (3 credits)**
**Gen Ed Competencies: Critical Analysis & Logical Thinking, Social Phenomena**
An elementary study of the macroeconomic system. A study of the interrelationships among the household, business and government sectors. An elementary study of output, income, employment, consumption, inflation,fluctuations in the economy, and fiscal and monetary policy. This course should be taken after ECN*102. ***Prerequisites:*** *Eligible for either ENG*101E or ENG*101* ***and*** *eligible for either MAT*137E or MAT*137.* (Updated November 2014)

**ECN*102, Principles of Microeconomics (3 credits)**
**Gen Ed Competencies: Critical Analysis & Logical Thinking, Global Knowledge, Social Phenomena**

An elementary study of the principles of economics related to relative scarcity and resource allocation. The course provides a basic study of a market economy and various kinds of market structures. Some time is devoted to cost and to labor economics. Should be taken before ECN*101. ***Prerequisites****: Eligible for either ENG*101E or ENG*101* ***and*** *eligible for either MAT*137E or MAT*137.* (Updated April 2018)

**ECN*220, International Economics (3 credits)**
**Gen Ed Competencies: Critical Analysis & Logical Thinking, Global Knowledge, Social Phenomena**
A study of the principles and applications of international trade and finance,comparative advantage, exchange rates, monetary standards, and international economic institutions. Investigation of national policies and balance of payments issues vis-a-vis open-market economics and globalization. The positions in the global economy of China, the United States, and other countries, and regional economic arrangements are examined. ***Prerequisite:*** *ECN*101 and ECN*102; one of these two courses may be taken concurrently.* ***Recommended:*** *MAT*137 and ENG*101.* (Updated April 2018)

# Electronics (EET*)

mxcc.edu/catalog/course-descriptions/electronics-eet/

**EET*252, Digital Electronics (4 Credits)**
This course covers combinational and sequential logic circuits. Topics include: number systems, Boolean algebra, logic families, MSI and LSI circuits, AC/DC converters, and other related topics. Upon completion of the course, students will be able to construct, verify, and troubleshoot digital circuits using appropriate techniques and test equipment. 3 hours lecture and 2 hours lab per week. ***Prerequisites:*** *MAT*186 and CSC*105.* (New Course Starting Spring 2021)

# Engineering (EGR*)

mxcc.edu/catalog/course-descriptions/engineering-science-egr/

**EGR*111, Introduction to Engineering (3 Credits)**
**Gen Ed Competencies: Scientific Knowledge & Understanding, Scientific Reasoning**
An introduction to engineering analysis. Topics include forces, energy, thermodynamics, electrical circuits, and fluids. Analysis includes practice with units and conversions, graphing, and statistics. Students are introduced to solving problems using MATLAB. ***Prerequisite:*** *MAT*186 or taken concurrently and eligible for either ENG*101E or ENG*101*. (Updated Fall 2019)

**EGR*112, Engineering Drawing Specifications (3 Credits)**
An introduction to the interpretation of engineering drawings beginning with the basics of orthographic projection. Topics include: working drawings, lines, linear and angular dimensioning, sectional views, tolerances and allowances, thread representation, arrowless and tabular dimensioning, steel specifications, auxiliary views, point-to-point and datum dimensioning conforming to ANSI Y14.5M and ISO standards. (New course, Fall 2017)

**EGR*211, Applied Mechanics I (Statics) (3 Credits)**
**Gen Ed Competencies: Scientific Knowledge & Understanding, Scientific Reasoning**
The fundamentals of statics, including the resolution and composition of forces, the equilibrium of force systems, the analysis of forces acting on structures and machines, centroids, moments of inertia. Vector methods are used. ***Prerequisite/Co-requisite:*** *MAT*256*. (Updated Fall 2017)

**EGR*212, Applied Mechanics II (Dynamics) (3 Credits)**
**Gen Ed Competencies: Scientific Knowledge & Understanding, Scientific Reasoning**
A basic course in dynamics covering rectilinear and curvilinear motion, translation, rotation, plane motion; work, energy, and power; impulse and momentum. The application of the principles of dynamics to engineering problems. Vector methods are used. ***Prerequisite:*** *EGR*211.* (Updated Fall 2017)

**EGR*214, Engineering Thermodynamics (3 Credits)**
**Gen Ed Competencies: Scientific Knowledge & Understanding, Scientific Reasoning**
This course covers energy concepts and balances, basic definitions including the first and second laws of thermodynamics, ideal and real gases, thermodynamic properties, and introductory cycle analysis. ***Prerequisites:*** *MAT*254 and PHY*221, or taking concurrently.* (Updated Fall 2017)

**EGR*221, Introduction to Electric Circuit Analysis (4 credits)**
**Gen Ed Competencies: Scientific Knowledge & Understanding, Scientific Reasoning**
This course covers the basic concepts, theorems, laws,methods of analysis, and application examples in DC and AC circuits.Topics include resistance, capacitance,inductance, operational amplifiers, Ohm's Law, Kirchhoff's Laws, Thevenin's and Norton's Theorems, Nodal and Loop analysis, first and second order transient circuits, steady-state analysis, and polyphase circuits.Laboratory experiments involve using simulation software and using instruments for circuit building and testing. Four hours of lecture/laboratory per week. ***Prerequisite:*** *MAT*254*. (Updated Fall 2017)

**EGR*250, Computational Methods for Engineering (3 Credits)**
The application of industry standard computational tools for problem solving, graphing and analyzing engineering data, and programming of formulae, procedures, and macros.
*Prerequisites: EGR*111, and MAT*254 or taken concurrently*

# English (ENG*)

mxcc.edu/catalog/course-descriptions/eng/

Transitional-Level Courses (Non-Credit)

**EDUC 1003, English Fast Track (Reading-Writing) Workshop (0 credits, 24-30 classroom hours)**
This non-credit, fast-track workshop is designed to help students refresh their skills in essay writing, grammar, and reading comprehension. The workshop will be particularly beneficial for students placing at the intensive level but are open to all students. At the end of the workshop, students may retake a placement test to see if they can progress to College Level or College Level with Embedded Support. (Updated November 2014)

**EDUC 1010, Fast Track: Grammar (0 credits, 5-15 classroom hours)**
This noncredit workshop is designed to help students refresh their skills in grammar and punctuation. This grammar workshop would be particularly beneficial for students who need to improve their Accuplacer Sentence Skills score. It is recommended that students who take this workshop also take Fast Track: Essay Writing. (New course, Spring 2015)

**EDUC 1011, Fast Track: Reading (0 credits, 5-15 classroom hours)**
This noncredit workshop is designed to help students refresh their skills in reading comprehension and vocabulary. This reading comprehension workshop would be particularly

beneficial for students who need to improve their Accuplacer Reading Comprehension score. It is recommended that students who take this workshop also take Fast Track: Essay Writing. (New course, Spring 2015)

**EDUC 1012, Fast Track: Essay Writing (0 credits, 5-15 classroom hours)**
This noncredit workshop is designed to help students refresh their skills in essay writing. This workshop would be particularly beneficial for students who would like to become more familiar with college level essay writing. Fast Track: Essay Writing is strongly recommended for students taking Fast Track: Grammar, Fast Track: Reading, or both workshops. (New course, Spring 2015)

**EDUC 1017, College and Career Success (0 credits)**
This noncredit course is designed to enhance students' college and career readiness. The course provides an extended orientation to college, teaches skill sets to support college-level courses, and introduces college majors and careers. Some topics included are learning styles, study strategies, note taking, and test preparation.

**EDUC 1020, English Brush Up (Reading-Writing) Workshop (0 credits, 24-30 classroom hours)**
This non-credit, English workshop is designed to help students refresh their skills in essay writing, grammar, and reading comprehension.

Intensive-Level Courses (Non-Credit)

**ENG*096, Introduction to College English (6 credits)**
Prepares students for the reading and writing demands in Composition and other college-level courses by integrating reading, writing, and critical thinking. Student writing will focus on understanding, reporting on, reacting to, and analyzing the ideas of others. Texts will serve as models and sources for students to refine their skills in exposition, interpretation, and argumentation. Students learn and practice specific college-level skills through critical reading and writing, class discussions, lectures, group presentations, or workshops. **This course does not satisfy an English requirement or an elective in any degree program, nor do its credits count toward graduation.** (Updated November 2014)

Embedded-Level Courses (Graduation Credit with Required Non-Credit Support)

**The Accelerated Learning Program (ALP)** gives students with higher developmental placement scores the opportunity to pass college-ready ENG*101 during the same semester. Students must register for special, linked sections of both ENG*099A (formerly ENG*063-ALP) and ENG*101-ALP. Prerequisites: by Placement Exam or Recommendation of Instructor.

**ENG*099A, Transition to Composition: Accelerated Learning Program (3 developmental credits)** ***Formerly ENG*063-ALP, Writing: Introduction to the Essay***
ENG*099-A is the paired course to ENG*101-ALP and is part of the Accelerated Learning Program (ALP) in English Composition. The ALP offers students whose placement scores

would otherwise not permit them to enroll in ENG*101, the opportunity to pass ENG*101 by taking ENG*099-A, Transition to Composition. ENG*099 is not a separate course but offers students additional support in meeting ENG*101 learning outcomes. Students in this course will meet with their ENG*101 professor in a small group setting and receive more time on task, individualized instruction, and supplemental help with reading, writing, and grammar. Students who register for ENG*099-A must also register for the paired section of ENG*101-ALP. **This course does not satisfy an English requirement or an elective in any degree program, nor do its credits count toward graduation.** Available only to students who place into or are recommended for the Accelerated Learning Program, or students who earn a "C" or higher in ENG*096. Students must also register for the paired ENG*101-ALP during the same semester.

**ENG*101 • ENG*101-ALP, Composition (3 credits)** ***Fall • Spring • Summer***
**Gen Ed Competencies: Written Communication in English**
Students will develop written texts of varying lengths and styles for different audiences and purposes. They will respond to rhetorical situations, use sources, craft logical arguments, apply language conventions, and formulate effective writing strategies. ***Reading Prerequisite:*** *ENG*073 or ESL*173 with a grade of "C" or better, or placement, or SAT/ACT scores;* ***Writing Prerequisites:*** *ENG*063 with a grade of "C" or better; or placement; or SAT/ACT scores; or ENG*096 with a grade of "C" or better.* (Updated Fall 2017) *(Fulfills an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**ENG*101E, Composition Embedded (3 credits/4 contact hours)** *$$*
*Supplemental Course Fee*
**Gen Ed Competency: Written Communication in English**
Composition focuses on the study and practice of effective written communication across a variety of rhetorical situations. The course develops skills in applying language conventions, engaging with and using authoritative sources, and crafting logical arguments. Composition with Embedded support meets the same outcomes as ENG*101, but offers students additional support through supplemental instruction, increased time on task, focused workshops, and/or tutoring. ***Reading Prerequisite:*** *ENG* 073 or ESL *173 with a grade of "C" or better, or placement, or SAT/ACT scores;* ***Writing Prerequisites:*** *ENG*063 with a grade of "C-" or better; or placement; or SAT/ACT scores; or ENG*096 with a grade of "C" or better.* (Updated Fall 2017) *(Fulfills an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

College-Level Courses (Graduation Credit)

**ENG*101 • ENG*101-ALP, Composition (3 credits)** ***Fall • Spring • Summer***
**Gen Ed Competencies: Written Communication in English**
Students will develop written texts of varying lengths and styles for different audiences and purposes. They will respond to rhetorical situations, use sources, craft logical arguments, apply language conventions, and formulate effective writing strategies. ***Reading***

***Prerequisite:*** *ENG*073 or ESL*173 with a grade of "C" or better, or placement, or SAT/ACT scores;* ***Writing Prerequisites:*** *ENG*063 with a grade of "C" or better; or placement; or SAT/ACT scores; or ENG*096 with a grade of "C" or better.* (Updated Fall 2017) *(Fulfills an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**ENG*102, Literature and Composition (3 credits)**
**Gen Ed Competencies: Critical Analysis & Logical Thinking, Written Communication in English**
Students will learn how to develop interpretations of literature through reading short fiction, poetry, drama, and essays. They will be introduced to literary terminology and to standard critical approaches. They will also learn how to use source materials in order to clearly express their views about literature in several argumentative essays, which includes at least one research essay. ***Prerequisite:*** *Either ENG*101ALP, ENG*101E, or ENG*101 with a "C" or better.* (Updated Fall 2017) *(Fulfills an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**ENG*110, Introduction to Literature (3 credits)**
**Gen Ed Competency: Critical Analysis & Logical Thinking**
This course provides an introduction to fiction, drama, and poetry through reading literature from different genres, historical periods, and of various styles. Students will learn the elements of fiction, the basics for reading drama, and an introduction to poetics in order to conduct literary analyses. ***Prerequisite:*** *Either ENG*101ALP, ENG*101E, or ENG*101 with a "C" or better.* (Updated Fall 2017)

**ENG*200, Advanced Composition (3 credits)**
**Gen Ed Competencies: Critical Analysis & Logical Thinking, Written Communication in English**
A thorough study of rhetoric, prose style, argumentation, and editing through sophisticated non-fiction readings. Minimum of three extensive essays with various levels of research. This may not be used as a 200 level literature course. ***Prerequisite:*** *Either ENG*101ALP, ENG*101E, or ENG*101 with a "B-" or better.* (Updated Fall 2017) *(Fulfills an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**ENG*202, Technical Writing (3 credits)**
**Gen Ed Competencies: Critical Analysis & Logical Thinking, Written Communication in English**
Practice and analysis of formats used in scientific and industrial writing. **This may not be used as a 200-level literature course.** ***Prerequisite:*** Either ENG*101ALP, ENG*101E, or ENG*101 .(Updated Fall 2017) *(Fulfills an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**ENG*210, Fiction (3 credits)**
**Gen Ed Competencies: Critical Analysis & Logical Thinking, Written Communication in English**
Students will analyze different forms of fiction to critique its elements and to learn the history of the genre. Students will write analytical essays, including at least one with research. ***Prerequisite:*** *Either ENG*101ALP, ENG*101E, or ENG*101 and either ENG*102 or ENG*110.* (Updated Fall 2017) *(Fulfills an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**ENG*211, Short Story (3 credits)**
**Gen Ed Competencies: Critical Analysis & Logical Thinking, Written Communication in English**
Reading and analysis of the short story from the 19th century to the present. Focus on literary and historical context, close reading, and interpretation. Researched essays are required. ***Prerequisite:*** *Either ENG*101ALP, ENG*101E, or ENG*101 and either ENG*102 or ENG*110.* (Updated Fall 2017) *(Fulfills a "D" course requirement or an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**ENG*213, Poetry (3 credits)**
**Gen Ed Competencies: Critical Analysis & Logical Thinking, Written Communication in English**
This course is an introduction to poetry as a literary genre. Students will learn the elements of poetry and standard critical approaches to read and analyze poems from different historical periods and of various styles. Students will write analytical essays, including at least one with research. ***Prerequisite:*** *Either ENG*101ALP, ENG*101E, or ENG*101 and either ENG*102 or ENG*110*. (Updated Fall 2017) *(Fulfills an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**ENG*214, Drama (3 credits)**
**Gen Ed Competencies: Critical Analysis & Logical Thinking, Written Communication in English**
Reading and analysis of major works of dramatic literature. Focus on literary and historical context, close reading, and interpretation. Researched essays are required.
***Prerequisite:*** *Either ENG*101ALP, ENG*101E, or ENG*101 and either ENG*102 or ENG*110.* (Updated Fall 2017) *(Fulfills an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**ENG*218, Autobiography (3 credits)**
**Gen Ed Competencies: Critical Analysis & Logical Thinking, Written Communication in English**
Reading and analysis of major works of classic and contemporary autobiographical writings. Focus on literary and historical context, close reading, and interpretation. Researched essays are required. ***Prerequisite:*** *Either ENG*101ALP, ENG*101E, or ENG*101 and either*

*ENG*102 or ENG*110.* (Updated Fall 2017) *(Fulfills a "D" course requirement or an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**ENG*220, Studies in American Literature (3 credits)**
**Gen Ed Competencies: Critical Analysis & Logical Thinking, Written Communication in English**
Reading and analysis of the American novel since World War II. Focus on literary and historical context, close reading, and interpretation. Researched essays are required. ***Prerequisite:*** *Either ENG*101ALP, ENG*101E, or ENG*101 and either ENG*102 or ENG*110.* (Updated Fall 2017) *(Fulfills an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**ENG*221, American Literature I (3 credits)**
**Gen Ed Competencies: Critical Analysis & Logical Thinking, Written Communication in English**
Reading and analysis of major works of American literature from early American through the mid-nineteenth century. Focus on literary and historical context, close reading, and interpretation. Researched essays are required. ***Prerequisite:*** Either ENG*101ALP, ENG*101E, or ENG*101 and either ENG*102 or ENG*110. (Updated Fall 2017) *(Fulfills an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**ENG*222, American Literature II (3 credits)**
**Gen Ed Competencies: Critical Analysis & Logical Thinking, Written Communication in English**
Reading and analysis of major works of American literature from the mid-nineteenth century through the present. Focus on literary and historical context, close reading, and interpretation. Researched essays are required. ***Prerequisite:*** *Either ENG*101ALP, ENG*101E, or ENG*101 and either ENG*102 or ENG*110*. (Updated Fall 2017) *(Fulfills an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**ENG*231, British Literature I (3 credits)**
**Gen Ed Competencies: Critical Analysis & Logical Thinking, Written Communication in English**
Reading and analysis of major works of British literature from Old English through the 18th century. Focus on literary and historical context, close reading, and interpretation. Researched essays are required. ***Prerequisites:*** *Either ENG*101, ENG*101E, or ENG*101ALP and either ENG*102 or ENG*110.* (Updated Fall 2017) *(Fulfills an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**ENG*232, British Literature II (3 credits)**
**Gen Ed Competencies: Critical Analysis & Logical Thinking, Written Communication in English**
Reading and analysis of major works of British literature from the Romantics through the present. Focus on literary and historical context, close reading, and interpretation. Researched essays are required. ***Prerequisite:*** *Either ENG*101ALP, ENG*101E, or ENG*101 and either ENG*102 or ENG*110.* (Updated Fall 2017) *(Fulfills an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**ENG*233, Shakespeare (3 credits)**
**Gen Ed Competencies: Critical Analysis & Logical Thinking, Written Communication in English**
A study of the major plays of Shakespeare with special emphasis on the histories and comedies. Focus on literary and historical context, and close reading and analysis of Shakespeare's poetics and characters. Researched essays are required.
***Prerequisite:*** *Either ENG*101ALP, ENG*101E, or ENG*101 and either ENG*102 or ENG*110.* (Updated Fall 2017) *(Fulfills an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**ENG*234, Shakespeare II (3 credits)**
**Gen Ed Competencies: Critical Analysis & Logical Thinking, Written Communication in English**
A study of the major plays of Shakespeare with special emphasis on the tragedies and romances. Focus on literary and historical context, and close reading and analysis of Shakespeare's poetics and characters. Researched essays are required.
***Prerequisite:*** Either ENG*101ALP, ENG*101E, or ENG*101 and either ENG*102 or ENG*110. (Updated Fall 2017) *(Fulfills an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**ENG*241, World Literature I**
**(3 credits)**
Reading and analysis of major works of world literature through the 18th century. Focus on literary and historical context, close reading, and interpretations of texts other than British and American. Researched essays are required. ***Prerequisite:*** *Either ENG*101ALP, ENG*101E or ENG*101 and either ENG*102 or ENG*110.* (Fulfills an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.) (New course, Fall 2018)
**Gen Ed Competencies: Critical Analysis & Logical Thinking, Written Communication in English**

**ENG*242, World Literature II**
**(3 credits)**
Reading and analysis of major works of world literature from the 19th, 20th, and 21st centuries. Focus on literary and historical context, close reading, and interpretations of texts

other than British and American. Researched essays are required. ***Prerequisites:*** *Either ENG*101ALP, ENG*101E or ENG*101 and either ENG*102 or ENG*110.* (Fulfills an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.) (New course, Fall 2018)
**Gen Ed Competencies: Critical Analysis & Logical Thinking, Written Communication in English**

**ENG*262, Women in Literature (3 credits)**
**Gen Ed Competencies: Critical Analysis & Logical Thinking, Written Communication in English**
Students will explore the contributions of women authors to literature by reading and analyzing works by women. These works represent the traditional genres of poetry and fiction in addition to autobiography/memoir, diary, speech, and essay. Students will explore feminist literary theory and criticism as well as investigate the roles played by class, sexual orientation, and culture. Students will write analytical essays, including at least one with research. **Prerequisites:** Either ENG*101, ENG*101E, or ENG*101ALP and either ENG*102 or ENG*110. (Updated Fall 2017) *(Fulfills a "D" course requirement or an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**ENG*281, Creative Writing (3 credits)**
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
Students will learn and practice the craft elements of writing poetry, fiction, and/or non-fiction, examine the works of writers in the genres, and receive and offer critique in workshop setting. Students will submit end of semester portfolio and work for possible publication in *Pegasus* literary journal. ***Prerequisite:*** *Either ENG*101ALP, ENG*101E, or ENG*101.* (Updated April 2018)

**ENG*282, Creative Writing – Poetry (3 credits)**
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
This course is a continuation of creative writing skills begun in ENG*281, Creative Writing, focusing exclusively on the technique of writing poetry. Students will continue to study, model, and practice the craft elements of writing poetry, providing and receiving critique in a workshop setting. Revision, reading, and submission for possible publication will be emphasized. ***Prerequisite:*** *ENG*281.*
(Updated April 2018)

**ENG*283, Creative Writing – Fiction**
**(3 credits)**
Focuses on the elements and techniques of fiction writing. Students will study examples of fiction and discuss and practice elements of craft, such as character, conflict development, dialogue, and point of view. Student will write fiction and discuss their work in a workshop

environment.
**Prerequisite:** ENG*281. (Updated April 2018)
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**

**ENG*285, Memoir Writing**
**(3 credits)**
The primary focus of the class will be creating personal essays – writing may include travel or political pieces, memoir, interviews, or other forms of nonfiction. Students will share, discuss, and revise their work. Students will read a wide range of published nonfiction, write reflectively about the published essays, and model the work of established authors.
***Prerequisite:*** *Either ENG*101ALP, ENG*101E, or ENG*101 with a "B-" or better.*
(Updated April 2018)
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**

**ENG*291, Mythology (3 credits)**
**Gen Ed Competencies: Critical Analysis & Logical Thinking, Written Communication in English**
This course will explore mythology from ancient to modern periods. Students will read and analyze myths, explore critical approaches, and assess its impact on society. Students will write analytical essays, including at least one with research. ***Prerequisite:*** *Either ENG*101ALP, ENG*101E, or ENG*101 and either ENG*102 or ENG*110.* (Updated Fall 2017) *(Fulfills an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**ENG*296 Work Experience in English (1 credit)**
This course is intended to help those thinking of pursuing a degree in education or simply any individuals who wish to use their own English content knowledge to assist others. The course provides highly qualified students the opportunity to work as a Classroom Assistant where they will develop the ability to discuss, explain, and model English concepts to students in developmental English classes. Students will work as in-class tutors and provide direct classroom assistance under the guidance and at the discretion of the professor. The student will work with a diverse population, demonstrate and apply his/her previously learned knowledge in a new capacity, and benefit from community engaged learning. The student will be asked to work a minimum 3 credit hours. The course may be taken up to three times for a maximum of 3 credit hours. At the end of the semester, the student will earn a grade of Pass ("P") or Fail ("F"). Students must be nominated by English faculty in order to be eligible for the class. **Prerequisite:** *ENG*101 (with a grade of "A-" or better) AND permission of the English Discipline Coordinator or Supervisor of English Supplemental Instruction.*

**ENG*298, Special Topics in English (3 credits)**
**Gen Ed Competencies: Critical Analysis & Logical Thinking, Written Communication in English**
An in-depth exploration of a specialized topic in literature. Researched essays are required.

***Prerequisite:*** *Either ENG*101ALP, ENG*101E, or ENG*101 and either ENG*102 or ENG*110.* (Updated Fall 2017) *(Fulfills an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

# Environmental Engineering Tech (ENV*)

mxcc.edu/catalog/course-descriptions/env/

**ENV*109, OSHA 40 Hour Training and Emergency Response Procedure (3 credits)**
This course provides the training required by 29 CFR 1910.120, and NFPA standards for hazardous waste site workers, and those involved in the emergency response to incidents involving hazardous materials. A minimum of 48 hours of classroom and or hands-on training is required. (Updated October 2014)

**ENV*162, Environmental Sampling (3 credits)**
An introduction to the techniques of environmental sampling and data collection for contamination and water supply investigations. Topics include soil and groundwater sampling, surface water measurements, aquifer tests, and other basic field techniques. Also included is an introduction to the concept of Brownfields, innovative remediation technologies, and the chemical nature of hazardous substances. This introductory course is intended for students with no prior exposure to field investigation techniques and as a precursor to advanced training and ENV*212. (Updated October 2014)

**ENV*212, Site Assessment (3 credits)**
An introduction to the environmental site assessment process. Topics include Phase I Environmental Site Assessments under the CT Property Transfer Act, further study of innovative remediation technologies, and an overview of Phase II and III Environmental Site Assessments. Also included is an overview of the CT Remediation Standard Regulations

and chemical-specific remediation criteria. This introductory course is intended for students with no prior exposure to Environmental Site Assessments and CT Environmental Regulations. ***Prerequisite:*** *ENV*162.* (Updated October 2014)

**ENV*292, Environmental Internship (3 credits)**
A minimum of 160 hours spent working at an organization concerned with environmental monitoring or control. Placement can include but is not limited to local health departments, DEP, local sanitarians, environmental testing laboratories, and water supply and purification companies. *Prerequisite: Permission of program coordinator.*(Updated November 2014)

# Environmental Science (EVS*)

mxcc.edu/catalog/course-descriptions/evs/

**EVS*100, Introduction to Environmental Science (3 credits)**
**Gen Ed Competency: Critical Analysis & Logical Thinking, Scientific Knowledge & Understanding**
An overview of biological and physical processes in the natural environment, and the impact of human activities. The course will explore current environmental issues both locally and globally, and critically evaluate potential solutions. Topics include threats to species and ecosystems, overpopulation, land use, air and water pollution, climate change, energy resources, resource depletion, and waste management. ***Prerequisite:*** *Eligible for either ENG*101E or ENG*101.* (Updated Fall 2017)

**EVS*111, Environmental Science Laboratory (1 Credit/3 contact hours)**
**Gen Ed Competencies: Critical Analysis & Logical Thinking, Scientific Knowledge & Understanding**
An introductory laboratory course that provides a survey of concepts and techniques in environmental science. Students will investigate habitats, ecosystems, soils, air quality, climate change, fossil fuels, and renewable energy. Student will develop observational, sampling, and analytical skills in the laboratory and in the field. The course will include fieldwork both on and off campus, and students may be required to meet at off-campus locations. 3 hours of lab per week. ***Prerequisites:*** *EVS*100 or taken concurrently, and eligible for MAT*137.* (Updated October 2014)

**EVS*135, Exploring Environmental Science (1 Credit)**

An introduction to environmental science career pathways. A series of guest speakers from the environmental field, including industry, government, and education, will describe their work and the skills and tools needed to be successful. The course will focus on environmental work in Connecticut with connections to broader trends. The course is open to anyone interested in environmental issues, sustainability, and career opportunities. One hour of lecture per week. (Updated October 2014)

# French (FRE*)

mxcc.edu/catalog/course-descriptions/fre/

**FRE*101, Elementary French I (3 credits)**
**Gen Ed Competency: Social Phenomena**
Fundamentals of grammar with emphasis on the development of speaking, listening, and writing skills. (Updated Fall 2018) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**FRE*102, Elementary French II (3 credits)**
**Gen Ed Competency: Social Phenomena**
Continued development of speaking, listening, and writing skills as well as fundamentals of grammar. ***Prerequisite:*** *FRE*101*. (Updated July 2019) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**FRE*201, Intermediate French I (3 credits)**
**Gen Ed Competency: Social Phenomena**
Further study of grammar with continued emphasis on the development of conversational fluency and writing proficiency. Compositions. Introduction to literature. ***Prerequisite:*** *FRE*102*. (Updated July 2019) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**FRE*202, Intermediate French II (3 credits)**
**Gen Ed Competency: Social Phenomena**
Continuation of the study of grammar with further emphasis on the development of conversational fluency and writing proficiency. Compositions. Literature. ***Prerequisite:*** *FRE*201*. (Updated Fall 2017) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

# Geography (GEO*)

mxcc.edu/catalog/course-descriptions/geo/

**GEO*101, Introduction to Geography (3 credits)**
**Gen Ed Competencies: Global Knowledge, Social Phenomena**
An introductory study of geography concerned with the basic patterns of physical environment and their relationship to man. Focus is upon not only where people and activities are located on the Earth's surface and the reasons for the location but also upon geography as a social science, emphasizing the relevance of geographic concepts to human problems and conditions. As such the course's use of physical geographic concepts will help students to better understand human behavior. A topical approach is used. Included are analyses of why languages, religions, and ethnicities are arranged as they are in the World and an examination of the significance of the locations of important economic activities, including agriculture, manufacturing, and services. (Updated April 2018) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

# Geology (GLG*)

mxcc.edu/catalog/course-descriptions/glg/

***$$ Supplemental Course Fee*: Many science lab courses require a separate fee added at the time of registration in order to cover the cost of additional instructional time, supplies and materials used by students.**

**GLG*112, Geology of Connecticut (3 credits)**
An introduction to the geological features of Connecticut and surrounding areas. Emphasis on field relations and general geological concepts. Review of history on Connecticut Geology. Field trips included. ***Prerequisites:*** *Eligible for either ENG*101E or ENG*101, and either MAT*085, MAT*095-I, or MAT*095 with a "C-" or better or taken concurrently.* (Updated Fall 2017)

**GLG*120, Dynamic Earth (4 credits/6 contact hours)** *$$ Supplemental Course Fee*
**Gen Ed Competencies: Scientific Knowledge & Understanding, Scientific Reasoning**
An introduction to the physical geology of the Earth, with an emphasis on interactions between land, air, water, and life, and the cycling of energy and matter over time. This course will investigate how processes within the earth system have produced resources, landforms, catastrophes, climates, and biological evolution throughout Earth's history. Includes consideration of human impacts on the earth system. Lecture: 3 hours per week. Laboratory: 3 hours per week. ***Prerequisites:*** *Eligible for ENG*101 and eligible for MAT*137 or higher.* (Updated Fall 2017)

**GLG*121, Introduction to Physical Geology (4 credits)**

An introduction to the principles governing the composition and structure of the Earth's crust and the study of landforms and geological processes on and within the Earth's surface. Topics include earth materials, geologic time, surface processes, internal processes, and earth structures. ***Prerequisites:*** *Eligible for either ENG*101E or ENG*101, and either MAT* 085, MAT*095-I, or MAT*095 with a "C-" or better or taken concurrently.* (Updated Fall 2017)

# Health (HLT*, HPE*, MED*, NTR*)

mxcc.edu/catalog/course-descriptions/health/

**HLT*103, Investigations in Health Careers (3 credits)**
This course is designed to provide the learner students with an overview of the healthcare system, health professions, general anatomy and physiology, principles of the scientific process, medical terminology, documentation, conducting scientific research and the use of information technology in the healthcare environment. The course will also include segments in signs and symptoms of illnesses, medical triage, medical ethics, and the legal responsibilities of healthcare providers. ***Prerequisite:*** *Eligible for either ENG*101E or ENG 101.* (Updated October 2014)

**HLT*160/SOC*160, Introduction to Public Health (3 credits)**
**Gen Ed Competencies: Global Knowledge, Scientific Reasoning, Social Phenomena**
This course provides a basic overview of public health and various public health systems. It provides a foundation for the understanding of public health principles and practices for any student interested in social work, health careers, biology, health education, or simply being an informed citizen. Topics will include the effects of individual lifestyle decisions and their relation to personal and public health. The course deals with a variety of current public health threats and trends, and how public health professionals play a role in identifying and remediating or avoiding them. ***Prerequisite:*** *Eligible for either ENG* 101E or ENG*101.* (Updated April 2018) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**HIM*101, Medical Terminology (3 credits)**
This course is an introduction to basic medical terminology including origins of scientific terms, suffixes and prefixes which will enhance student ability to interpret and discuss scientific and clinical concepts. Concentration is on medical terminology which facilitates the student's comprehension of materials in patient records, medical reports and scientific articles. Clinical cases including diagnostic reports are utilized for discussion in this course. ***Prerequisite:*** *Eligible for either ENG*101E or 101.* (Updated October 2014)

**MED*250, Principles of Pharmacology (3 credits)**
An examination of the more commonly prescribed medications as they relate to specific body systems. Topics include practices governing the use, dispensing, administration, and storage of pharmaceuticals. Terminology relating to drugs and the administration of drugs is emphasized. ***Prerequisite:*** *MED*125* (Updated October 2014)

**NTR*100, Introduction to Nutrition & Dietetics (1 credit)**
This course acquaints students with the nutrition and dietetics profession including the many roles of dietetics professionals and training requirements. In addition, the course will cover continuing education requirements for dietetics professionals to maintain their credentials. Students will also learn how nutrition and dietetics professionals function as members of the health care team. The course complements material presented in HLT*103, Investigations in Health Careers. It may be taken independently, or in conjunction with HLT*103. For students intending to transfer into the Nutrition and Dietetics Associate's Degree Program at Gateway Community College HLT*103 and NTR*100 will meet program requirements for NTR*101.
***Prerequisite:*** *Eligible for either ENG*101E or ENG*101.* (New course, Fall 2017)

# Health Information Management (HIM*)

mxcc.edu/catalog/course-descriptions/health-information-management-him/

**HIM*101, Medical Terminology (3 credits)**
This course is an introduction to basic medical terminology including origins of scientific terms, suffixes and prefixes which will enhance student ability to interpret and discuss scientific and clinical concepts. Concentration is on medical terminology which facilitates the student's comprehension of materials in patient records, medical reports and scientific articles. Clinical cases including diagnostic reports are utilized for discussion in this course. ***Prerequisite:*** *Eligible for either ENG*101E or 101.* (Updated October 2014)

**HIM*105 Introduction to Health Information Management (3 credits)**
This course provides students with an introduction to the health information management profession. Students will explore the various types of healthcare services and the types of health information produced and maintained in those environments. Students will learn to apply standards for health record documentation. Students will understand the legal environment of healthcare and will apply regulations and standards that protect the privacy and confidentiality of health information. Students will understand the factors in management of a healthcare organization that impact the management of health data.

As the first course in the Health Information Management program, this course prepares students for success in college and beyond. Students will explore academic and career options, set informed academic and career goals, and begin to develop essential skills such as information literacy, critical thinking, and effective communication. Students will also develop a personalized academic plan and learn academic behaviors and study strategies associated with success. (New Course Fall 2021)

**HIM*113, Healthcare Reimbursement (3 credits)**
Students will understand the history and development of payment systems and insurance models and their impact on health, access to care, and quality of healthcare. Students will summarize regulatory requirements and reimbursement methodologies for different types of healthcare organizations. Students will be able to describe components of revenue cycle management and clinical documentation improvement. Students will articulate the impact of health insurance models and payment systems on access to healthcare and health disparities. ***Prerequisite:*** *Eligible for ENG*101 or ENG*101E and eligible for MAT*167.* (Updated, Fall 2021)

**HIM*120 Clinical Classification Systems I (3 credits)**
Students will explain the use of classification systems, clinical vocabularies, and nomenclatures in healthcare. Students will apply diagnosis and procedure codes from the current version (and available future releases) of the International Classification of Disease – Clinical Modification, the International Classification of Disease – Procedural Coding System, the International Classification of Disease for Oncology, and the Diagnostic and Statistical Manual of Mental Disorders. Students will understand coding for cancer registry, abstracting for cancer registry, and cancer staging. *Prerequisite: BIO*115 with a grade of "C" or better or BIO*212 with a grade of "C" or better and HIM*101 with a "C" or better or MED*125 with a "C" or better. (New course, Fall 2021)*

**HIM*121 Clinical Classification Systems II (3 credits)**
Students will explain the use of classification systems, clinical vocabularies, and nomenclatures in healthcare. Students will apply codes from the current version (and available future releases) of Current Procedural Terminology (CPT) to describe diagnostic and therapeutic procedures and medical and surgical services. Students will apply Healthcare Common Procedure Coding System (HCPCS) Level II codes to report healthcare procedures, supplies, products, and services that are not reportable under the CPT system. Students will apply codes from the Systemized Nomenclature of Medicine-Clinical Terms (SNOMED-CT) to describe diseases, clinical findings, etiologies, procedures, and outcomes. Students will understand the uses of other clinical classifications, terminologies, and codes sets including Logical Observation Identifiers, names, and Codes (LOINC), International Classification of Functioning, Disability and Health (ICF), Current Dental Terminology (CDT), RxNorm, National Drug Codes (NDC) and nursing terminologies. *Prerequisite: BIO*115 with a grade of "C" or better or BIO*212 with a grade of "C" or better and HIM*101 with a "C" or better or MED*125 with a "C" or better. (New course, Fall 2021)*

**HIM*157, Healthcare Informatics (3 credits)**
Students will learn about the role of information technology in the delivery of healthcare services. The course will begin by addressing the hardware and infrastructure to support the use of information technologies. Students will learn about the lifecycle of information systems and the HIM professional's role in system selection, design, and support. Students will apply health informatics concepts to the management of health information. The course

will address methods for ensuring the privacy and security of health information along with issues of access and usability including health information exchange. The course will include simulation lab practice using an electronic health record. ***Prerequisites:*** *Eligible for ENG*101 or ENG*101E. (Updated, Fall 2021)*
**Gen Ed Competency: Continuing Learning/Information Literacy**

**HIM*160 Privacy, Security, and Compliance (3 credits)**
Students will learn about the legal and ethical issues affecting healthcare today, including legislative and regulatory processes. Students will explore the health information management professional's role in risk management and organizational compliance. Special attention will be devoted to issues of electronic record systems from the legal and ethical perspective including strategies for applying the HIPAA Privacy and Security Rules. Students will study health information/record laws and regulations (such as retention, patient rights/advocacy, advanced directives, and HIPAA) along with other regulatory standards that affect the healthcare environment and workforce. *Prerequisites: Eligible for ENG*101 or ENG*101E, HIM*105 with a "C" or better. (New course, Fall 2021)*

**HIM*213, Pharmacology for Health Information Management (1 credit)**
This course emphasizes the principles of pharmacology, including the classifications of drugs, and the effects of selected medications on the human body. Emphasis is placed on understanding the actions of the drugs, such as absorption, distribution, metabolism, and excretion of drugs by the body, and matching drugs to common conditions and laboratory findings. ***Prerequisite:*** Eligible for ENG*101 or ENG*101E. (New course, Spring 2018).

**HIM*215, Clinical Coding PPE I (3 credits)**
Through this course, students will develop an understanding of coding and classification systems in order to assign valid diagnostic and/or procedure codes. It will include the validation of coded clinical information and case mix/severity of illness data. Students will complete coding case studies utilizing a logic-based encoder and coding references. Medical records coded in this course include cases covering the following body systems and coding categories: integumentary system, musculoskeletal system, digestive system, and respiratory system. Students will identify strategies to ensure data integrity, compliance with documentation requirements, and privacy of health information. ***Prerequisites:*** *HIM*120, HIM*121, and HIM*203, all with a "C" or better. (Updated, Fall 2021)*

**HIM*216, Clinical Coding PPE II (3 credits)**
Through this course, students will develop an understanding of coding and classification systems in order to assign valid diagnostic and/or procedure codes. It will include the validation of coded clinical information and case mix/severity of illness data. Students will complete coding case studies utilizing a logic-based encoder and coding references. Medical records coded in this course include cases covering the following body systems and coding categories: infectious and parasitic disease; endocrine diseases; nervous system and sense organs; neoplasm; genitourinary system; pregnancy, childbirth, and the puerperium; congenital abnormalities; signs and symptoms; and mental disorders. Students will identify

strategies to ensure security of health information. Students will explore the role of health information professionals in risk management and the impact of policy on healthcare. Students will discover leadership opportunities for health information professionals. ***Prerequisites:*** *HIM*120, HIM*121, and HIM*203, all with a "C" or better. (Updated, Fall 2021)*

**HIM*217, Clinical Coding PPE III (3 credits)**
Through this course, students will develop an understanding of coding and classification systems in order to assign valid diagnostic and/or procedure codes. It will include the validation of coded clinical information and case mix/severity of illness data. Students will complete coding case studies utilizing a logic-based encoder and coding references. Medical records coded in this course include cases covering the following body systems and coding categories: circulatory system, injury and poisoning, and factors influencing health status. Students will recommend strategies for compliance with regulatory requirements and managing the revenue cycle. ***Prerequisites:*** *HIM*120, HIM*121, and HIM*203, all with a "C" or better. (Updated, Fall 2021)*

**HIM*220, Supervision and Quality Management (3 credits)**
This course covers topics of leadership, supervision, and quality management. Students will learn common quality improvement processes in healthcare organizations, and discuss topics related to accreditation, licensure, teamwork, change management, project management, data analysis and other quality measures. Students will also perform financial management tasks such as budgeting, accounting, and variance analysis. Employee recruitment and employment law will be explored, along with creating an environment that supports a culture of diversity. ***Prerequisites:*** *HIM*160 with a "C" or better and HIM*157 with a "C" or better and MAT*167 with a "C" or better. (Updated Fall 2021)*

**HIM*230, Healthcare Statistics and Data Analysis (3 credits)**
Students will learn methods for managing data quality and ensuring the accuracy and integrity of health data. Students will have hands-on practice calculating healthcare statistics and analyzing healthcare data to identify trends. The course will include practice using software to analyze data and create data visualizations. Student will explore publicly available healthcare data complete a research project utilizing the selected data set and statistical tools to analyze data. ***Prerequisites:*** *MAT*167 with a "C' or better and HIM*157 with a "C" or better and HIM*113 with a "C" or better. (Revised 5/27/21)*

**HIM*280 Health Information Management Professional Practice Experience (3 credits)**
Students will participate in simulation lab activities covering advanced coding topics and hands-on activities using health information management software applications. Students will experience the health information professional's work environment through a 40-hour professional practice experience (PPE) in a healthcare organization. Each student will prepare a presentation describing the type of healthcare organization, organizational structure, and roles of HIM professionals observed at the practice site and activities the student engaged in during the PPE. Students will explore career goals, networking,

professional organizations, and prepare a resume. *Prerequisites: HIM*113, HIM*120, HIM*121, HIM*160, and HIM*157 with a "C" or better in all prerequisite courses. (New course, Fall 2021)*

**HIM*289 RHIT Certification Exam Preparation (1 credit)**
Students completing the CAHIIM-accredited HIM associate degree program at Middlesex are eligible to sit for the American Health Information Management Association (AHIMA) Registered Health Information Technician (RHIT) certification exam. This course will prepare students for the RHIT certification exam by providing test-taking tips and study strategies. Students will review exam content including data structure, content, and information governance, information protection, informatics, analytics, and data use, revenue cycle management, health law and compliance, and organizational management and leadership. Students will receive assistance in registering for certification exams and will complete practice tests. *Prerequisites: Permission of Program Coordinator (based on eligibility for the RHIT certification exam). (New course, Fall 2021)*

**HIM*290, CCS (or CCS-P) Certification Exam Preparation (1 credit)**
Students completing the AHIMA-approved Clinical Coding Certificate at Middlesex are eligible to sit for the American Health Information Management Association (AHIMA) Certified Coding Specialist (CCS) and/or Certified Coding Specialist-Physician-based (CCS-P) certification exams. This course will prepare students for the CCS/CCS-P certification exams by providing test-taking tips and study strategies. Students will review exam content including data structure, content, and information governance, information protection, informatics, analytics, and data use, revenue cycle management, health law and compliance, and organizational management and leadership. Students will receive assistance in registering for certification exams and will complete practice tests. Students will have the opportunity to explore career goals and prepare a resume. ***Prerequisite:** Permission of Program Coordinator [based on eligibility for the CCS and/or CCS-P certification exams] (Updated, Fall 2021)*

Discontinued Courses

The following courses were previously part of the Health Information Management curriculum. They are presented here as guidance for former students of the program.

**HIM*102, Introduction to Healthcare Systems (3 credits)**
**This course has been discontinued as of Fall 2017.**
This course introduces the student to the field of health information technology. Topics to be covered include the healthcare delivery system, medical records format and content, various filing systems, the environment where the information is gathered, by who the information is used, and the technology behind health information systems. In addition, the course will cover retention policies and procedures, documentation, confidentiality issues, and legal and regulatory aspects of the medical record. ***Prerequisite:** Eligible for either ENG 101E or ENG 101.*

**HIM*112 Medical Insurance and Reimbursement (3 credits)**
**This course has been discontinued as of Fall 2017.**
This course will teach the important issues regarding healthcare today, clerical and administrative skills, medical health insurance and claims processing, insurance terminology, types of insurance, and the eligibility and benefit structure of the insurance plan. This knowledge readies students to work in a private physician's office, a multi-specialty clinic, or a hospital setting. Topics discussed will include the Health Insurance Portability and Accountability Act (HIPPA), Medicare, Medicaid, Managed Care, TRICARE, and Workers' Compensation. Students will learn to generate and manage billing claim forms for the medical office and other organizations. Students will be prepared to analyze and accurately decipher complicated medical claims and oversee the entire billing and reimbursement process. In particular, as the industry is currently updating from ICD-9 to ICD-10, the latest system will be taught to students. ***Prerequisite/Co-Requisite:*** *MED*125.*

**HIM*156, Electronic Health Records (3 credits)**
**This course has been discontinued as of Fall 2017.**
**Gen Ed Competencies: Continuing Learning/Information Literacy, Scientific Reasoning**
This course is meant to give students an inside look at electronic documentation that is an essential component of healthcare recordkeeping. It offers students fundamental knowledge of health information systems and introduces the use of electronic health record systems and health information exchanges (HIE). This course includes rules, regulations, and innovations in electronic health records, as well as hands-on exercises that use real EHR software to transform theoretical EHR concepts into practical understanding. ***Recommended Prerequisite:*** CSC*101 Introduction to Computers or working knowledge of Microsoft Windows navigation and file management. ***Prerequisites:*** *MED*125 and HIM*102*.

**HIM*201, Health Information Management Principles (3 credits)**
**This course has been discontinued as of Fall 2021 and is replaced by HIM*105 .**
This course provides students with an introduction to the health information management profession. Students will explore the variety of healthcare delivery settings and the types of records they create. Students will understand the content requirements of the medical record and will learn to evaluate compliance with regulations and standards for medical record documentation. The course will explain the significance of accuracy and integrity of healthcare data in the revenue cycle and in quality and performance improvement processes. This course introduces students to the operation of an HIM department including information systems, budgets, diversity, and the professional code of ethics for health information professionals. ***Prerequisite:*** *Eligible for ENG*101 or ENG*101E.* (Updated Fall 2017)

**HIM*205, Medical Coding 1 (3 credits)**
**This course has been discontinued as of Fall 2021 and is replaced by HIM*120.**
This course introduces students to nomenclatures and classification systems used in

healthcare. The course provides in-depth coverage of the ICD-10CM and ICD-10-PCS coding systems. Students will begin with simple coding cases and advance to more complex coding and auditing. Healthcare reimbursement issues will be explored with emphasis on the need for documentation to support accurate code assignment and billing for healthcare services. Students will apply the Uniform Hospital Discharge Data Set (UHDDS) The ICD-10-CM will be compared to the DSM-5 codes for behavioral health. ***Prerequisites:*** *BIO*115 or BIO*212, and MED*125, all with a grade of "C" or better.* (Updated Fall 2017)

**HIM*206, Medical Coding 2 (3 credits)**
**This course has been discontinued as of Fall 2021 and is replaced by HIM*121.**
Nomenclatures and classification systems used in healthcare covered in this course include the CPT/HCPCS coding systems. Students will begin with simple coding cases and advance to more complex coding and auditing. Students will explore nomenclatures and classification systems commonly used in electronic health records and reporting including SNOMED, LOINC, NDC, along with an introduction to ICD-11. ***Prerequisites:*** *BIO*115 or BIO*212, and MED*125, all with a grade of "C" or better.* (Updated Fall 2017)

**HIM*256, Legal and Ethical Issues of HIM (3 credits)**
**This course has been discontinued as of Fall 2021 and is replaced by HIM*160.**
Students will learn about the legal and ethical issues affecting healthcare today, including legislative and regulatory processes and legal terminology. Special attention will be devoted to issues of electronic record systems from the legal and ethical perspective. Students will study health information/record laws and regulations (such as retention, patient rights/advocacy, advanced directives, privacy.) Confidentiality, privacy, and security policies, procedures and monitoring along with release of information policies and procedures, professional and practice-related ethical issues will also be studied. Students will investigate and recommend solutions to privacy issues and problems. ***Prerequisite:*** *HIM*201.* (Updated Fall 2017)

**HIM*295, Health Information Management Internship (3 credits)**
**This course has been discontinued as of Fall 2021 and is replaced by HIM*280.**
This course provides professional practice experience for HIM students, Students will participate in simulation lab activities covering advanced coding topics and the use of HIM software applications. Students will gain on-the-job experience through a 40- hour internship in a healthcare organization. ***Prerequisites:*** *ENG*102, CSA*140, MAT*168, HIM*201, HIM*113, HIM*157, HIM*205, and HIM*206 with a "C" or better in all prerequisite courses.* (Updated Fall 2017)

# History (HIS*)

mxcc.edu/catalog/course-descriptions/his/

**HIS*101, Western Civilization I (3 credits)**
**Gen Ed Competency: Historical Knowledge**
A systematic study of the contributions of the ancient Middle East, Egypt, Greece, and Rome to Western Civilization. The above is followed by an examination of the first 1,200 years of Western History (Middle Ages, Renaissance, American Discovery, the Age of Absolutism) with an emphasis on religious, political, economic, intellectual, and social evolution. (Updated November 2014) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**HIS*102, Western Civilization II (3 credits)**
**Gen Ed Competency: Historical Knowledge**
Students will explore significant economic, social, political, military, and intellectual trends in Western Society during the past three hundred years. Particular emphasis will be given to the ideas of political and economic freedom, the impact of the Industrial Revolution, changing intellectual climates, colonialism, the two World Wars, and the Cold War. May be taken without HIS*101. (Updated November 2014) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**HIS*107, History of Puerto Rico (3 credits)**
**Gen Ed Competency: Historical Knowledge**
This course will explore the political, social, economic and constitutional development of Puerto Rico from the early 16th century to the near present. Four centuries of Spanish colonization and the island's dual role in the empire as a defensive outpost and producer of

sugar, tobacco, and coffee forms the first part of the course. Next we examine how proximity to the United States in geographical, economic, and political terms has profoundly touched the lives of all Puerto Rican's and influenced the development of island society. Finally, we consider the history of Puerto Rican communities in the northeastern United States that are the result of successive migratory waves that started early in the 20th century. (Updated November 2014) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**HIS*121, World Civilization I (3 credits)**
**Gen Ed Competency: Historical Knowledge**
This course examines the development of global history to 1500. Coverage is organized into seven successive eras of world history, and focuses on the development of civilization in every region of the world and their interaction with other societies. The latter allows for cross-cultural comparisons and provides insight into the consequences of cultural connections brought about by trade, transportation, and communication. (Updated November 2014) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**HIS*122, World Civilization II (3 credits)**
**Gen Ed Competency: Historical Knowledge**
This course examines the development of global history since 1500. Coverage is organized into three successive eras of world history. The history of each region is examined as well as the interaction between different parts of the world. The latter focus allows for cross-cultural comparisons and provides insight into the consequences of cultural connections brought about by trade, transportation, and communication. (Updated November 2014) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**HIS*201, United States History I (3 credits)**
**Gen Ed Competency: Historical Knowledge**
Students will study the development of British North America from the establishment of the first colonies to the founding of the United States with an emphasis on the nature of immigration, slavery, and overall themes of colonialism. Likewise, students will explore United States development from the early days of the republic through the Civil War with a focus on regional development and Westward. (Updated November 2014) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**HIS*202, United States History II (3 credits)**
**Gen Ed Competency: Historical Knowledge**
A systematic study of the United States from Reconstruction to the present, with special attention given to industrialism's social, economic, and ideological impact, America's changing ethnic make-up, race conflict, and changes in the United States' international

position through the two World Wars and the Cold War.  May be taken without HIS*201. (Updated November 2014) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**HIS*244, Europe in the 20th Century (3 credits)**
**Gen Ed Competency: Historical Knowledge**
Students will study Europe's changing economic, social, military, and diplomatic trends from the late 19th Century to the present. Special emphasis will be given to the causes of the First World War, the Second World War, and the Cold War. (Updated November 2014)

# Honors (HON)

mxcc.edu/catalog/course-descriptions/hon/

**The following courses are available only to students who have been admitted to the Honors Program in Fall 2017 and later.**

**HON 101, Honors Seminar (1 credit)**
**Gen Ed Competency: Critical Analysis & Logical Thinking**
Honors Seminar introduces the student to diverse and enriching academic content. Course design emphasizes college transition skills and critical thinking skills to promote rigorous and interdisciplinary academic study. This multidisciplinary approach combines lecture, discussion, and class activity in order to introduce students to academia and its practices. Students will refine written and oral communication skills, enhance their ability to analyze and synthesize interdisciplinary material, and use a variety of research methods to understand and critically respond to larger social issues. This course may include service-learning activities, participation within extra-curricular events on and off campus, and an introduction to professional and academic policies, procedures, or opportunities. ***Prerequisites:*** *Enrollment within the Honors Program and placement into ENG*101. This course is required for all first semester Honor students. (Updated Fall 2017)*

**HON 102, Honors Seminar II (1 credit)**
**Gen Ed Competency: Critical Analysis & Logical Thinking**
Honors Seminar II is the second course in the Honors Program seminar sequence. In HON 102, students begin to explore a discipline, topic, or issue for a Capstone Project. Students

will also learn the fundamentals of mentoring and collegiate collaboration as they complete a leadership project. This course may include service learning activities, special programming, and participation in extra-curricular events on and off campus. ***Prerequisites:*** *Enrollment within the Honors Program and completion of ENG*101. This course is required for all Honors students.* (Updated Fall 2020)

**HON 201, Honors Seminar III (1 credit)**
**Gen Ed Competency: Critical Analysis & Logical Thinking**
Honors Seminar III is the third course in the Honors Program seminar sequence. This course aims to build on skills acquired within HON*101 and/or HON*102. In this course, students are required to complete a research proposal and to plan and execute all research required for the Honors Capstone Project (HON 202). HON 201 will further refine student written and oral communication skills, further enrich analytical skills, and further develop comprehension and use of research methods to understand and to critically respond to larger social issues. This course may include service learning activities, special programming, and participation in extra-curricular events on and off campus. ***Prerequisites:*** *Enrollment within the Honors Program. This course is required for all Honors students.* (Updated Fall 2020)

**HON 202, Honors Capstone Project (1 credit)**
**Gen Ed Competencies: Continuing Learning/Information Literacy, Critical Analysis & Logical Thinking, Social Phenomena**
The Honors Capstone Project is the fourth course in the Honors Program seminar sequence. HON 202 requires students to engage in academic research to complete their Capstone Project. Students will work with faculty advisors within the discipline of the project and students will complete all steps of the academic/scientific method. In order to pass HON202, students will have to write a Capstone Project paper and publicly present their research to the MxCC community at the Academic Convivium. HON202 will enhance student written and oral communication skills within academic and professional settings. The course will also enrich student use of research methods to understand, to critically respond, and to pose an argument in response to a larger social issue or topic. This course may include service learning activities, special programming, and participation in extra-curricular events on and off campus. ***Prerequisites:*** *Enrollment within the Honors Program. This course is required for all Honors students.* (Updated Fall 2020)

**The following courses were available only to students who began the Honors Program in any semester from Fall 2013 through Spring 2017.**

**HON 101, Honors Seminar (3 credits)**
**Classes admitted 2013-2016**
**Gen Ed Competencies: Continuing Learning/Information Literacy, Critical Analysis & Logical Thinking, Social Phenomena**
Honors Seminar introduces the student to diverse and enriching academic content. Course design emphasizes college transition skills and critical thinking skills to promote rigorous and interdisciplinary academic study. This multidisciplinary approach combines lecture,

discussion, and class activity in order to introduce students to academia and its practices. Students will refine written and oral communication skills, enhance their ability to analyze and synthesize interdisciplinary material, and use a variety of research methods to understand and critically respond to larger social issues. This course may include service-learning activities, participation within extra-curricular events on and off campus, and an introduction to professional and academic policies, procedures, or opportunities. ***Prerequisites:*** *Enrollment within the Honors Program and placement into ENG*101H. This course is required for all first semester Honor students.* (Updated November 2014)

**HON 102, Honors Seminar II (1 credit)**
**Classes admitted 2013-2016**
**Gen Ed Competencies: Continuing Learning/Information Literacy, Critical Analysis & Logical Thinking, Social Phenomena**
The Honors Seminar II builds on concepts introduced in Honors Seminar I and it is required that this course be repeated at least twice (up to a maximum of 3 times) before taking the Capstone Course (HON 202). HON 102 builds on Honors Seminar I and encourages the student to further engage academic material, practices, and procedures. Students will begin to explore a discipline, topic, or issue for a Capstone Project. Students will also learn the fundamentals of mentoring and collegiate collaboration as they work with faculty and peers. HON 102 will further refine student written and oral communication skills, further enrich analytical skills, and further develop comprehension and use of research methods to understand and to critically respond to larger social issues. Students are required to complete a Research Proposal and Plan in order to pass HON 102 and progress to HON 202. This course many include service-learning activities and participation within extra-curricular events on and off campus. ***Prerequisites:*** *Enrollment within the Honors Program and completion of HON 101 and ENG*101. This course is required for all Honors students for (at least) the two semesters prior to HON 202.* (Updated November 2014)

**HON 202, Honors Capstone Project (1 credit)**
**Gen Ed Competencies: Continuing Learning/Information Literacy, Critical Analysis & Logical Thinking, Social Phenomena**
The Honors Capstone Project is the fourth course in the Honors Program seminar sequence. HON 202 requires students to engage in academic research to complete their Capstone Project. Students will work with faculty advisors within the discipline of the project and students will complete all steps of the academic/scientific method. In order to pass HON202, students will have to write a Capstone Project paper and publicly present their research to the MxCC community at the Academic Convivium. HON202 will enhance student written and oral communication skills within academic and professional settings. The course will also enrich student use of research methods to understand, to critically respond, and to pose an argument in response to a larger social issue or topic. This course may include service

learning activities, special programming, and participation in extra-curricular events on and off campus. ***Prerequisites:*** *Enrollment within the Honors Program. This course is required for all Honors students.* (Updated Fall 2020)

# Human Services (DFS*, HSE*)

mxcc.edu/catalog/course-descriptions/dar-dfs-hse-rls/

(Also see course listings under Drug & Alcohol Rehabilitation and Therapeutic Recreation)

**HSE*101, Introduction to Human Services (3 credits)**
**Gen Ed Competency: Social Phenomena**
An introduction to the scope and nature of the human services profession. Focus is on integrated service delivery and the student's responsibility to the community. (Updated November 2014) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**HSE*116, Youth Advocacy and Community Organization (3 credits)**
This course is intended to provide students with practical skills related to working with at risk children and youth either within residential or community settings. The course is an introduction to the identification, prevention, and solution of individual, family, and community problems, while managing and setting policies for youth servicing agencies. This course includes a 20-hour community service requirement. (Updated November 2014) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**HSE*202, Introduction to Counseling/ Interviewing (3 credits)**
**Gen Ed Competency: Oral Communication in English**
A systematic study of the basic theories, methods, and techniques utilized in interviewing and counseling. Each student will learn through theory and application. The integration of new techniques into the individual's unique style is anticipated. ***Prerequisite:*** *PSY*111*. (Updated November 2014)

**HSE*224, Social Problems of Youth (3 credits)**
**Gen Ed Competencies: Historical Knowledge, Oral Communication in English**
This course is intended to explore targeted concerns and perspectives regarding problems among youth. Topics to be covered are substance abuse among youth, addiction and prevention, the influence of media on youth, conflict resolution, alternative to incarceration, youth sexuality, and multi-cultural issues. ***Prerequisites****: Either ENG*101E or ENG*101.* (Updated July 2019)

**HSE*243, Human Services Skills and Methods (3 credits)**
An examination of human services as a holistic response to human needs through various strategies, skills, approaches and techniques. Helping strategies involving casework, natural helping networks, assessment, and evaluation will be explored. Skills will be developed in the areas of observation, listening, intake referral, and report writing.

**HSE*281, Field Placement I (3 credits)**
This course will provide theoretical knowledge and field work placement for students working with either children, adolescents, or adults of any age. This practicum serves as either an introductory field placement experience or to fulfill the practicum requirement for students enrolled in the Therapeutic Recreation Certificate program. ***Prerequisite:*** *HSE*101.* Students enrolled in the Therapeutic Recreation Certificate program do not need HSE*101 in order to enroll in this practicum. (Updated November 2014)

**HSE*282, Field Placement II (3 credits)**
This course provides theoretical knowledge and field placement experience for students working with challenged populations or engaging in some type of community organization experience. Students in this practicum may work with children, youth, or adults who experience developmental, behavioral, or psychiatric disabilities. It is expected that students in this practicum have had former practicum or work experience which has contributed to skill development. This practicum also fulfills the practicum requirement for the Juvenile Justice and Substance Abuse Education certificate programs. ***Prerequisite:*** *HSE*101.* (Updated July 2019)

# Italian (ITA*)

mxcc.edu/catalog/course-descriptions/italian/

**ITA*101, Elementary Italian I (3 credits)**
**Gen Ed Competency: Social Phenomena**
Fundamentals of grammar with emphasis on the development of speaking, listening, and writing skills. (Updated Fall 2017) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**ITA*102, Elementary Italian II (3 credits)**
**Gen Ed Competency: Social Phenomena**
Continued development of speaking, listening, and writing skills as well as fundamentals of grammar. ***Prerequisite:*** *ITA*101.* (Updated July 2019) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**ITA*201, Intermediate Italian I (3 Credits)**
**Gen Ed Competency: Social Phenomena**
Further study of grammar with continued emphasis on the development of conversational fluency and writing proficiency. Compositions. Introduction to literature. *Prerequisites:* ITA*102. (Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)

**ITA*202, Intermediate Italian II (3 Credits)**
**Gen Ed Competency: Social Phenomena**
Continuation of the study of grammar with further emphasis on the development of

conversational fluency and writing proficiency. Compositions. Literature. *Prerequisites:* ITA*201. (Fulfills a “D” course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)

# Magnetic Resonance Imaging (MRI*)

mxcc.edu/catalog/course-descriptions/mri/

**CAT*201 / MRI*201, Cross Sectional Anatomy I (1 Credit)**
This course will introduce students to cross sectional imaging of the head and neck. Emphasis will be placed on pathology affecting the cranial cavity and neck in the application of computed tomography imaging. The uses for and administration of pharmacological agents for CT/MRI imaging will be included in this course. ***Prerequisites:*** *Admission to the Computed Tomography (CT) or Magnetic Resonance Imaging (MRI) Program, and ARRT Registered Radiographer, or Nuclear Medicine (Certification in Nuclear Medicine Technology Certification Board (NMTCB), or Radiation Therapy, or Sonography (Registration through the American Registry for Diagnostic Medical Sonography) (ARDMS).* **Gen Ed Competency: Scientific Reasoning**

**MRI*202, MRI Pathology I (1 credit)**
This is the first semester of a 2-semester course sequence. The major pathologic conditions diagnosed by magnetic resonance imaging are presented. Emphasis is placed on the brain, vascular system of the neck and head, and the spine as detected by MR imaging. Differentiation between normal and pathologic tissues on MR scans, as well as the associated symptoms and origin of each type of pathology presented. Disease progression and treatment options are also discussed. *Prerequisites: Admissions to the Magnetic Resonance Imaging (MRI) Program, and ARRT Registered Radiographer, or Nuclear Medicine (Certification in Nuclear Medicine Technology Certification Board (NMTCB), or Radiation Therapy, or Sonography (Registration through the American Registry for Diagnostic Medical Sonography) (ARDMS).*

**MRI*203, MRI Procedures and Instrumentation I (2 Credits)**
This is the first semester of a 2-semester sequence. The course discusses past and potential future developments in MR Imaging and the most prominent researchers and pioneers in the field. The course will introduce the student to clinical aspects of MRI procedures and applying imaging parameters in the clinical setting. This course will also explain how images are acquired using MR and how MR signal is produced and detected. Proper screening and preparation of patients for contrast-enhanced MR imaging examinations will be outlined. Contrast agents, potential adverse effects of contrast agents, the mechanism of action and the effects of contrast media on images will be presented. Students will learn how to design image protocol and how to apply protocols in specific situations. Preliminary patient positioning criteria for various areas of the body will be discussed. *Prerequisites: Admissions to the Magnetic Resonance Imaging (MRI) Program, and ARRT Registered Radiographer, or Nuclear Medicine (Certification in Nuclear Medicine Technology Certification Board (NMTCB) or Radiation Therapy, or Sonography (Registration through the American Registry for Diagnostic Medical Sonography) (ARDMS).*

**MRI*204, MRI Image Quality, Equipment and Safety Essentials I (2 Credits)**
This is the first semester of a 2-semester course sequence. Magnetic imaging parameters are introduced. The formation of the MR signal is discussed as well as the essential components of an MR imaging system. Magnetic safety precautions that affect both patient and operator are discussed. *Prerequisites: Admissions to the Magnetic Resonance Imaging (MRI) Program, and ARRT Registered Radiographer, or Nuclear Medicine (Certification in Nuclear Medicine Technology Certification Board (NMTCB), or Radiation Therapy, or Sonography (Registration through the American Registry for Diagnostic Medical Sonography) (ARDMS).*

**CAT*205/MRI*205, Cross Sectional Anatomy II (1 credit)**
This course will introduce students to cross sectional imaging of the chest, abdomen, pelvis and extremities. Emphasis will be placed on pathology affecting the chest, abdomen, pelvis and extremities in the application of CT/MRI imaging. The uses for and administration of pharmacological agents for CT/MRI imaging will be included in this course. *Prerequisites: (CT Program): CAT*201/MRI*201, CAT*202, CAT*203, and CAT*204): (MRI Program): CAT*201/MRI*201, MRI*202, MRI*203, MRI*204, and MRI*206. All courses with a grade of C or better.*

**MRI*206, Clinical Experience I (4 Credits)**
This is the first semester of a 2-semester course sequence**.** This course introduces the student to the clinical setting and the practical skills necessary to operate magnetic resonance imaging systems. Clinical competency evaluation (s) will be completed during this course which are required to sit for the national registry exam. *Prerequisites: Admissions to the Magnetic Resonance Imaging (MRI) Program, and ARRT Registered Radiographer, or*

*Nuclear Medicine (Certification in Nuclear Medicine Technology Certification Board (NMTCB), or Radiation Therapy, or Sonography (Registration through the American Registry for Diagnostic Medical Sonography) (ARDMS).*

**MRI*207, MRI Pathology II (1 Credit)**
This is the second semester of a 2-semester course sequence. The major pathologic conditions diagnosed by magnetic resonance imaging are presented. Emphasis is placed on the abdomen, pelvis, and extremities as detected on MR imaging. Differentiation between normal and pathologic tissues on MR scans, as well as the associated symptoms and origin of each type of pathology presented. Disease progression and treatment options are also discussed. *Prerequisites: CAT*201/MRI*201, MRI*202, MRI*203, MRI*204 and MRI*206 with a grade C or better.*

**MRI*208, MRI Procedures and Instrumentation II (3 Credits)**
This is the second semester of a 2-semester sequence. This course identifies common anatomic structures, pathology of the central nervous system and positioning criteria for various area of the body. This course describes the available coils for MR imaging and their specific applications. How to apply MR imaging parameters in the clinical setting and how to differentiate between different types of pulse sequences will be discussed. The parameters related to tissue characteristics that affect image quality such as T1 and T2 relaxation and how to apply pulse sequence principles to MR imaging. Advanced patient positioning criteria for various areas of the body will be discussed. *Prerequisites: CAT*201/MRI*201, MRI*202, MRI*203, and MRI*204 with a grade C or better.*

**MRI*209, MRI Image Quality, Equipment, and Safety Essentials II (2 Credits)**
This is the second semester of a 2-semester sequence. This course identifies common anatomic structures, pathology of the central nervous system and positioning criteria for various area of the body. This course describes the available coils for MR imaging and their specific applications. How to apply MR imaging parameters in the clinical setting and how to differentiate between different types of pulse sequences will be discussed. The parameters related to tissue characteristics that affect image quality such as T1 and T2 relaxation and how to apply pulse sequence principles to MR imaging. Advanced patient positioning criteria for various areas of the body will be discussed. *Prerequisites: CAT*201/MRI*201, MRI* 202, MRI* 203, and MRI* 204 with a grade C or better.*

**MRI*210, Clinical Experience II (4 Credits)**
This is the second semester of a 2-semester sequence. This course introduces the student to the clinical setting and the practical skills necessary to operate magnetic resonance imaging systems. Clinical competency evaluation (s) will be completed during this course which are required to sit for the national registry exam. *Prerequisites: CAT*201/MRI*201, MRI*202, MRI*203, and MRI*204 with a grade C or better.*

# Mammography (MAM*)

mxcc.edu/catalog/course-descriptions/mammography-mam/

**These courses are available only to students who have been admitted to the Mammography Program.**

**MAM*201, Principles of Mammography, (4 credits)**
This course will review basic patient care and radiation protection. This course will introduce students with radiography backgrounds to the basic principles behind breast imaging (patient care, instrumentation, anatomy and physiology, technique and evaluation). This course will teach students to operate and utilize digital and conventional mammography equipment to produce images of patients' breast tissue. This course will prepare graduates to possess the knowledge, skill, and affect to meet the demands of an entry level-position as a mammographer. Theory presented will prepare and qualify students to participate in the AART Mammography certification examination. ***Prerequisite:*** *Admission to the Mammography Program; Must be a registered Radiographer (ARRT)* (New course, Fall 2015)

**MAM*202, Mammography Clinical Experience**
(4 credits)
This course will introduce students with radiography backgrounds to the basic principles behind breast imaging (patient care, instrumentation, anatomy and physiology, radiation protection, technique and evaluation). Upon successful completion of the course, the student will be competent in completing the entire mammographic procedure from request through quality control. A minimum of 240 contact hours of supervised instruction is required. Students must perform 75 mammographic examinations (screening and/or diagnostic) in addition to the 25 examinations that are required by the initial Mammography Quality

Standards Act (MQSA) mammography requirements. All examinations must be performed on patients (not phantom or simulations). Clinical experience and completion of required examinations will prepare and qualify students to sit for the ARRT Mammography certification examination. ***Prerequisite:*** *Admission to the Mammography Program; Must be a registered Radiographer (ARRT)* (New course, Fall 2015)
**Gen Ed Competency: Scientific Reasoning**

# Manufacturing (CAD*, MFG*, QUA*)

mxcc.edu/catalog/course-descriptions/cad-mfg/

**CAD*110, Introduction to CAD (3 credits)**
**Gen Ed Competency: Continuing Learning/Information Literacy**
An introduction to the techniques of generating graphic images with computers using AutoCAD. Topics include: overview of CAD terminology, computer terminology, hardware descriptions and requirements, file manipulation and management, two dimensional geometric construction, symbol library creation, dimensioning, scaling, sectioning, plotting, detail and assembly drawings including tolerance studies. (Updated November 2014)

**CAD*171, Mechanical 3-D CAD (Autodesk Inventor) (3 credits)**
The primary goal of this course is to introduce students to engineering graphics through the use of computers and Autodesk Inventor. Students learn through a “hands-on” exercise intensive approach to concepts of engineering graphics. Students create rough 2-D sketches, apply/modify constraints and dimensions to the sketch, and extrude, revolve, or swept the design to create a 3-D model. The emphasis of the lessons are placed on graphical analysis, orthographic projection, auxiliary views, dimensioning methods, sectioning, creating assembly and working drawings with adherence to recognized drafting standards. (New course, Fall 2017)

**CAD*220, Parametric Design (3 credits)**
Introduction to computer-based design using SolidWorks® parametric 3D CAD software. The course focuses on Parametric Modeling and topics include: Design Intent and Process, Sketching Techniques, Model Development Techniques, Process-Specific Modeling, Design

Changes, Editing Models, Patterning and Assembly Techniques. Students will participate in mostly individual and some group design projects as appropriate. ***Prerequisite:*** *CAD*110 .* (Existing course, published April 2015)

**MFG*051, Manufacturing Math I (3 developmental credits; does not count toward graduation)**
First course in manufacturing mathematics. A study of arithmetic and algebraic operations applied to manufacturing circumstances. Fractions, decimals, tolerances, percentages, signed numbers, powers and roots, the metric system, as well as ratios and proportions are studied in depth. **This course is not open to students who are eligible for MAT*137 or higher.** (Existing course, published September 2013)

**MFG*105, Manufacturing Math II (3 credits)**
A study of arithmetic and trigonometric operations applied to manufacturing circumstances. The following geometric entities are studied in detail: the circle, regular and irregular polygons, the right triangle and oblique triangles. The application of angular arithmetic including the study of angle decimal conversion, the Pythagorean theorem, sine, cosine, and tangent functions, and the Law of Sines and Law of Cosines. ***Prerequisite:*** *MFG*051 with "C-" or better OR eligible for MAT*137E or higher.* (Updated November 2014)

**MFG*109, Introduction to MasterCAM (3 credits)**
This course introduces the student to computer-based CAD/CAM (Computer-Aided Drafting/ Computer-Aided Manufacturing) using MasterCAM software, an industry standard. CAD/CAM uses CAD drawing tools to describe geometries of an object. The CAM portion of the program defines the toolpath that directs the motion of a machine tool to create a product that is the exact shape that was drawn. This introductory course familiarizes the student to MasterCAM using mill, lathe, and solids tutorials. ***Prerequisite:*** *Eligible for either ENG*063/ENG*101ALP or higher or ENG*096 taken concurrently.*(Updated November 2014)

**MFG*120, Metrology (3 credits)**
This course provides students with the basics in measurement for manufacturing, incorporating an introduction to the construction and usage of inspection tools, as well as a comprehensive set of hands-on exercises. These tools will be utilized to discover the dimensional characteristics of a variety of sample parts. (New course, Fall 2017)

**MFG*123, Measurement for Manufacturing (2 credits)**
This course provides students with the basics in measurement for manufacturing, incorporating an introduction to the construction and usage of inspection tools, as well as a comprehensive set of hands-on exercises. In addition to teaching students how to use measuring tools, this course helps prepare students for NIMS (National Institute for Metalworking Skills) credentialing exams in Benchwork and Measurement, Materials, and Safety. (New course, January 2016)

**MFG*124, Blueprint Reading I (2 Credits)**
First course in blueprint reading. The study of orthographic projection. Topics include lines and their uses, auxiliary views, sectional views, basic and special dimensioning, dimensioning practices for holes, chamfers, angle, tapers, keyways diameters and radii. Also, geometric tolerancing and dimensioning is covered. ***Prerequisite:*** *Eligible for either ENG*063/ENG*101ALP or higher or ENG*096 taken concurrently.* (Updated November 2014)

**MFG*125, Blueprint Reading II (3 credits)**
Second course in blueprint reading. A further study of simple and complex drawings for machining or assembly purposes. Topics include the application and meaning of geometric characteristics and controls, the metric system, weldment, forging and casting drawings and procedures,communication with freehand sketches, blueprint terms and abbreviations. ***Prerequisite:*** *Eligible for either ENG*063/ENG*101ALP or higher or ENG*096 taken concurrently.* (Updated for Fall 2016)

**MFG*150 Intro. to Machine Technology (4 credits, 6 contact hours)** *$$ Laboratory Course Fee*
**This course replaces MFG*102 Manufacturing Processes and MFG*103 Manufacturing Processes Lab.** Introduction to Machine Technology introduces the student to the fundamentals of Metal Machining Technology. The student is introduced to the basic metal machining equipment including Lathe, Miller, Drill Press, Saw, and Grinding Wheels. Students will perform basic lathe operations, which will consist of facing, center-drilling, chuck turning, turning between centers, boring, grooving, tapers, knurling, and single point threading. Students will identify the major parts of the vertical & horizontal mill, align a vise, use an indicator, edge finder, and boring head, determine speeds and feeds, perform simple indexing, mill flat, square surfaces and slots, drill, bore, and tap holes.

**MFG*156, Manufacturing Machinery CNC I (3 Credits/4 contact hours)**
First course in CNC machinery and programming. Topics include: Cartesian coordinates, safe use of CNC equipment, set up and operation of 2-axis CNC lathe and 3-axis CNC machining center, CNC programming and execution of these programs. ***Prerequisite:*** *Eligible for either ENG*063/ENG*101ALP or higher or ENG*096 taken concurrently.* (Updated Fall 2017)

**MFG*166 Benchwork (1 credit)**
A basic course in the fundamentals, principles, practices, and tools used in semi-precision and precision layout and in the various tools, methods, and procedures for common machine shop benchwork. Topics include measurement systems, layout principles, hand tools, and power tools.

**MFG*168 CNC I (3 credits)**
First course in CNC machinery and programming. Topics include: Cartesian coordinates, the safe use of CNC equipment, set up and operate a 2-axis CNC lathe and a 3-axis CNC

machining center, CNC programming, and execution of these programs. **Prerequisite:** *Placement in ENG*063/101E or higher or enrollment in ENG*096.*

**MFG*171, Introduction to Lean Manufacturing (3 credits)**
The purpose of this course is to provide the student with the fundamental knowledge of current continuous process improvement methodologies in use today within competitive manufacturing environments. This introductory course will expose the student to the basic concepts of Lean Manufacturing theory and the various tools and techniques involved with a lean implementation. This course will be presented following the lean-six sigma process methodology of DMAIC (Define, Measure, Analyze, Improve, Control) to ensure that at the completion of the course, the student will be competent to participate effectively as a team member in lean implementation projects. ***Prerequisite:*** *Eligible for either ENG*063/ENG*101ALP or higher or ENG*096 taken concurrently. (Updated November 2014)*

**MFG*202, Precision Machining (3 credits)**
This course explains common methods of machining used to shape parts to specifications with the emphasis on traditional tool room machinery (lathes, milling machines, drilling machines, and grinders). Related topics also include shop safety, hand tools, measurement, layout work, and cutting fluids. Students will apply classroom lessons to the fabrication of parts in the lab course. ***Co-requisite:*** *MFG*203.* (Updated for Fall 2016)

**MFG*203, Precision Machining Lab (1 Credit)**
This course supplements the Precision Machining course by providing the lab time necessary to reinforce classroom lessons.Students use lab machinery and equipment to shape parts to specifications using traditional tool room machinery (lathes,milling machines, drilling machines, and grinders).Related topics also include shop safety, hand tools, measurement, layout work, and cutting fluids. Students will be required to do lab work beyond the lab time scheduled for this course. ***Prerequisites****:Completion of MFG*103 and MFG*102 co-requisite with a grade of C- or better.*

**MFG*239, Geometric Dimensioning & Tolerancing (3 Credits)**
An intermediate course in the interpretation of engineering drawing beginning with the basics of dimensional tolerances and tolerance systems. Topics include: the mathematics of interpreting and specifying tolerances on dimensions, the system of geometric tolerancing, the basic nomenclature and standard symbols conforming to ANSI Y14.5M. ***Prerequisites:*** *EGR*112 or MFG*124.* (New course, Fall 2017)

**MFG*256, Manufacturing Machinery CNC II (3 credits/6 contact hours)**
**This course has been replaced by MFG*258. Students cannot receive academic credit for BOTH MFG*256 and MFG*258.** This second course in Computer Numerical Controlled programming is a continuation of CNC I and provides a further study of CNC programming for the Lathe and Vertical Machining Center. Topics include setup and tooling, programming simple parts, canned drilling cycles, circular interpolation, special milling cycles, cutter

compensation, looping and macros,and special features. Students will be introduced to MasterCAM software and use it to create part programs. ***Prerequisite:*** *MFG156 with a grade of "C-" or better.* (Course replaced, January 2016)

**MFG*258, CNC Operations (3 credits/4 contact hours)**
This is the second course in Computer Numerical Controlled machining. It is a continuation of MFG*156, Manufacturing Machinery CNC I and provides a further study of CNC programming and machine operation for the Lathe and Vertical Machining Center.
***Prerequisite:*** *MFG*156 with a grade of "C-" or better.* (New Course, Spring 2016) **This course replaces MFG*256 Manufacturing Machinery II. Students cannot receive academic credit for taking BOTH MFG*256 and MFG*258.**

**QUA*114, Principles of Quality Control (3 credits)**
Overview of the tools and techniques required in contemporary quality systems. First course in statistical quality control.Topics covered include determination of process capabilities, estimation of process standard deviation from sample data, use of control charts, calculation of probability of simple events.Student will develop SPC and TQM Manufacturing Plans. *(Updated November 2014)*

# Mathematics (MAT*)

mxcc.edu/catalog/course-descriptions/mat/

**Transitional-Level Course (Non-Credit)**

**EDUC 1002, Fast-Track Math Workshop (0 credits, 30 classroom hours)**
This noncredit workshop is designed to help students refresh their skills in arithmetic and elementary algebra concepts. The workshop is targeted to benefit students placing at the intensive levels. At the end of the workshop, students may retake the placement test to see if they can progress to a course that is College Level or College Level with Embedded Support. (Updated November 2014)

**Intensive-Level Courses (Non-Credit)**

**MAT*095-I, Pre-Algebra & Elementary Algebra Foundations (6 Credits)**
**This Intensive-Level developmental course does not meet graduation requirements.**
**Prior to Fall 2017, this course was numbered as MAT*085.**
MAT*095-I (MAT*085) is an introductory course that will emphasize the understanding of basic concepts and skills of arithmetic (whole numbers, signed numbers, decimals, fractions, ratios and proportions, percent and estimation), as well as introductory topics in algebra. This course includes a study of the basic properties and theorems of rational numbers; expressions and equations with polynomials, rational and radical expressions, and integer exponents; linear equations in one and two variables; systems of linear equations in two variables; functions; and applications in geometry and algebra. This course will support students with skill levels below 9th grade to achieve the learning outcomes of Beginning Algebra in a single semester. Credit does not count toward meeting degree requirements. (Updated Fall 2017)

**MAT*095, Elementary Algebra Foundations (3 credits)**
**This Intensive-Level developmental course does not meet graduation requirements.**
MAT*095 is an introductory course in the basics of algebra. This course includes a study of the basic properties and theorems of rational numbers; expressions and equations with polynomials, rational and radical expressions, and integer exponents; linear equations in one and two variables; systems of linear equations in two variables; functions; and applications in geometry and algebra. Credit does not count toward meeting degree requirements. ***Prerequisite:*** *MAT*075 with "C" or better OR MAT*085/MAT*095-I with a "D+ or C-" OR Math placement.* (Updated Fall 2017)

**Embedded-Level Course (Graduation Credit with Required Non-Credit Support)**

**MAT*137E, Intermediate Algebra with Embedded Review (3 credits/4 contact hours)** *$$ Supplemental Course Fee*
**This course cannot be used to satisfy the Quantitative Reasoning competency for transfer programs or pathways.**
This version of MAT*137 meets four hours a week to incorporate review topics from Elementary Algebra that are essential for success in Intermediate Algebra and to provide more time to meet the outcomes of MAT*137. Polynomial functions and expressions with special attention to linear, quadratic, exponential, rational, and radical functions are studied. There is an emphasis on modeling and applications for all topics. A graphing calculator is required for this course.
***Prerequisites:***
• *Eligible for either ENG*101E or ENG*101, together with Math placement into MAT*137E*
• ***OR*** *Eligible for either ENG*101E or ENG*101,* ***and*** *either MAT*085/MAT*095-I or MAT*095 with a grade of "C" or better* (Updated Fall 2017)

**College-Level Courses (Graduation Credit, Restrictions May Apply)**

**MAT*104, Quantitative Reasoning (3 credits)**
**Gen Ed Competency: Critical Analysis & Logical Thinking**
**This course cannot be used to satisfy the Quantitative Reasoning competency for transfer programs or pathways.**
A survey course to develop the abilities to interpret and reason with information that involves mathematical ideas or numbers. This course will prepare students for the mathematics they will encounter in other college courses and in their career, as well as help develop critical thinking and problem solving skills needed in all areas of life. Topics include: principles of reasoning, problem solving techniques, basic statistics, every day mathematical models, and the mathematics involved in personal finance, the arts, careers, and society in general. NOTE: This course does NOT cover the algebra skills necessary for intermediate algebra through calculus and statistics. ***Prerequisite:*** *Eligible for either ENG*101E or ENG*101 and either MAT*085/MAT*095-I or MAT*095 with C or better* ***OR*** *Eligible either for ENG*101E or ENG*101 and Math placement.* (Updated Fall 2017)

**MAT*137, Intermediate Algebra (3 credits)**
**This course cannot be used to satisfy the Quantitative Reasoning competency for transfer programs or pathways.**
This course is a further study of algebra and mathematical modeling of functions and relations represented by tables, graphs, words, and symbols. Polynomial functions and expressions with special attention to linear, quadratic, exponential, rational, and radical functions are studied. There is an emphasis on modeling and applications for all topics. A graphing calculator is required for this course.
***Prerequisites:***
• *Eligible for either ENG*101E or ENG*101, together with Math placement into MAT*137*
• ***OR** Eligible for either ENG*101E or ENG*101, **and** either MAT*085/MAT*095-I or MAT*095 with a grade of "C+" or better*
(Updated Fall 2017)

**MAT*137E, Intermediate Algebra with Embedded Review (3 credits/4 contact hours)** *$$ Supplemental Course Fee*
**This course cannot be used to satisfy the Quantitative Reasoning competency for transfer programs or pathways.**
This version of MAT*137 meets four hours a week to incorporate review topics from Elementary Algebra that are essential for success in Intermediate Algebra and to provide more time to meet the outcomes of MAT*137. Polynomial functions and expressions with special attention to linear, quadratic, exponential, rational, and radical functions are studied. There is an emphasis on modeling and applications for all topics. A graphing calculator is required for this course.
***Prerequisites:***
• *Eligible for either ENG*101E or ENG*101, together with Math placement into MAT*137E*
• ***OR** Eligible for either ENG*101E or ENG*101, **and** either MAT*085/MAT*095-I or MAT*095 with a grade of "C" or better* (Updated Fall 2017)

**MAT*141, Number Systems (3 credits)**
**Ged Ed Competencies: Critical Analysis & Logical Thinking, Quantitative Reasoning**
This course helps students with an intermediate algebra background to get acquainted with some fundamental ideas in mathematics such as set operations, logic, counting methods, numeration systems, and modular systems. ***Prerequisite:** Eligible for either ENG*101E or ENG*101 and either MAT*137E or MAT*137 with" C" or better OR eligible for either ENG*101E or ENG*101 and Math placement.* (Updated November 2014)

**MAT*146, Math for the Liberal Arts (3 credits)**
**Ged Ed Competencies: Critical Analysis & Logical Thinking, Quantitative Reasoning**
This is a survey course designed to acquaint the student with mathematical ideas not normally encountered at the pre-college level. The course conveys something about the nature of mathematics- its methods, uses, and roles in society- through an elementary introduction to topics such as: Functions, Art in Mathematics, Logic, Number Theory,

Computer Science, Statistics, Probability Theory, Graph Theory. ***Prerequisite:*** *Eligible for either ENG*101E or ENG*101 and either MAT*137E or MAT*137 with "C" or better OR eligible for either ENG*101E or ENG*101 and Math placement.* (Updated November 2014)

**MAT*158, Functions, Graphs and Matrices (3 credits)**
**Gen Ed Competency: Quantitative Reasoning**
A course in selected topics from contemporary mathematics with applications for students in business, economics, and social science. Topics include: the concepts of function and rate of change, a review of algebraic and graphical aspects of polynomial functions, a study of exponential and logarithmic functions, mathematical modeling, and systems of linear equations in two or more variables with an emphasis on forming, solving and interpreting of matrices. A graphing calculator is required and used throughout. **This course is not recommended for mathematics, physics, chemistry, or engineering majors.** ***Prerequisites:*** *MAT*137 with a grade of "C" (or higher) and eligible for ENG*101 OR math placement and eligible for ENG*101*

**MAT*167, Principles of Statistics (3 credits)**
**Gen Ed Competencies: Quantitative Reasoning, Scientific Reasoning**
**This course replaces MAT*168, "Elementary Statistics & Probability" (4 credits). Students may not get credit for both MAT*167 and MAT*168.**
Graphs and charts, measures of central tendency and variation. Elementary probability theory, random variables, probability distributions, with emphasis on the binomial and normal. Sampling distributions, hypothesis testing, confidence intervals, correlation and linear regression. Use of technology included. ***Prerequisites:*** *Eligible for ENG*101 or ENG*101 E and MAT*137 or MAT*137 E (or higher) with a grade of "C" or better **OR** eligible for ENG*101 or ENG*101 E and math placement.* (New course, Fall 2017)

**MAT*173, College Algebra with Technology (4 credits)**
**Gen Ed Competency: Quantitative Reasoning**
This course continues the algebra sequence. It is primarily intended for students who plan to continue on to Precalculus. Topics include operations with complex numbers; functions; numeric, algebraic, and graphic techniques as applied to the following functions: polynomial, rational, radical, piecewise, and absolute value; modeling and applications using the above functions; exponential expressions and equations; logarithmic expressions and equations; Optional: conic sections. A graphing calculator is required for this course. ***Prerequisite:*** *Eligible for either ENG*101E or ENG*101 and either MAT*137E or MAT*137 with a grade of "C" or better OR eligible for either ENG*101E or ENG*101 and Math placement.* (Updated November 2014)

**MAT*186, Precalculus (4 credits)**
**Gen Ed Competency: Quantitative Reasoning**
Precalculus provides the mathematical preparation for the study of calculus. Topics include comparing and contrasting linear, quadratic, polynomial, rational, radical, exponential, and logarithmic function using numeric, algebraic and graphic techniques. Trigonometric

functions will be studied extensively also using numeric, algebraic, and graphic techniques as well as right triangle trigonometry, identities, and trigonometric equations; sequences and series; and polar coordinates. There will be an emphasis on modeling and applications for all topics. A graphing calculator is required for this course. ***Prerequisite:*** *Eligible for either ENG*101E or ENG*101 and MAT*173 with a "C" or better Or Eligible for ENG*101E or ENG*101 and math placement.* (Updated 2014)

**MAT*210, Discrete Mathematics (3 credits)**
**Gen Ed Competency: Quantitative Reasoning**
A course designed to prepare math, computer science and engineering majors for a background in abstraction, notation and critical thinking for the mathematics most directly related to computer science. Topics include: logic, relations, functions, basic set theory, proof techniques, mathematical induction, graph theory, combinatorics, discrete probability, recursion, recurrence relations, elementary number theory and graph theory. ***Prerequisites:*** *ENG*(101 or 101E) and MAT*186 (or higher) with a grade of "C" or better OR ENG*(101 or 101E) and math placement.* (New Course, approved April 2018)

**MAT*254, Calculus I (4 credits)**
**Gen Ed Competency: Quantitative Reasoning**
A course in differential calculus. Topics include limits, continuity, derivatives, anti-derivatives, and applications. ***Prerequisite:*** *Eligible for either ENG*101E or ENG*101 and MAT*186 with a grade of "C" or better OR eligible for either ENG*101E or ENG*101 and Math placement.* (Updated November 2014)

**MAT*256, Calculus II (4 credits)**
**Gen Ed Competency: Quantitative Reasoning**
The definite integral applied to algebraic and transcendental functions, techniques of integration, polar coordinates and applications, infinite series, and vectors. ***Prerequisite:*** *Eligible for ENG*101 or ENG*101E and MAT*254 with a grade of "C" or better.* (Updated October 2018)

**MAT*268, Calculus III: Multivariable (4 credits)**
**Gen Ed Competency: Quantitative Reasoning**
Two- and three-dimensional vector algebra, calculus of functions of several variables, vector differential calculus, line and surface integrals. ***Prerequisite:*** *Eligible for either ENG*101E or ENG*101 and MAT*256 with "C" or better.* (Updated November 2014)

**MAT*272, Linear Algebra (3 credits)**
**Gen Ed Competency: Quantitative Reasoning**
A beginning course in Linear Algebra, intended for students in mathematics, science and engineering. Topics include: Systems of linear equations, matrices, determinants, vectors and vector spaces, linear transformations, eigenvalues and eigenvectors. Applications will be considered, with emphasis on numerical methods. Computers and/or graphing calculators

will be integrated into the course, as deemed appropriate. ***Prerequisites:*** *Eligible for either ENG*101E or ENG*101 and MAT*256 with a grade of "C" or better.* Updated November 2014)

**MAT*285, Differential Equations (3 credits)**
**Gen Ed Competency: Quantitative Reasoning**
An introductory course in differential equations, intended for students in mathematics, science, and engineering. Topics include: Solution methods for differential equations including selected first order equations, nth-order equations, and systems of linear equations using matrix techniques, Laplace transforms, and numerical methods. Series techniques for selected linear differential equations including Bessel's equation will be considered. Computer software and/or graphing calculators will be integrated as appropriate throughout the course. ***Prerequisites:*** *Eligible for ENG*101E or ENG*101 and MAT*256 with "C" or better.* (Updated November 2014)

**MAT*295, Math Education in Practice (1-3 Credits)**
This one-credit course is intended for those thinking of pursuing a degree in education or for any individual who would like to use their own mathematical knowledge to assist others. The course provides highly qualified students the opportunity to work as classroom assistants where they will develop the ability to discuss, explain, and model mathematical concepts to students in a classroom setting. Students will provide direct classroom support under the guidance and at the discretion of the classroom instructor. The student will work with a diverse population, demonstrate and apply his/her previously learned knowledge in a new capacity, and benefit from community engaged learning. The student may take this course up to three times (max 3 credits earned), has the option of earning all three in a single semester, and is expected to work a minimum of 3 hours per week (1 credit), 6 hours per week (2 credits) or 9 hours per week (3 credits). At the end of the course, the student will earn a Pass (P) or Fail (F) grade. Students must be nominated by a faculty member in order to be eligible for this course. ***Prerequisite:*** *MAT*173 with a grade of "B" or better AND permission of the MAT*295 Instructor*

# Music (MUS*)

mxcc.edu/catalog/course-descriptions/mus/

**MUS*101, Music History and Appreciation I (3 credits)**
**Gen Ed Competency: Aesthetic Dimensions, Historical Knowledge**
Understanding and appreciation of music literature. Classic, Romantic, and Modern styles studied through the works of composers of those periods. (Updated November 2014)

**MUS*104, World Music (3 credits)**
**Gen Ed Competency: Aesthetic Dimensions, Global Knowledge, Historical Knowledge**
A survey course designed for non-musicians and musicians alike. The course will explore aspects of musical form, melody, rhythm, timbre, texture and instrumentation as rendered meaningful by the global music community. Content may include the music of Asia, Africa, India, and the Americas (including rock, jazz, blues and Native American music). Music in relation to art, ritual, theater, dance, and lifestyles will be considered, as well as aspects of musical instruments, including construction and playing techniques. *Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.* (Updated April 2018)

**MUS*111, Fundamentals of Music I (3 credits)**
**Gen Ed Competency: Aesthetic Dimensions**
Development of basic skills in note reading, rhythm, meter, pitch symbols, scales, key signatures, interval, triads and ear training. (Updated November 2014)

**MUS*117, Electronic Music (3 credits)**
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
Designed for the non-musician, this course focuses on the composition, creation, performing,

and recording of music using modern production techniques. Students will learn the compositional elements of music including rhythm, music and chord theory, and song structure and then perform and record their compositions using MIDI keyboards and digital audio workstations. (Updated April 2018)

**MUS*137, History and Appreciation of Jazz (3 credits)**
**Gen Ed Competency: Aesthetic Dimensions, Historical Knowledge**
A music appreciation course that uncovers the development of Jazz, from ragtime to contemporary practice. (Updated November 2014)

**MUS*138, Rock and Roll History and Appreciation (3 credits)**
**Gen Ed Competency: Aesthetic Dimensions, Historical Knowledge**
A survey of the evolution of rock music and the origins, characteristics, stylistic development, and cultural/social perspectives.

**MUS*152, Drumming and Percussion Ensemble (3 Credits)**
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
Through ensemble playing, students will learn a variety of traditional rhythms such as African, Latin, Indonesian (gamelan), Middle Eastern, etc. Various percussion instruments and playing techniques will be studied, including improvisation. Students will also learn how to use found objects as instruments. The course includes some study of the cultures associated with various instruments. Students should obtain a drum for use in the ensemble. *Prior to the Fall 2016 semester, this course was offered for 2 credits. Students who took this course prior to the Fall 2016 semester cannot retroactively receive 3 credits for this course.* (Updated April 2018) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**MUS*219, Electronic Music Composition / Audio Technology I**
**3 credits**
A continuation of the principles of electronic music composition and audio production: This course emphasizes the techniques and methodologies used in studio and live recording, mixing, and processing of music. Students will be expected to complete projects both individually and collaboratively resulting in the recording, editing, and mastering of music compositions. Topics will include multi-track recording, studio acoustics, microphone placement techniques, sound design, digital mixing consoles, signal processors, and studio session procedures. *Prerequisite: COM*131 and MUS*117.*

**MUS*237, Principles of Sound Recording**
**(3 credits)**
This course is an advanced study of the techniques and methodologies used in studio and live recording of sound and music. Students will be expected to work both individually and collaboratively in the recording and mastering of live or studio music recording projects.

Topics will include advanced knowledge of multi-track recording, studio acoustics, sound design, digital mixing consoles, microphone placement techniques, signal processors, monitoring, talkback systems, and studio session procedures. *Prerequisite: MUS*219.*

**MUS*238, Audio Mixing and Processing**
**3 credits**
This is advanced-level course in audio and music mixing and signal processing. Students will be expected to take pre-recorded multi-track audio and music production files and edit, mix, process, and master them at a professional level. Topics will include advanced-level sound design, multi-track digital mixing and signal processing, including audio compression, equalization, filtering, reverb, echo, delay, flanging, modulation, pitch shifting, chorus, and other digital effects. ***Prerequisite:*** *MUS*219 (may be taken concurrently).* (New course, Fall 2017; Updated April 2018)
**Gen Ed Competency: Creativity**

# Ophthalmic Design & Dispensing (ODD*)

mxcc.edu/catalog/course-descriptions/odd/

**BIO*118, Anatomy and Physiology of the Eye (4 credits/6 contact hours)**
**Open only to students enrolled in the Ophthalmic Design & Dispensing program.**
Designed to introduce the student to the basic anatomy and physiology of the eye, this course will include study of the eye and its associated structures.Students will conduct a detailed study of the eyelids and lashes, the orbit,extra ocular muscles, the crystalline lens, the retina, lacrimal apparatus, uveal tract, and the cornea. Included in the course is certification in Adult C.P.R., a segment on A.I.D.S. awareness, and a study of medical abbreviations and commonly used medical prefixes and suffixes. The laboratory component of the course includes dissection of cow's eye, as well as numerous slide and video presentations of ocular anatomy, physiology and surgery. (Updated October 2014)

**ODD*101, Introduction to Ophthalmic Dispensing (4 credits/6 contact hours)**
Designed to introduce the student to the field of Ophthalmic Dispensing, this course will provide a general overview of optical theory and is intended to provide the student with a basis for more advanced study. The course will include segments of basic lens theory, normal and abnormal vision, the history of lenses and eyeglasses, an introduction to prism, and a determination of lens power at any point of a lens. The laboratory component will include introduction to the lensometer, marking and blocking devices, mechanical edging equipment and hand edgers, as well as an overview of the fabrication process. Lecture: 3 hours per week. Laboratory: 3 hours per week. (Updated November 2014)

**ODD*102, Ophthalmic Dispensing I (4 credits/6 contact hours)**
This course will deal with the relationship between spectacles and the patient's visual needs. Topics shall include frame types and materials and the proper fitting and adjusting of spectacles, determination of lens thickness and weight, and vertical prism imbalance at the reading level. The laboratory segment shall include work in neutralization, fabrication of multifocal spectacles, pattern making, tinting, and lab equipment operation and maintenance. Lecture: 3 hours per week. Laboratory: 3 hours per week. ***Prerequisite:*** *ODD*101 with a grade of "C" or better.* (Updated November 2014)

**ODD*103, Ophthalmic Dispensing II (3 credits)**
A continuation of Ophthalmic Dispensing I, discussion will include comprehensive spectacle verification, A.N.S.I. standards, lenses and frames for high powered prescriptions, managing presbyopia, occupational and lifestyle analysis and lens application, specialized absorptive lenses and sports and safety eyewear. The course will also include a review for the A.B.O. exam. ***Prerequisite:*** *ODD*102 with a grade of "C" or better.* (Updated November 2014) *(Fulfills an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**ODD*104, Ophthalmic Dispensing III (3 credits)**
A continuation of Ophthalmic Dispensing II, to include segments on Low Vision, prescription analysis, critical thinking and problem solving skills, marketing fashion eyewear, dispensing progressive addition lenses, record keeping, professional ethics and liability. Discussion of and preparation for the State Practical Exam will be included. ***Prerequisite:*** *ODD*103 with a grade of "C" or better.* (Updated November 2014*)*

**ODD*109, Optical Business Management (3 credits)**
This course is designed to prepare the Ophthalmic Design and Dispensing student for the challenges of managing or operating an Optical business. Topics will include business organization, financial management, purchase, sale or merger of a business, marketing, advertising, accounting procedures, second party billing, inventory control, management skills, and patient/ client relations. ***Prerequisite:*** *ODD*102 with a grade of "C" or better.* (Updated November 2014)

**ODD*110, Ophthalmic Materials I (4 credits/6 contact hours)**
**Gen Ed Competency: Oral Communication in English**
This course is designed to introduce the most commonly used ophthalmic devices and their use. It will explore single vision, bifocal, trifocal and progressive lenses commonly used in ophthalmic practice. Special emphasis will be placed on the physical properties of lens materials including index of refraction, absorptive ability, lens coatings and special applications of lens materials. It will include the discussion of the lens surfacing process and the surfacing laboratory. Frame materials, design, selection, and dispensing will be discussed. Lecture: 3 hours per week. Laboratory: 3 hours per week. ***Prerequisite:*** *ODD*101 with a grade of "C" or better.* (Updated November 2014)

**ODD*111, Ophthalmic Materials II (4 credits/6 contact hours)**
A continuation of Ophthalmic Materials I with special emphasis on unique optical devices and their function. This course will increase hands on experience in optical finishing skills, including edging, hand edging, drilling, grooving and inserting lenses. Basic frame adjustment and bench alignment shall also be included. Lecture: 3 hours per week. Laboratory: 3 hours per week. Included in this course will be a mandatory optical clinic rotation. ***Prerequisite:*** *ODD*110 with a grade of "C" or better.* (Updated November 2014)

**ODD*112, Ophthalmic Materials III (4 credits/6 contact hours)**
A continuation of Ophthalmic Materials II, to include rimless, semi-rimless, specialty eyewear and more advanced spectacle fabrication. It will include the use of more advanced spectacle fabrication machinery and instruments. Fabrication of trifocals, and progressive addition lenses will be included. Additional didactic and practical application of frame adjusting techniques will be presented. Lecture: 3 hours per week. Laboratory: 3 hours per week. Included in this course will be a mandatory Optical Clinic rotation. ***Prerequisite:*** *ODD*111 with a grade of "C" or better.* (Updated November 2014)

**ODD*113, Clinical Refractometry (4 credits)**
This course is designed to provide the student with a thorough understanding of the basic principles and techniques of objective and subjective refractometry. Material will include basic optical concepts, anatomy and physiology of the eye as a visual system, taking a comprehensive medical and visual history, retinoscopy, color vision testing, evaluating stereopsis, automated refractometry, and vision screening techniques. (Updated November 2014)

**ODD*120, Contact Lenses I (3 credits)**
An introduction to the fitting of contact lenses; outlining the history of contact lenses and the development of new materials. Advantages and disadvantages of these materials will be outlined, as well as indications and contraindications to contact lens wear. Emphasis is placed on rigid lens fitting philosophies and acquisition of basic skills with related instrumentation. ***Prerequisite:*** *BIO*118 with a grade of "C" or better.* (Updated November 2014)

**ODD*121, Contact Lenses II (4 credits)**
Continuation of Contact Lenses 1, with increased attention to lens selection and design. Fitting philosophies of hydrophilic and oxygen permeable lenses are put into practice, and follow-up care is stressed. Diagnostic as well as insertion and removal skills are increased. Lecture: 3 hours per week. Laboratory: 3 hours per week. ***Prerequisite:*** *ODD*120 with a grade of "C" or better.* (Updated November 2014)

**ODD*122, Contact Lenses III (4 credits/6 contact hours)**
Continuation of Contact Lenses II, dealing mainly with special fitting problems and special lens designs. Practice management techniques are included, as well as continued use of all

needed instrumentation. Lecture: 3 hours per week. Laboratory: 3 hours per week. ***Prerequisite:*** *ODD*121 with a grade of "C" or better.* (Updated November 2014)

**ODD*130, Low Vision (1 Credit)**
This course is designed to familiarize the student with a wide range of physiological disorders and diseases that lead to significant vision loss, and the optical and non-optical devices used to provide correction. Emphasis will be placed on the use of telescopic, magnifiers, illuminating devices, and a list of resources for the partially sighted patient. (Updated November 2014)

**ODD*299, Opticianry Practicum (2 Credits)**
Students are placed in area optical firms licensed by the State of Connecticut, Department of Health Services, under the direct supervision of a licensed optician. This summer practicum is designed to provide more diverse practical experience to the student/apprentice optician. Supervision of this program will include job site visits by the college faculty member and both employer and faculty evaluation of students' performance. Students will be required to complete an on-campus orientation to the Optical and Contact Lens Clinics, and will be required to keep a log of their daily activities in the off-campus work place. (Updated November 2014)

# Ophthalmic Medical Assisting (OMA*)

mxcc.edu/catalog/course-descriptions/oma/

**Special Note: Students must enroll in OMA*101, OMA*102, OMA*103, and OMA*104 during the same semester.**

**OMA*101, Introduction to Ophthalmic Medical Assisting (3 credits)**
**Students must take OMA*101, OMA*102, OMA*103, and OMA*104 concurrently.**
This course introduces the role, scope, and duties of the ophthalmic assistant, including medical history-taking, preliminary patient examination, assessing visual fields, ophthalmic equipment, and office efficiency. Topics included will be the comprehensive eye exam and supplemental tests, lensometry and basic opticianry skills. It also introduces theoretical, clinical, physical and geometric optics, and provides an introduction to the types of vision loss and corrective devices used in Low Vision care. ***Prerequisite:*** *Eligible for either ENG*101E or ENG*101.* (New course, June 2014)

**OMA*102, Ocular Anatomy, Physiology and Pathology (3 credits)**
**Students must take OMA*101, OMA*102, OMA*103, and OMA*104 concurrently.**
This course provides the learner with a detailed study of normal ocular anatomy, physiology and pathology. Topics to include; medical terminology and vocabulary commonly used in health care field, the origin of words with emphasis on suffixes, prefixes, roots, abbreviations and terminology pertinent to body systems. It includes the fundamentals of common external and internal diseases of eye and the orbital region, emphasizing the ocular effects of systemic diseases, identification of ocular emergencies, triage and the appropriate response.

Topics will also include common ocular surgical procedures, first aid treatment and physician referral procedures.***Prerequisite:*** *Eligible for either ENG*101E or ENG*101.* (New course, June 2014)

**OMA*103, Ophthalmic Clinical Skills and Procedures (4 credits)**
**Students must take OMA*101, OMA*102, OMA*103, and OMA*104 concurrently.**
This course emphasizes basic skills in patient care and examination techniques to include medical history taking and the assessment of the pupils. Additional clinical training will include tonometry, first aid treatment, retinoscopy, biomicroscopy, objective and subjective refractometry, measuring vital signs, clinical equipment maintenance and visual field analysis. Other topics include an overview of ophthalmic pharmacology, comparing drug delivery systems and administering and recording topical and oral medications at a physician's direction. A safety component of the course covers office and clinic safety, microbiology, disinfection/sterilization and control of infections and prevention of contamination in a medical facility. ***Prerequisite:*** *Eligible for either ENG*101E or ENG*101.* (New course, June 2014)

**OMA*104, Healthcare Policies and Procedures (3 credits)**
**Students must take OMA*101, OMA*102, OMA*103, and OMA*104 concurrently.**
This course is designed to serve as an introduction to the health care delivery system and health information management functions for allied health professionals. The students will be introduced to the types of health care delivery organizations and professionals, HIPAA, medical record content, reimbursement methodology and electronic health record use. Important topics of the course will include developing oral and written communication skills, patient education, patient services and relations, medical ethics, regulatory and legal issues, community health eyecare and ophthalmic assistant administrative duties. ***Prerequisite:*** *Eligible for either ENG*101E or ENG*101.* (New course, June 2014)

# Philosophy (PHL*)

mxcc.edu/catalog/course-descriptions/philosophy-phl/

**PHL*101, Introduction to Philosophy (3 credits)**
**Gen Ed Competency: Critical Analysis & Logical Thinking**
Some of the major philosophical problems, theories of knowledge, reality, and value. The nature of philosophical thought. Readings in philosophical literature. ***Prerequisite:*** *Either ENG*101ALP, ENG*101E, or ENG*101*. (Updated November 2014) *(Fulfills an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**PHL*111, Ethics (3 credits)**
**Gen Ed Competency: Critical Analysis & Logical Thinking**
A study of the leading theories of morality and ethics concerning what is good, right, and just; the principles of good moral reasoning; and the examination of contemporary ethical issues and social problems. Readings in both classical and contemporary philosophical literature. Library research required. ***Prerequisite:*** *Either ENG*101ALP, ENG*101E, or ENG*101*. (Updated November 2014) *(Fulfills an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**PHL*131, Logic (3 credits)**
**Gen Ed Competency: Critical Analysis & Logical Thinking**
Logic is the study of reasoning. It promotes skill in evaluating persuasive language according to general standards of validity. Accordingly, this course introduces forms of deductive and inductive reasoning and methods of evaluation. Attention is given to argument recognition, fallacy identification, and the analysis of reasoning in ordinary language. ***Prerequisite:*** *Either ENG*101ALP, ENG*101E, or ENG*101.* (Updated November 2014)

**PHL*145, Sustainable Living (3 credits)**
**Gen Ed Competency: Critical Analysis & Logical Thinking**
Sustainable living involves creating and maintaining conditions under which humans and nature can exist in productive harmony, fulfilling environmental, social, economic and other requirements of present and future generations. This course offers an introduction to, and survey of, ideas and issues surrounding sustainability. This includes examining current human practices and lifestyles to determine if they are sustainable or not. It also includes studying possible alternative approaches to living that may be more sustainable as well as considering strategies for change. Topics include eco-literacy, energy and food, technology and design, politics and society, economics and money, ethics and aesthetics, worldview and spirituality. ***Prerequisite:*** *ENG*101E or ENG*101.*

**PHL*151, World Religions (3 credits)**
**Gen Ed Competencies: Critical Analysis & Logical Thinking, Global Knowledge**
An introduction to the beliefs and practices of major world religions such as Judaism, Christianity, Islam, Hinduism, Buddhism, Taoism, Shamanism, etc. Students will gain an appreciation for the similarities and differences between various religions. The course will also touch on philosophical religious questions such as the value of religion, God, faith, soul, immortality, evil, mystical experience, etc. Library research required. ***Prerequisite:*** *Either ENG*101ALP, ENG*101E, or ENG*101.* (Updated April 2018) *(Fulfills a "D" course requirement or an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**PHL*199, Special Topics in Philosophy (3 credits)**
**Gen Ed Competency: Critical Analysis & Logical Thinking**
An in-depth exploration of a specialized area in philosophy. The content of this course may vary every time it is offered. ***Prerequisite:*** *Either ENG*101ALP, ENG*101E, or ENG*101*. ***Recommended:*** *PHL*101* (Updated November 2014) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

# Physical Science (PSC*)

mxcc.edu/catalog/course-descriptions/physical-science/

**PSC*101, Physical Science I (3 credits)**
An introduction to physics and chemistry for students with no previous experience in science. Necessary mathematical concepts are taught as part of the course. Recommended for individuals planning a career in elementary education or as a general science elective. Credit not given to students who have already taken any of the following: CHE*111, CHE*112, CHE*121, CHE*122, PHY*121, or PHY*122. ***Prerequisite****: Eligible for either ENG*101E or ENG*101 and either MAT*085, MAT*095-I or MAT*095 with a "C-" or better or taken concurrently.* (Updated Fall 2017)

# Physics (PHY*)

mxcc.edu/catalog/course-descriptions/phy/

***$$ Supplemental Course Fee*: Many science lab courses require a separate fee added at the time of registration in order to cover the cost of additional instructional time, supplies, and materials used by students.**

**PHY*110, Introductory Physics (4 credits/6 contact hours)** *$$ Laboratory Course Fee*
**Gen Ed Competency: Scientific Reasoning**
An introductory course in the physics of motion, heat, sound, electricity, magnetism, light, optics, and the theory of the atom. A process oriented laboratory approach emphasizing exploration and problem solving. This course is intended for nonscience majors, or for students who need only one semester of physics. Students with credit for high school physics should elect PHY*121 or PHY*221. Scientific calculator required. Class meets 6 hours per week for integrated lecture and laboratory. ***Prerequisites:*** *Eligible for ENG*101 and eligible for MAT*137 or higher.* (Updated October 2014)

**PHY*121, General Physics I (4 credits/6 contact hours)** *$$ Laboratory Course Fee*
**Gen Ed Competency: Scientific Reasoning**
Basic concepts of mechanics and heat, including motion, forces, work and energy, conservation laws, fluid and thermal phenomena, and the laws of thermodynamics. Scientific calculator required. Lecture: 3 hours per week. Laboratory: 3 hours per week. ***Prerequisites:*** *Eligible for ENG*101, and MAT*173 with a grade of "C" or better.* (Updated October 2014)

**PHY*122, General Physics II (4 credits/6 contact hours)** *$$ Laboratory Course Fee*
**Gen Ed Competency: Scientific Reasoning**
Basic concepts of electricity, magnetism, and wave motion, including electric and magnetic fields, electromagnetic radiation, wave properties of light, and optics. Scientific calculator required. Lecture: 3 hours per week. Laboratory: 3 hours per week. ***Prerequisite:*** *PHY *121, which may be taken concurrently.* (Updated October 2014)

**PHY*221, Calculus-Based Physics I (4 credits/6 contact hours)** *$$ Laboratory Course Fee*
**Gen Ed Competency: Scientific Reasoning**
Basic facts and principles of physics. Elementary concepts of calculus are used. Classical dynamics, rigid-body motion, harmonic motion, wave motion, acoustics, relativistic dynamics, thermodynamics. Lecture: 3 hours per week. Laboratory: 3 hours per week. ***Prerequisite:*** *MAT*254, which may be taken concurrently.* (Updated October 2014)

**PHY*222, Calculus-Based Physics II (4 credits/6 contact hours)** *$$ Laboratory Course Fee*
**Gen Ed Competency: Scientific Reasoning**
Electric and magnetic fields, electromagnetic waves, quantum effects, introduction to atomic physics. Lecture: 3 hours per week. Laboratory: 3 hours per week. ***Prerequisite:*** *PHY*221.* (Updated October 2014).

# Political Science (POL*)

mxcc.edu/catalog/course-descriptions/pol/

**POL*102, Introduction to Comparative Politics (3 credits)**
**Gen Ed Competency: Social Phenomena**
This course focuses on the governments and peoples of the major regions of the world: Europe, Africa, the Middle East, Asia, and the Americas. It examines global variations in governing structures due to historic, cultural, religious, economic, and other causes. Issues of Third World democratization, economic globalization, Islam and democracy's "clash of civilizations," authoritarian states, and other timely issues will be subjects of class discussions and course papers. (Updated November 2014) *(Fulfills a "D" course requirement or an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**POL*103, Introduction to International Relations (3 credits)**
**Gen Ed Competencies: Global Knowledge, Social Phenomena**
This course examines international politics and has a focus on the United States in its superpower role. Relationships between nations which range from constructive engagement and peacemaking to war making will be examined. The Vietnam, Middle East, Balkan, Northern Ireland, and other conflicts will serve as case studies for understanding the forces shaping international politics. Present day topics concerning the United Nations, international terrorism, global capitalism, and others will be studied. (Updated April 2018) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**POL*111, American Government (3 credits)**
**Gen Ed Competency: Social Phenomena**
This course examines the patterns of politics in the nation, Constitution, Congress, and Presidency. Topics of study include political ideologies, interest group pluralism, citizen alienation, institutional power, democracy's requirements, and others. Learning objectives include becoming politically informed, engaging in political discussions, and analyzing the government's responsiveness to citizens' needs. (Updated November 2014) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**POL*112, State and Local Government (3 credits)**
**Gen Ed Competency: Social Phenomena**
The forms, functions, processes and problems of state and local government in the United States. Emphasis is on Connecticut, including the governorship and the General Assembly, state agencies, and localities with mayors, councils, and/or town meetings. (Updated November 2014)

**POL*120, Introduction to Law (3 credits)**
The course serves as an introduction to the study of law with an overview of fundamental concepts and principles of the U.S. legal system. A variety of legal topics, terminology, and areas of law are discussed in order to assist students in acquiring an appreciation of the dynamic role of law in our changing society. Students are introduced to the roles of legal professionals, including paralegals. Legal reasoning, legal ethics, and legal research methods are also presented. (New course, December 2014)

**POL*293, Connecticut Legislative Internship (6 Credits)**
**Gen Ed Competency: Social Phenomena**
This course is an active learning experience for the student as an intern in the state legislature. A student must apply directly to this college's faculty representative for selection. Learning involves becoming informed of the General Assembly's lawmaking processes, and developing skills to serve both the state legislator and his/ her constituents. The intern will have the opportunity for in-service orientation at the legislature prior to its January start. (Updated November 2014)

More information about MxCC's Legislative Internship Program

# Psychology (PSY*)

mxcc.edu/catalog/course-descriptions/psy/

**PSY*103, Introduction to Holistic Wellness (3 credits)**
This course explores how cognition, emotion, stress, lifestyle, and the environment impact a person's health and sense of well-being. Students will review the psychological and behavioral factors which enhance wellness while preventing one risk for illness. Students will journey toward wellness by studying and experiencing alternative, preventive and stress reducing techniques. Modalities explored are: the mind/body connection, relaxation, nutrition, exercise and spirituality. *Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.* (Updated Fall 2017)

**PSY*111, General Psychology I (3 credits)**
**Gen Ed Competencies: Scientific Reasoning, Social Phenomena**
An exploration and review of the field of psychology, including major principals, theoretical perspectives and methodological approaches, with an emphasis on the biological basis of mind and behavior, healthy psychology, motivation and emotion, learning, memory, psychological disorders and treatment, and social psychology. ***Prerequisite:*** *Eligible for either ENG*101E or ENG 101. (Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)* (Updated Fall 2017)

**PSY*201, Life Span Development (3 credits)**
**Gen Ed Competency: Social Phenomena**
This course will examine human development from conception through death. Theories pertaining to physical, cognitive, and psychosocial development will be explored and applied to the developmental tasks which face the individual throughout the life span. Human

Development, as a process of adaptation to the biological, psychological, sociological, and cognitive challenges which are continuously presented to the growing person, will be explored. ***Prerequisite:*** *PSY*111. (Fulfills a "D" course requirement or an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)* (Updated Fall 2017)

**PSY*204, Child and Adolescent Development (3 credits)**
**Gen Ed Competency: Social Phenomena**
This course will examine childhood from conception through adolescence, with emphasis on the areas of emotional, social, cognitive, language and physical development. ***Prerequisite:*** *PSY*111.* (Update Fall 2017)

**PSY*208, Psychology of Adult Development and Aging (3 credits)**
Examines adult development from young adulthood through old age and death. Emphasis is on current theories of each stage of adulthood and their implications for career choice and change, intimacy and marriage, parenthood, mid-life adjustment, retirement and death. ***Prerequisite*:** *PSY*111 and either ENG*101E or ENG*101 . (Fulfills an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.* (Updated Fall 2017)

**PSY*240, Social Psychology (3 credits)**
**Gen Ed Competencies: Scientific Reasoning, Social Phenomena**
Social psychology involves the study of the ways in which human behavior, thought, and emotion are affected by the presence or actions of other people, as well as by the social context. Topics to be covered include social cognition, attitudes, social influence, aggression, interpersonal relationships, group behavior, and cultural influences, with an emphasis on the fundamental psychological processes that underlie these phenomena. In addition to examining theory and research in social psychology, the course will examine the methods that behavioral researchers use to study interpersonal processes. ***Prerequisite:*** *SOC*101 or PSY*111. (Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)* (Updated Fall 2017)

**PSY*243, Theories of Personality (3 credits)**
**Gen Ed Competency: Social Phenomena**
Study of the human individual, with emphasis on self as related to others. Investigation of personal growth, defense mechanisms, and the mental health movement. ***Prerequisite:*** *PSY*111.*

**PSY*245, Abnormal Psychology (3 credits)**
**Gen Ed Competency: Social Phenomena**
This course examines the major theories of psychopathology and explores the research, classification systems, and intervention strategies relative to each theoretical perspective. Diagnostic categories and processes will also be studied. ***Prerequisite:*** *Either ENG*101E*

*or ENG*101 and PSY*111 with a "C" or better. (Fulfills a "D" course requirement or an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)* (Updated November 2014)

**PSY*247, Industrial & Organizational Psychology (3 credits)**
Psychological principles are applied to business, industry, education, politics. Topics include job evaluation, motivation, management relations, individual and group relations. This course is appropriate as the psychology elective for the business and secretarial programs. Its transferability depends upon the policy of the receiving institution. (Updated November 2014)

**PSY*251, Behavior Disorders of Children and Youth (3 credits)**
This course is an advanced level study of the behavioral, educational and psychological problems displayed by young people. The emphasis is on how these problems are impacted by biological, social, cultural, cognitive, family and situational factors. Evaluation and treatment perspectives will be explored. *Prerequisites: Either ENG*101E or ENG*101, and PSY*111. (Fulfills an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)* (Updated November 2014)

**PSY*258, Behavior Modification (3 credits)**
This course focuses on the basic current principles of learning with particular application to the area of cognitive and behavioral management. Behavioral intervention and treatment of diverse problems will be studied. ***Prerequisite:*** *PSY*111.* (Updated November 2014)

**PSY*298, Special Topics in Psychology (3 credits)**
Selected contemporary issues in psychology-for example, personality, motivation, learning and drugs. This course is not intended to be taken in lieu of PSY*111 or to transfer for that purpose. (Updated November 2014)

# Radiologic Technology (RAD*)

mxcc.edu/catalog/course-descriptions/rad/

**These courses are available only to students who have been admitted to the Radiologic Technology Program.**

**RAD*105, Radiographic Anatomy Procedures I (3 credits)**
This course emphasizes task objectives and competencies in general radiographic procedures and related anatomy, medical terminology, and image evaluation. ***Prerequisites:*** *Admission to Rad Tech, BIO*211 and BIO*212 with "C+" or better for both.* (Updated November 2014)

**RAD*109, Methods of Patient Care I (1 Credit)**
**Gen Ed Competency: Social Phenomena**
This course is an introduction to patient care, including patient communication, interaction, history taking, and patient education. Students will be able to communicate and assess patients, evaluate and record patient history, and learn to correctly document. Students will also be able to differentiate between immobilization and restraints, recognize special needs of patients, and respect cultural and human diversity. Course content will also include: vital signs, medical emergencies, oxygen safety, patient consent, and ethical and legal issues in healthcare. Students will perform research and prepare a poster or presentation on an approved topic chosen from the course objectives. This is an "L" course. This is a "D" course. ***Prerequisites:*** *Admission to Rad Tech, BIO*211 and BIO*212 with a "C+" or better for both.* (Updated November 2014)

**RAD*171, Radiographic Clinical Practicum I (2 Credits)**
This course introduces the clinical setting and general radiographic areas of diagnostic imaging with supervised clinical practice. Students will refine patient care and positioning skills. ***Prerequisites:*** *Admission to Rad Tech, BIO*211 and BIO*212 with "C+" or better for both.* (Updated November 2014*)*

**RAD*172, Radiographic Clinical Practicum II (2 Credits)**
Students continue to practice clinical skills in the general radiographic areas of diagnostic imaging with supervised clinical practice. ***Prerequisites:*** *RAD*105, RAD*109 and RAD*171 with "C" or better for all.* (Updated November 2014)

**RAD*200, Radiologic Physics & Diagnostic Imaging Modalities (3 credits)**
**Gen Ed Competencies: Scientific Knowledge & Understanding, Scientific Reasoning**
This course provides the student with advanced study of fluoroscopy, physics, computed radiography, digital radiography, digital fluoroscopy, and quality assurance/quality control techniques used to evaluate radiographic imaging equipment. ***Prerequisites:*** *RAD*209, RAD*172, RAD*219 and RAD*204 with "C" or better for all.* (Updated November 2014)

**RAD*204, Radiographic Anatomy & Procedures II (3 credits)**
The student will continue task objectives and competencies in general radiographic procedures and related anatomy, medical terminology, and image evaluation. ***Prerequisites:*** *RAD*105, RAD*109 and RAD*171 with "C" or better for all.* (Updated November 2014)

**RAD*206, Quality Assurance (3 credits)**
**Gen Ed Competencies: Scientific Knowledge & Understanding, Scientific Reasoning**
This course is a continuation in the advanced study of fluoroscopy, physics, computed radiography, digital radiography, digital fluoroscopy, and the techniques and testing to evaluate and assess quality assurance. ***Prerequisites:*** *RAD*240 and RAD*200 with "C" or better for both.* (Updated November 2014)

**RAD*209, Methods of Patient Care II (3 credits)**
**Gen Ed Competency: Social Phenomena**
This course is a continuation of the study of patient care procedures, techniques, and therapeutic practices in the radiology department, and is designed to prepare students to act quickly and effectively in case of medical emergency. Additional topics will include contrast media, pharmacology, venipuncture, ECG and CPR. ***Prerequisites:*** *RAD*105, RAD*109 and RAD*171 with "C" or better for all. (Updated November 2014)*

**RAD*223, Pathology for Medical Imaging (2 credits)**
**This course replaces RAD*215.** This course provides an overview of pathological conditions that are demonstrated by diagnostic imaging. Lecture material will include the

cause and treatment of the disease process. Pediatric radiology is also presented. A research paper and presentation is required. ***Prerequisites:*** *RAD*240 and RAD*200 with "C" or better for both.* (Updated Fall 2018)

**RAD*219, Radiographic Equipment and Image Production (3 credits)**
**Gen Ed Competencies: Scientific Knowledge & Understanding, Scientific Reasoning**
This introductory course will cover radiographic equipment with emphasis on image formation, radiation protection and safety, and the production and interaction of x-rays with matter. Imaging accessories and their effect on radiographic quality will be discussed. ***Prerequisites:*** *RAD*105, RAD*109 and RAD*171 with "C" or better for all.* (Updated November 2014*)*

**RAD*222, Radiobiology and Protection (3 credits)**
This course is designed to present a clear understanding of all sources and use of medical radiation and the various types of equipment in a radiology department. Includes the study of radioisotopes, the production of x-rays, imaging measurements of radiation and a basic understanding of the ways in which radiation interacts with the biological system. Emphasis is also placed on the various methods of protection for both technologists and patients. ***Prerequisites:*** *RAD*240 and RAD*200 with "C" or better for both.* (Updated November 2014)

**RAD*240, Radiographic Clinical Practicum III (4 credits)**
Students continue to practice clinical skills in the general radiographic areas of diagnostic imaging with supervised clinical practice. ***Prerequisites:*** *RAD*209, RAD*172, RAD*219 and RAD*204 with "C" or better for all.* (Updated November 2014)

**RAD*241, Radiographic Clinical Practicum IV (3 credits)**
Students continue to practice clinical skills in the general radiographic areas of diagnostic imaging with supervised clinical practice. ***Prerequisites:*** *RAD*240 and RAD*200 with "C" or better for both.* (Updated November 2014)

**RAD*271, Advanced Clinical Internship (6 Credits)**
**Gen Ed Competency: Social Phenomena**
The student will have the opportunity to refine skills learned earlier in the program with indirect supervision. Students will perform a comprehensive final clinical competency in preparation to apply for the national registry examination. ***Prerequisites:*** *RAD*222, RAD*215, RAD*206 and RAD*241 with "C" or better for all.* (Updated November 2014)

# Science (SCI*)

mxcc.edu/catalog/course-descriptions/sci/

*(Also see Course Listings under Astronomy, Biology, Chemistry, Environmental Science, Geology, Health, Physical Science, and Physics)*

***$$ Laboratory Course Fee*:  Many science lab courses require a separate fee added at the time of registration in order to cover the cost of supplies and materials used by students.**

**SCI*103, Recent Discoveries in Science I (3 credits)**
**Gen Ed Competency: Scientific Knowledge & Understanding**
This course teaches science by studying recent developments and progress in the discipline.  Course content will be topical and dependent upon both current scientific issues and the areas of interest of course participants.  *Prerequisite: Eligible for either ENG*101E or ENG*101.*  (Updated Fall 2017)

**SCI*114, Survey of Science (4 credits/6 contact hours)**
***$$ Laboratory Course Fee***
**Gen Ed Competencies: Scientific Knowledge & Understanding, Scientific Reasoning**
This course is designed for non-science majors. It surveys content in the fields of biology, physics, and chemistry with an emphasis on the interdisciplinary nature of these Sciences and how they relate to everyday life. Topics include heat, refraction, energy, the scientific method, acids and bases, electrolytes, microscopy, and cellular structure. Laboratory experiments will both integrate and reinforce material discussed in lecture, as well as foster collaboration and teamwork among students. ***Prerequisites:*** *Eligible for ENG*101E or ENG*101, and eligible for MAT*137E or MAT*137 or higher.*

**CJS*285/SCI*285, Forensic Science with Laboratory**
**(4 credits/6 contact hours)**
A study of how the disciplines of Biology, Chemistry, Earth Science, Physical Science, and Physics meld to form the field of Forensic Science.

The course will focus on developing the scientific vocabulary necessary for investigators to communicate with scientists. This course is meant to assist students who are pursuing a career in criminal justice. Emphasis of the course is placed on scientific analysis of data rather than detective work. Students will learn to appreciate how the major fields of science are utilized in solving crimes. The laboratory component will provide hands-on opportunities to integrate scientific methodology as it relates to criminal justice and the limitations of scientific testing.
***Prerequisite:*** *ENG*101-ALP, ENG*101E, or ENG*101 with a grade of "C-" or better AND eligible for MAT*137 or MAT*137E.*

This course replaces CJS*225 Forensic Science. Students cannot get academic credit for taking both CJS*225 and CJS*285/SCI*285.
*$$ Laboratory Course Fee*
**Gen Ed Competencies: Scientific Knowledge & Understanding, Scientific Reasoning**

# Sociology (SOC*, SSC*)

mxcc.edu/catalog/course-descriptions/soc-ssc/

**SOC*101, Principles of Sociology (3 credits)**
**Gen Ed Competency: Social Phenomena**
A study of modern society and its social organization, institutions, groups and social roles. Topics of study will include patterns of social interaction, the organization and stratification of groups ranging from families to corporations, and others. Learning objectives include applying scientific methods of analysis and examining social issues from a humanistic perspective. ***Prerequisite:*** *Eligible for either ENG*101E or ENG*101. (Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)* (Updated November 2014)

**SOC*103, Social Problems (3 credits)**
**Gen Ed Competency: Social Phenomena**
A systematic analysis of major contemporary social problems, such as mental illness, crime, poverty, and racial and ethnic conflicts, with emphasis on their origins. Recommended as the introductory course for students having a general interest in sociology. Majors in the field should also take SOC*101. ***Prerequisite:*** *Eligible for either ENG*101E or ENG*101.* (Updated November 2014)

**SOC*114, Sociology of Aging (3 credits)**
This course will explore the impact of social and sociocultural conditions on the psychological, physiological, and psychosocial processes of aging. This course will explore

the demographics of aging, and how the diversity of the aging population impacts societal, clinical, therapeutic, and institutional responses. ***Prerequisite:*** *Eligible for either ENG*101E or ENG*101.* (Updated November 2014)

**SOC*117, Minorities in the U.S. (3 credits)**
**Gen Ed Competency: Social Phenomena**
This course examines ethnicity in the transformation of America. The course focuses on cultures of diverse ethnic groupings, patterns of identity, discrimination due to economic forces, issues of assimilation, ethnic contributions to a multicultural democracy and other democracies. ***Prerequisite:*** *Eligible for either ENG*101E or ENG*101.* (Updated November 2014)

**SOC*120, Group Dynamics (3 credits)**
**Gen Ed Competency: Oral Communication in English, Social Phenomena**
An overview of the interactions generated by group experience and group leadership. Emphasis on the principle dynamics of group interaction, group decision-making, and how these may be applied both in the therapeutic milieu and within organizations. ***Prerequisite:*** *Eligible for either ENG*101E or ENG*101.* (Updated November 2014)

**HLT*160/SOC*160, Introduction to Public Health (3 credits)**
**Gen Ed Competencies: Global Knowledge, Scientific Reasoning, Social Phenomena**
This course provides a basic overview of public health and various public health systems. It provides a foundation for the understanding of public health principles and practices for any student interested in social work, health careers, biology, health education, or simply being an informed citizen. Topics will include the effects of individual lifestyle decisions and their relation to personal and public health. The course deals with a variety of current public health threats and trends, and how public health professionals play a role in identifying and remediating or avoiding them. ***Prerequisite:*** *Eligible for either ENG*101E or ENG*101.* (Updated April 2018) *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**SOC*190, Self and Others: Dynamics of Diversity (3 credits)**
**Gen Ed Competency: Social Phenomena**
An examination of how the United States is growing increasingly diverse. The goal of the course is to have students understand the sociocultural nature of human identity and diversity. Topics include race, ethnicity, class, gender, religion, physical disability, sexual orientation, pluralism and its implications. ***Prerequisite:*** *SOC*101 or SOC*117. (Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)* (Updated November 2014)

**SOC*210, Sociology of the Family (3 credits)**
**Gen Ed Competency: Social Phenomena**
An examination of the evolution of contemporary relationships such as dating, cohabitation and marriage. The implications of changes in relationships and their effect on the individual,

family and society will be analyzed. ***Prerequisite:*** *Eligible for either ENG*101E or ENG*101. (Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)* (Updated November 2014)

**SOC*212, Sociology of Women (3 credits)**
A study of a "Woman's Place" from a sociological and multidisciplinary perspective. The origins of women's position in society and the historical transformations that have occurred in the Western World and, particularly, in the United States, will be discussed along with contemporary issues. ***Prerequisite:*** *Eligible for either ENG*101E or ENG*101. (Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)* (Updated November 2014)

**SOC*213, Human Sexuality (3 credits)**
**Gen Ed Competency: Social Phenomena**
A study of contemporary human sexuality in Western society from both sociological and multidisciplinary perspectives. History and patterns of sexual behavior are discussed including such topics as contraception, sexual response, gender roles, orientation, sexual coercion, and sexually transmitted diseases. ***Prerequisite:*** *Eligible for either ENG*101E or ENG*101. (Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)* (Updated November 2014)

**SOC*221, Social Inequality (3 credits)**
**Gen Ed Competency: Social Phenomena**
The study of structured social inequality in the United States and globally; the existence of class and power structures and their effects on the lives of Americans; the relation of different forms of inequality based on class, ethnicity, religion, age, and gender. The various strategies people employ to respond to inequality. ***Prerequisite:*** *SOC*101 or SOC*117 or ANT*205 or SOC*190.* (Updated November 2014)

**SOC*225, Death and Dying (3 credits)**
A sociological and psychological study of death and dying. Topics include cultural attitudes toward death, self confrontation and value identification, dealing with dying, survivors and grieving, children and death, suicide, euthanasia. ***Prerequisite:*** *Eligible for either ENG*101E or ENG*101.* (Updated November 2014)

**SOC*240, Criminology (3 credits)**
**Gen Ed Competencies: Scientific Reasoning, Social Phenomena**
The course examines the nature and cause of crime, approaches to the study of crime, and its treatment and prevention. The sociology of criminal law and the nature of criminal behavior are also examined. ***Prerequisite:*** *Eligible for ENG*101-ALP, ENG*101E or ENG*101.* (Prerequisite updated October 2015, to add ENG*101-ALP) *(Fulfills an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

**SOC*241, Juvenile Delinquency (3 credits)**
**Gen Ed Competency: Social Phenomena**
This course examines the meaning of the concept of juvenile delinquency. Considered are the relationships between social attitudes and definitions of youthful law violations, along with studies on various forms of delinquency. Also analyzed are the diverse theoretical interpretations of delinquency including sub cultural theories, bodily related factors, emotional pressures and environmental pressures. ***Prerequisite:*** *Eligible for either ENG*101E or ENG*101. (Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)* (Updated November 2014)

**SOC*277, Social Survey Research (3 credits)**
**Gen Ed Competency: Social Phenomena**
This course will provide students with a hands-on learning experience in social science research. Its main purpose is to survey the major research designs and research techniques that are at the core of contemporary approaches used to study social phenomena. Students will be directly involved in designing and conducting survey research on a social issue. Topics will include interview and questionnaire design, computerized data collection, management and analysis, and writing a research report. ***Prerequisite:*** *MAT*167 or MAT*168, may be taken concurrently.* (Updated Fall 2017)

**SSC*153, Women and Work (3 credits)**
A multidisciplinary study of women and work. This course provides a historical overview as well as an examination of contemporary issues such as the family and work gender socialization, sex discrimination and the emotional work in which women engage. It includes a discussion of the individual and collective strategies that women employ to meet various challenges. Topics of discussion are conditioned by the diverse backgrounds, interests and needs of students in each particular class. ***Prerequisite:*** *Eligible for either ENG*101E or ENG*101. (Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)* (Updated November 2014)

# Spanish (SPA*)

mxcc.edu/catalog/course-descriptions/spanish-spa/

**SPA*101, Elementary Spanish I (3 credits)**
**Gen Ed Competency: Social Phenomena**
Fundamentals of grammar with emphasis on the development of speaking, listening, and writing skills. *(Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)* (Updated Fall 2017)

**SPA*102, Elementary Spanish II (3 credits)**
**Gen Ed Competency: Social Phenomena**
Continued development of speaking, listening, and writing skills as well as fundamentals of grammar. *Prerequisite: SPA*101. (Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester)* (Updated July 2019)

**SPA*201, Intermediate Spanish I (3 credits)**
**Gen Ed Competency: Social Phenomena**
Further study of grammar with continued emphasis on the development of conversational fluency and writing proficiency. Compositions. Introduction to literature. ***Prerequisite:*** *SPA*102. (Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)* (Updated July 2019)

**SPA*202, Intermediate Spanish II (3 credits)**
**Gen Ed Competency: Social Phenomena**
Continuation of the study of grammar with further emphasis on the development of

conversational fluency and writing proficiency. Compositions. Literature. ***Prerequisite:*** *SPA*201. (Fulfills a "D" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)* (Updated July 2019)

# Theatre (THR*)

mxcc.edu/catalog/course-descriptions/thr/

**THR*101, Introduction to Theatre (3 credits)**
**Gen Ed Competencies: Aesthetic Dimensions, Historical Knowledge**
This course is designed to introduce students to the world of theater as an expressive and collaborative art form. Students will have the opportunity to develop an appreciation and understanding of theater from its origin to the present day. Areas of study will include: theater history, genres and styles, the study of plays, stage terminology, acting, theater production, and theater as a profession. While not designed as an "acting" course, some in-class performance work may be included. Students will view recorded versions of plays during class. Attending at least one live theater performance will be required. *Prerequisite: Either ENG*101ALP, ENG*101E, or ENG*101.* (Updated November 2014)

**THR*102, Theatre History (3 credits)**
**Gen Ed Competencies: Aesthetic Dimensions, Historical Knowledge**
This survey course provides students with an opportunity to learn about the rich history of the theatre—*from the early elements of drama to the Restoration period.* The course considers how drama (plays) and theatre (performance elements) create cultural experiences that reflect the community; motivate dialogue between people within a community; and inspire conversations across societies and cultures. The course is anchored by key dramatic literature; and the course asks students to read and gather an understanding about these plays to make connections between the past and present.(New course, Spring 2018)

**THR*110, Acting I (3 credits)**
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
An introduction to the art of acting. This experiential course emphasizes the fundamental tools of the actor including use of voice and body, development of the imagination, creative interpretation, characterization, improvisation, and script analysis. Through both individual and group exercises, students will gain knowledge of different acting styles as well as study and perform scripts. (Updated April 2018)

**COM*179/THR*113, Performance for Film and Television (3 credits)**
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
This course will develop performance and acting skills used in radio,television, and film including voice-over techniques, television news reporting and anchoring, dramatic acting, and comedic performance. Skills include voice articulation, projection and inflection, script analysis and interpretation. Students will analyze scripts and develop characters to improve acting and directing techniques and understand the importance of subtext to scenes. Students perform using microphones, teleprompters, lighting, and cameras. This course is designed for students interested in on-screen performance across a range of media as well as those interested in film and television directing and production. (Updated April 2018)

**THR*121, Plays in Production I (3 credits)**
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
Practicum emphasizing acting techniques and theatre production. This course prepares students for acting in more developed roles and incorporates practical aspects of theatre production concluding with the performance of a play in front of an audience. Acting roles are determined by audition. *Prerequisite: THR*110.* (Updated July 2019)

**THR*210, Acting II (3 credits)**
**Gen Ed Competencies: Aesthetic Dimensions, Creativity**
Acting II emphasizes advanced acting techniques and theatre production. This course prepares students for acting in more developed roles and incorporates practical aspects of theatre production concluding with the performance of a play in front of an audience. Acting roles are determined by audition, and each student will create, rehearse, and develop and acting role as well as take on other production responsibilities. ***Prerequisite:*** *THR*110.* (Updated July 2019)

**THR*298 Special Topics – Theatre Practicum (3 credits)**
An in depth exploration of a specialized topic in Theatre.

# Therapeutic Recreation (RLS*)

mxcc.edu/catalog/course-descriptions/rls/

**RLS*121, Introduction to Therapeutic Recreation Services (3 credits)**
Methods and activities that can aid in establishing better rapport with persons. Emphasis on therapeutic value of such experiences. (Updated November 2014)

**RLS*122, Processes and Techniques in Therapeutic Recreation (3 credits)**
This course provides an exploration of methods and materials utilized to lead people in creative/arts activities, physical/body movement activities, mental/stimulation activities, and social/interaction activities. The analysis of activities and the specific techniques for adapting activities in therapeutic recreation will be examined. (New course, November 2014)

**RLS*221, Therapeutic Recreation (3 credits)**
Emphasis is on meeting the varied needs and ability levels of clients through an in depth study of sensory integration, one to one programs for room bound, games, special events and parties, discussion groups, and creative expressions. *Prerequisites: Either RLS*121, PSY*111*. (Updated July 2019)

# Veterinary Technology (VET*)

mxcc.edu/catalog/course-descriptions/vet/

**VET*101, Introduction to Veterinary Technology (3 credits)**
**Gen Ed Competency: Scientific Knowledge & Understanding**
This course introduces the role of the Veterinary Technician to employment opportunities and professional development opportunities in the field. Covered topics include breed differentiation, nutrition, reproduction, and animal behavior. Ethics, animal welfare regulations, state and federal laws are reviewed, including controlled substance laws, occupational safety and health regulations and veterinary practice responsibilities. *Prerequisite: Eligible for either ENG*101E or ENG*101.* (Updated November 2014)

**The following courses are available only to students who have been admitted to the Veterinary Technology Program.**

**VET*100, Introduction to Animal Care (2 credits)**
**Gen Ed Competency: Scientific Knowledge & Understanding**
This course is an introduction to practical experience with various species. Basic biological concepts and normative data of the various species including common husbandry practices and diseases are discussed. Restraint and handling methodologies are discussed and practiced. *Prerequisite: Admission to Veterinary Technology Program.* (Updated November 2014)

**VET*102, Veterinary Office Management & Communication (3 credits)**
**Gen Ed Competencies: Oral Communication in English, Scientific Knowledge & Understanding**
This is a business management course for Veterinary Technology students. Topics include office procedures and practices, staff management, triaging phone calls, recordkeeping, the human- animal bond, stress management, and client relations, including working with members of the public from diverse cultural, ethnic, religious, and socioeconomic backgrounds. Personnel administration and other administrative procedures common to veterinary medical practices including databases are reviewed. *Prerequisite: Admission to Veterinary Technology Program.* (Updated December 2019)

**VET*151, Small Animal Veterinary Technology with Lab (4 credits/6 contact hours)**
**Gen Ed Competency: Scientific Knowledge & Understanding**
Nursing procedures in small animals and laboratory species are discussed. Topics include physical examinations, common medical nursing techniques and emergency care. Long term nursing care of common animal conditions will be discussed including client education. The course includes vaccination protocols, nutritional support and specialized problems encountered in companion animals as well as hands-on work with lab animals. Relevant clinical cases will be utilized in lecture discussions. *Prerequisites: VET*100 and VET*101 with a grade of "C" or better for both.* (Updated December 2019)

**VET*152, Large Animal Veterinary Technology with Lab (4 credits/6 contact hours)**
**Gen Ed Competency: Scientific Knowledge & Understanding**
The course focuses on the specifics related to large animal medicine and nursing practices including techniques. Lectures include anatomy and physiology, nutrition and breeding of agricultural species. The etiology of disease, transmission, prevention and disease control are discussed. Topics include nursing care, diagnostic techniques, reproduction, husbandry, and common diseases. Laboratory sessions include restraint, physical exams, specimen collection, drug administration, and principles of husbandry. Supervised field trips are required. *Prerequisites: VET*100 and VET*101, with a grade of "C" or better for both.* (Updated December 2019)

**VET*201, Veterinary Anatomy and Physiology I with Lab (4 credits/6 contact hours)**
**Gen Ed Competency: Scientific Knowledge & Understanding**
Veterinary anatomy and physiology of domestic species presented as a two course series. The anatomic structures and physiologic functions of domestic animals including companion species are discussed. The first semester reviews the basic foundations of structure and function of the most common species including the integumentary, skeletal, muscular, nervous, endocrine and digestive systems in addition to cellular aspects of metabolism. Comparative aspects of canine, feline, and farm species are provided. Lecture and laboratory exercises emphasize the understanding of the organized body state and the

relationship of various components including cells, tissues, organs and body systems. *Prerequisite: Admission to Veterinary Technology Program.* (Updated December 2014)

**VET*202, Veterinary Anatomy and Physiology II with Lab (4 credits/6 contact hours)**
**Gen Ed Competency: Scientific Knowledge & Understanding**
This course is a continuation of Veterinary Anatomy and Physiology I, with discussion of the respiratory, circulatory, urinary and reproductive systems. Comparative aspects of canine, feline, avian, reptilian, laboratory, and farm species are provided. Relevant clinical topics are utilized during this course. *Prerequisite: VET*201 with a grade of "C" or better.* (Updated December 2014)

**VET*206, Laboratory Procedures for Vet Techs (2 credits/2 contact hours)**
**This course replaces VET*205.**
**Gen Ed Competency: Scientific Knowledge & Understanding**
The theory behind clinical sample analysis utilizing clinical laboratory procedures including specimen collection, hematology, cytology, blood chemistry, urinalysis, necropsy technique, and serology. Emphasis is on manual performance of basic laboratory diagnostic procedures and discussion of the relevance of laboratory findings to the veterinary practitioner. *Prerequisites: MED*125, VET*151, VET*152, and VET*202, with a grade of "C" or better for all. VET* 206 must be taken concurrently with VET*212 and VET*230.* (New course, Fall 2018)

**VET*212, Principles of Imaging with Lab (1 credit/2 contact hours)**
**Gen Ed Competency: Scientific Knowledge & Understanding**
The theory and principles of radiology and radiation safety are presented. Topics include radiologic and imaging principles and practices and their uses in patient diagnosis. Animal restraint, positioning, special diagnostic techniques and imaging are reviewed. Ultrasonography, Computerized Axial Tomography, Magnetic Resonance Imaging and Positron Emission Tomography will be discussed. *Prerequisites: MED*125, VET*151, VET*152, and VET*202, with a grade of "C" or better for all. VET*212 must be taken concurrently with VET*206 and VET*230.* (Updated December 2019)

**VET*220, Animal Pathology (3 credits)**
**Gen Ed Competency: Scientific Knowledge & Understanding**
This course is designed for students in the veterinary technology program. The main focus is to discuss select diseases in small and large animals as well as research animals. Diseases will be discussed in a categorized systematic format to include: infectious diseases, hematologic diseases, and diseases affecting various systems including cardiovascular, respiratory, gastrointestinal, integumentary, endocrine, reproductive and nervous. Clinical signs of organ dysfunction, pathophysiology, diagnostic tests, treatment and prevention are reviewed. Students will learn tissue sampling and preparation. Laboratory animal and "pocket pets" (rats, mice, hamsters, guinea pigs, rabbits, and ferrets) husbandry and techniques, including proper restraint, blood drawing and gavaging will be taught through

lectures and hands-on activities. These lectures will be in conjunction with the student's hands-on experiences at the Yale Animal Resource Center. This course will also require each student to perform a complete necropsy of a rat and an offsite field trip to a packing plant facility if time allows. *Prerequisite: VET*206 with a grade of "C" or better.* (Updated December 2019)

**VET*230, Veterinary Anesthesia and Surgical Nursing with Lab (4 credits/6 contact hours)**
**Gen Ed Competency: Scientific Knowledge & Understanding**
Lectures and demonstrations in general anesthetic technique, standard surgical procedure, and operating room conduct. The emphasis is on surgical technology including equipment and supply nomenclature, patient monitoring, aseptic, sterile technique, preoperative care of the patient and emergency medicine. Classifications and mechanisms of action for commonly used anesthetics, and analgesics are discussed. Topics include intravenous catheterization techniques, CPR, and oncology therapeutics. *Prerequisites: MED*125, VET*151, VET*152, and VET*202, with a grade of "C" or better for all. VET*230 must be taken concurrently with VET*206 and VET*212.* (Updated December 2019)

**VET*238, Parasitology (3 credits)**
**Gen Ed Competency: Scientific Knowledge & Understanding**
This course is intended to familiarize students with the parasites of importance in the veterinary field with an emphasis on the diagnosis and treatment of parasitic diseases of domestic animals. A laboratory component focuses on clinical diagnostic procedures including immunodiagnostic techniques using both living and preserved specimens. Topics include prevention of infection and transmission, and zoonotic disease transmission, control and epidemiological concerns. ***Prerequisite:*** *VET* 206 with a grade of "C" or better.* (Updated December 2019)

**VET*240, Periodontology and Oral Radiology (2 credits)**
**Gen Ed Competency: Scientific Knowledge & Understanding**
This course is an introduction to veterinary dentistry which has become a significant part of veterinary practices. Topics include oral anatomy, terminology periodontology oral radiography endodontics, orthodontics and restorative dentistry. Tasks performed by veterinary technicians, including oral radiography will be discussed. *Prerequisites: VET*206 and VET*212, with a grade of "C" or better for both.* (Updated December 2019)

**VET*250, Principles of Pharmacology for Vet Tech (3 credits)**
**Gen Ed Competency: Scientific Knowledge & Understanding**
The study of dose and dosage in applied pharmacology is presented. Topics include basic mathematics, conversions, measurements, drug calculations, drug orders and fluid rate calculations. The major classes of drugs used in therapeutics, dose response characteristics, mechanisms of action, major physiological effects, toxicity and drug interactions are

discussed. A review of laws applying to licensure and use of controlled substances in veterinary medicine is included. *Prerequisite: VET*201 with a grade of "C" or better.* (Updated Fall 2016)

**VET*280, Veterinary Technology Externship I (1 credit)**
**Gen Ed Competencies: Oral Communication in English, Scientific Knowledge & Understanding**
This externship is a student's first externship experience. Students must demonstrate competency in the defined learning objectives in order to progress to VET *286, Veterinary Technology Externship II. Students will be responsible for documenting completion of a checklist of activities reflecting these objectives. For further information on Externship requirements students should consult both the MxCC Vet Tech Program Handbook and the MxCC Vet Tech Externship Manual.

The externship will offer a supervised experience under the direction of a licensed veterinarian, certified technician, or animal research technician through placement at an off-site veterinary hospital, private practice, or laboratory facility. Students will refine skills learned in all previous veterinary technology courses. A minimum of 40 hours of participation in a position relating to the veterinary technology field in a faculty-approved facility is required. Prerequisites: VET*202, VET*151, and VET*152, each with a grade of "C" or better, and approval of the Vet Tech Program Coordinator. (New course, approved December 2015)

**VET*286, Veterinary Technology Externship II (1 credit)**
*Gen Ed Competencies: Oral Communication in English, Scientific Knowledge & Understanding*
This externship is a student's final course within the Veterinary Technology Program. Students must demonstrate competency in the defined learning objectives in order to meet program completion expectations. Students will be responsible for documenting completion of a checklist of activities reflecting these objectives. For further information on Externship requirements students should consult the MxCC Vet Tech Program Handbook.

The externship will offer a supervised experience under the direction of a licensed veterinarian, certified technician, or animal research technician through placement at an off-site veterinary hospital, private practice, or laboratory facility. Students will refine skills learned in all previous veterinary technology courses. A minimum of 200 hours of participation in a position relating to the veterinary technology field in a faculty-approved facility is required*. Prerequisites: VET*206, VET*212, VET*230, and VET*280, each with a grade of "C" or better, and approval of the Vet Tech Program Coordinator.* (New course, approved December 2019)

# General Education

mxcc.edu/catalog/general-education/

## *Old General Education Core (prior to Fall 2016)*

***Students who began a degree program prior to the Fall 2016 semester follow the previous General Education core, including fulfilling "L" (library skills) and "D" (diversity) course requirements.***

## General Education Core

The General Education core at Middlesex Community College offers students a comprehensive and vibrant curriculum which builds the foundation for lifelong learning. To that end, our course offerings provide students rich learning experiences meant to develop their abilities to think critically, communicate clearly — orally and in writing — use quantitative and scientific reasoning practically, understand and navigate information and use it effectively, and value others through an appreciation of human differences. General Education at Middlesex prepares students for their shared responsibilities as global citizens and to thrive in and contribute to an increasingly information dependent society.

### Transfer Programs and CSCU "Transfer Ticket" Pathways

**This information is for students who enroll in a transfer-oriented Associate Degree program or CSCU Transfer Ticket Pathway in the Fall 2016 semester and later.**

**Students should consult their Academic Advisors about academic problems, changes in academic plans and graduation requirements.**

As of the Fall 2016 semester, the General Education Requirements will align with the General Education Common Core Competencies adopted by the Connecticut State Colleges & Universities System. The new General Education Core is part of the Transfer Articulation Program designed to ensure seamless transfer from a Connecticut Community College to a Connecticut State University or Charter Oak State College.

While at Middlesex, students must complete general education courses that are designated as fulfilling a set of common core competencies — in addition to degree requirements in their major.

Students in a CSCU Transfer Pathway Program will complete the first 60-63 credits at a community college and the final 60-63 credits *in the same field* at a CSU. The Transfer Articulation Program ensures that all of the Associate Degree credits will transfer, students will enter the university with junior (3rd year) status, and they will need to complete no more than 60-63 additional credits to earn a Bachelor's degree.

| | |
|---|---|
| 3 credits | ENG*101 Composition |
| 3 credits | Written Communication |
| 3 credits | Oral Communication |
| 3 credits | Aesthetic Dimensions |
| 3-4 credits | Quantitative Reasoning<br>*MUST be a course with a prerequisite of MAT*137/MAT*137E, or placement above MAT*137* |
| 3 credits | Historical Knowledge |
| 6 credits (2 courses) | Social Phenomena |
| 6-8 credits (2 courses) | Scientific Reasoning<br>Scientific Knowledge & Understanding<br>*One course MUST be a laboratory science course* |
| **30-33 credits** | **Transfer Ticket "Framework 30"** |
| ***Some Transfer Ticket Programs require students to take two additional General Education courses (6 credits):*** | |
| 3 credits | Creativity |

| | |
|---|---|
| 3 credits | Global Knowledge |
| **36-39 credits** | **General Education Total** |

**Students matriculating in the Fall 2016 semester and beyond are no longer required to take “D” and “L” courses as previously mandated at Middlesex Community College.**

**Career-Oriented Programs**

**Guidelines for fulfilling General Education Core Competencies for Career-Oriented Degree Programs.**

**Students should consult their Academic Advisors about academic problems, changes in academic plans and graduation requirements.**

Students must complete 21-23 credits of general education courses that are designated as fulfilling a set of common core competencies — in addition to 39-45 credits of degree requirements in their major.

| | |
|---|---|
| 3 credits | ENG*101 Composition |
| 6 credits | Any two courses chosen from among those designated as fulfilling the following General Education Core Competencies:<br>• Aesthetic Dimensions<br>• Historical Knowledge<br>• Oral Communication<br>• Social Phenomena<br>• Written Communication |
| 3 credits | Aesthetic Dimensions |
| 3-4 credits | Quantitative Reasoning |
| 3 credits | Social Phenomena |
| 3-4 credits | Scientific Reasoning<br>OR<br>Scientific Knowledge & Understanding |
| **21-23 credits** | **Total** |

**Students matriculating in the Fall 2016 semester and beyond are no longer required to take “D” and “L” courses as previously mandated at Middlesex Community College.**

# Aesthetic Dimensions

mxcc.edu/catalog/general-education/aesthetic-dimensions/

**Aesthetic Dimensions courses are designed so that students will understand the diverse nature, meanings, and functions of creative endeavors through the study and practice of literature, music, the theatrical and visual arts, and related forms of expression.**

## Learning Outcomes

Students will demonstrate mastery of the **Aesthetic Dimensions** general education core competency by being able to:

- Apply key concepts, terminology, and methodologies in the analysis of literary, performing, visual, and other arts forms.
- Identify works of visual, performing, or literary art within historical, social, political, cultural, and aesthetic contexts.
- Articulate ways in which literature, performance, the visual arts and related forms respond to and influence society and culture.
- Actively engage with the literary, performing or visual arts and other cultural forms through experience or creative expression.
- Articulate the ethical dimensions surrounding the creation, circulation, and interpretation of works of visual, performing, or literary art.

## 2020-21 Course List

The following Middlesex Community College courses are designated as fulfilling the **Aesthetic Dimensions** general education core competency. (For full course descriptions, hover over the underlined Numbers below)

ART*100 Art Appreciation
ART*101 Art History I
ART*102 Art History II
ART*109 Color Theory
ART*111 Drawing I
ART*112 Drawing II
ART*116 Perspective Drawing
ART*121 Two-Dimensional Design
ART*122 Three-Dimensional Design
ART*131 Sculpture I
ART*147 / COM*147 Digital Cinematography
ART*155 Watercolor I
ART*163 Ceramic Handbuilding
ART*165 Metal and Jewelry Design I
ART*166 Metal and Jewelry Design II
ART*215 Illustration
ART*250 Digital Photography
ART*253 Oil Painting I
ART*254 Oil Painting II
ART*280 Advanced Digital Photography
COM*129 Digital Video Production
COM*147 / ART*147 Digital Cinematography
COM*154 Film Study & Appreciation
COM*203 Media Literacy
COM*220 Television Studio Production
COM*264 Advanced Editing Workshop
DGA*101 Introduction to Digital Arts
DGA*110 Computer Graphics
DGA*120 Digital Imaging I
DGA*223 Digital Illustration
DGA*231 Digital Page Design I
DGA*241 Internet Web Design I
DGA*242 Internet Web Design II
DGA*250 Interactive Multimedia Production
DGA*257 Motion Graphics and Effects
DGA*260 Animation
ENG*281 Creative Writing
ENG*282 Creative Writing – Poetry
ENG*283 Creative Writing – Fiction

ENG*285 Memoir Writing
GRA*150 Introduction to Graphic Design
GRA*251 Advanced Graphic Design
GRA*296 Graphic Design Internship
MUS*101 Music History and Appreciation
MUS*104 World Music
MUS*111 Fundamentals of Music I
MUS*117 Electronic Music
MUS*137 History and Appreciation of Jazz
MUS*138 Rock and Roll History & Appreciation
MUS*152 Drumming and Percussion Ensemble
THR*101 Introduction to Theatre
THR*102 Theatre History
THR*110 Acting I
THR*113 Performance for Film and Television
THR*210 Acting II

# Continuing Learning/ Information Literacy

mxcc.edu/catalog/general-education/continuing-learning-information-literacy/

**Continuing Learning/Information Literacy courses are designed so that students will be able to use traditional and digital technology to access, evaluate, and apply information to the needs or questions confronting them throughout their academic, professional, and personal lives.**

## Learning Outcomes

Students will demonstrate mastery of the **Continuing Learning/Information Literacy** general education core competency by being able to:

- Demonstrate competency in using current, relevant technologies to solve problems, complete projects, and make informed decisions.
- Access, navigate, identify and evaluate information that is appropriate for students' need(s) and audience(s).
- Synthesize information to broaden knowledge and experiences and to produce both independent and collaborative work.
- Evaluate the economic, legal, ethical, and social issues surrounding the access and use of information and relevant technologies.

## Assessment

**Basic Assessment Rubric:** http://www.ct.edu/files/pdfs/tap-outcome-continue-learning.pdf

## 2020-21 Course List

The following Middlesex Community College courses are designated as fulfilling the **Continuing Learning/Information Literacy** general education core competency. (For full course descriptions, hover over the "Numbers" below.)

ACC*271 Intermediate Accounting I
ACC*272 Intermediate Accounting II
ART*250 Digital Photography
BBG*115 Business Software Applications
BFN*110 Personal Finance
BMG*202 Principles of Management
BMK*201 Principles of Marketing
BMK*216 Internet Marketing
CAD*110 Introduction to CAD
CJS*211 Criminal Law I
CJS*212 Criminal Law II
CJS*213 Evidence and Criminal Procedure
CSA*135 Spreadsheet Applications
CSA*140 Database Applications
CSC*101 Introduction to Computers
CSC*105 Programming Logic
CSC*115 Introduction to Programming with Alice
CSC*116 Introduction to Programming with JavaScript
CSC*205 Visual Basic I
CSC*231 Database Design I
CSC*262 Programming Mobile Devices I
CSC*295 Coop Ed/Work Experience
CST*120 Introduction to Operating Systems
CST*163 Windows Server Administration
CST*201 Introduction to Management Information Systems
CST*228 Voice and Data Interworking
CST*231 Data Communication and Networking
CST*270 Network Security Fundamentals
ECE*101 Introduction to Early Childhood Education
ECE*131 Children's Literature

## Additional Continuing Learning & Information Literacy courses for students who took certain courses *prior to the Fall 2017 semester*

The following Middlesex Community College courses were previously designated as fulfilling the **Continuing Learning & Information Literacy** general education core competency. Students matriculating in 2017-18 and later may not use these courses to fulfill

the Continuing Learning & Information Literacy general education core competency. Alternate general education choices may be found in the full course descriptions, as seen by hovering over the underlined Numbers below.

BBG*101 Introduction to Business
BBG*125 The Future and Business Organizations
BBG*135 Exploring Business & Technology Careers
BBG*294 Business Internship
BBG*295 Cooperative Work Experience
BES*118 Small Business Management
BFN*201 Principles of Finance
BMG*204 Managerial Communications
BMG*210 Principles of Organizational Behavior
BMG*220 Human Resource Management
BMK*103 Principles of Retailing
BMK*106 Principles of Selling
BMK*230 Advertising and Promotion
CSC*220 Object Oriented Programming Using JAVA
CST*141 Computer Hardware
ENG*101 Composition
ENG*101E Composition (Embedded)
ENG*102 Literature and Composition
ENG*110 Introduction to Literature
ENG*200 Advanced Composition
ENG*202 Technical Writing
ENG*210 Fiction
ENG*211 Short Story
ENG*213 Poetry
ENG*214 Drama
ENG*218 Autobiography
ENG*220 Studies in American Literature
ENG*221 American Literature I
ENG*222 American Literature II
ENG*231 British Literature I
ENG*232 British Literature II
ENG*233 Shakespeare
ENG*234 Shakespeare II
ENG*262 Women in Literature
ENG*291 Mythology
ENG*298 Special Topics in English
HIM*205 Medical Coding 1
HIM*206 Medical Coding 2
HLT*160/SOC*160 Introduction to Public Health

HON 101 Honors Seminar
HON 102 Honors Seminar II
HON 202 Honors Capstone Project
PSY*103 Introduction to Holistic Wellness
PSY*201 Life Span Development
PSY*204 Child and Adolescent Development
PSY*240 Social Psychology

# Creativity

mxcc.edu/catalog/general-education/creativity/

## Additional General Education Courses for TAP Pathway Students

### Background

The *Creativity* and *Global Knowledge* general education categories provide a means for Connecticut Community College students to fulfill additional general education requirements beyond the 30 credits already agreed upon in the common package in TAP degree programs.

These categories apply ONLY to students who enroll in and complete a TAP/Transfer Ticket degree at a Connecticut Community College and transfer to a CSU or COSC. Each CSU and COSC may develop separate policies regarding the acceptance of these credits for transfer students who do not complete a TAP/Transfer Ticket degree or who never enrolled in a TAP/Transfer Ticket degree.

- *Creativity* fulfills requirements for CCSU's Arts & Humanities, ECSU's Creative Expressions, SCSU's Creative Drive, and WCSU's General Education Elective.
- *Global Knowledge* fulfills requirements for CCSU's Social Sciences, ECSUs Individuals and Societies, SCSU's Global Awareness, WCSU's General Education Elective, and COSC's Global Understanding.

The courses vetted by each Community College for *Creativity* and *Global Knowledge* will be accepted at the four CSUs and COSC (*Global Knowledge*) as fulfilling the additional general education requirements specified above.

The vetted courses do not need to have equivalents at the receiving CSU or COSC.

Learning Outcomes

Students will demonstrate mastery of the **Creativity** general education core competency by being able to:

- Convey ideas and express aesthetic values with hands-on, creative activities.
- Demonstrate an understanding of practice in a specific medium or genre.
- Present creative projects to an audience.

## 2020-21 Course List

The following Middlesex Community College courses are designated as fulfilling the **Creativity** general education core competency. (For full course descriptions, hover over the underlined Numbers below)

ART*109 Color Theory
ART*111 Drawing I
ART*112 Drawing II
ART*121 Two-Dimensional Design
ART*122 Three-Dimensional Design
ART*131 Sculpture I
ART*147 / COM*147 Digital Cinematography
ART*155 Watercolor I
ART*163 Ceramic Handbuilding
ART*165 Metal and Jewelry Design I
ART*215 Illustration
ART*250 Digital Photography
ART*253 Oil Painting I
ART*254 Oil Painting II
ART*280 Advanced Digital Photography
COM*125 / DGA*125 New Media Production
COM*129 Digital Video Production
COM*147 / ART*147 Digital Cinematography
COM*179 Performance for Film and Television
COM*220 Television Studio Production
COM*264 Advanced Editing Workshop
COM*287 Advanced Media Production
COM*294 Media Arts Workshop
DGA*101 Introduction to Digital Arts

DGA*110 Computer Graphics
DGA*120 Digital Imaging I
DGA*125 / COM*125 New Media Production
DGA*223 Digital Illustration
DGA*231 Digital Page Design I
DGA*241 Internet Web Design I
DGA*242 Internet Web Design II
DGA*250 Interactive Multimedia Production
DGA*256 3D Animation Foundations
DGA*257 Motion Graphics and Effects
DGA*260 Animation
ENG*281 Creative Writing
ENG*282 Creative Writing – Poetry
ENG*283 Creative Writing – Fiction
ENG*285 Memoir Writing
GRA*150 Introduction to Graphic Design
GRA*251 Advanced Graphic Design
GRA*296 Graphic Design Internship
MUS*117 Electronic Music
MUS*152 Drumming and Percussion Ensemble
MUS*219 Electronic Music Composition/Audio Technology II
MUS*237 Principles of Sound Recording
MUS*238 Audio Mixing and Processing
THR*110 Acting I
THR*113 Performance for Film and Television
THR*210 Acting II

# Critical Analysis & Logical Thinking

mxcc.edu/catalog/general-education/critical-analysis-logical-thinking/

**Critical Analysis & Logical Thinking courses are designed so that students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes.**

## Learning Outcomes

Students will demonstrate mastery of the **Critical Analysis & Logical Thinking** general education core competency by being able to:

- **Identifying Arguments:** Identify issues, evidence and reasoning processes; distinguish facts from opinion; recognize various types of arguments.
- **Formulating arguments:** Formulating good arguments, including a significant focus on inductive reasoning.
- **Analysis:** Break subject matter into components, and identify their interrelations to ascertain the defining features of the work and their contributions to the whole.
- **Evaluation**: Identify assumptions, assessing the quality and reliability of sources of evidence, and demonstrating knowledge of the criteria for evaluating the success of each kind of inference.
- **Synthesis:** Draw together disparate claims into a coherent whole in order to arrive at well-reasoned and well-supported inferences that can be justified as a conclusion.

## Assessment

**Basic Assessment Rubric:** http://www.ct.edu/files/pdfs/tap-outcome-critical-thinking.pdf

## 2020-21 Course List

The following Middlesex Community College courses are designated as fulfilling the **Critical Analysis & Logical Thinking** general education core competency. (For full course descriptions, hover over the "Dept. Numbers" below.)

ACC*100 Basic Accounting
ACC*271 Intermediate Accounting I
ACC*272 Intermediate Accounting II
AST*111 Introduction to Astronomy
BBG*101 Introduction to Business
BBG*215 Global Business
BBG*231 Business Law I
BBG*232 Business Law II
BBG*234 Legal Environment of Business
BBG*294 Business Internship
BBG*295 Cooperative Work Experience
BES*118 Small Business Management
BFN*201 Principles of Finance
BIO*203 Pathophysiology
BMG*202 Principles of Management
BMG*204 Managerial Communications
BMG*210 Principles of Organizational Behavior
BMG*220 Human Resource Management
BMK*103 Principles of Selling
BMK*106 Principles of Selling
BMK*201 Principles of Marketing
BMK*216 Internet Marketing
BMK*230 Advertising and Promotion
CJS*211 Criminal Law I
CJS*212 Criminal Law II
CJS*213 Evidence and Criminal Procedure
CJS*294 Contemporary Issues in Criminal Justice
CSA*135 Spreadsheet Applications
CSA*140 Database Applications
CSC*115 Introduction to Programming with Alice
CSC*116 Introduction to Programming with JavaScript
CSC*205 Visual Basic I
CSC*231 Database Design I
CSC*262 Programming Mobile Devices I
CSC*295 Coop Ed/Work Experience

CST*120 Introduction to Operating Systems
CST*141 Computer Hardware
CST*163 Windows Server Administration
CST*201 Introduction to Management Information Systems
CST*228 Voice and Data Interworking
CST*231 Data Communication and Networking
CST*270 Network Security Fundamentals
EAS*106 Natural Disasters
ECN*101 Principles of Macroeconomics
ECN*102 Principles of Microeconomics
ECN*220 International Economics
ENG*102 Literature and Composition
ENG*110 Introduction to Literature
ENG*200 Advanced Composition
ENG*202 Technical Writing
ENG*210 Fiction
ENG*211 Short Story
ENG*213 Poetry
ENG*214 Drama
ENG*218 Autobiography
ENG*220 Studies in American Literature
ENG*221 American Literature I
ENG*222 American Literature II
ENG*231 British Literature I
ENG*232 British Literature II
ENG*233 Shakespeare I
ENG*234 Shakespeare II
ENG*241 World Literature I
ENG*242 World Literature II
ENG*262 Women in Literature
ENG*291 Mythology
ENG*298 Special Topics in English
EVS*100 Introduction to Environmental Science
EVS*111 Environmental Science Laboratory
HIM*205 Medical Coding 1
HIM*206 Medical Coding 2
HIM*295 Health Information Management Internship
HON 101 Honors Seminar
HON 102 Honors Seminar II
HON 202 Honors Capstone Project
MAT*146 Math for the Liberal Arts
PHL*101 Introduction to Philosophy

PHL*111 Ethics
PHL*131 Logic
PHL*145 Sustainable Living
PHL*151 World Religions
PHL*199 Special Topics in Philosophy

## Additional Critical Analysis & Logical Thinking courses for students who took certain courses *prior to the Fall 2017 semester*

The following Middlesex Community College courses were previously designated as fulfilling the **Critical Analysis & Logical Thinking** general education core competency. Students matriculating in 2017-18 and later may not use these courses to fulfill the Critical Analysis & Logical Thinking general education core competency. Alternate general education choices are provided in the list below. (For full course descriptions, hover over the underlined Numbers below)

BBG*115 Business Software Applications: *Gen Ed Competencies: Continuing Learning Information Literacy, Oral Communication in English*
CSC*105 Programming Logic: *Gen Ed Competency: Scientific Reasoning*
CSC*220 Object Oriented Programming Using JAVA: *Gen Ed Competency: Scientific Reasoning*
ECE*101 Introduction to Early Childhood Education: *Gen Ed Competency: Continuing Learning Information Literacy*
ECE*103 Creative Art Experiences for Children: *Program Requirement for Early Childhood Education*
ECE*131 Children's Literature: *Gen Ed Competency: Continuing Learning Information Literacy*
ECE*141 InfantToddler Growth & Development: *Program Requirement for Early Childhood Education*
ECE*176 Health, Safety, and Nutrition: *Program Requirement for Early Childhood Education*
ECE*180 CDA Preparation Course: *Program Requirement for Early Childhood Education*
ECE*182 Child Development: *Program Requirement for Early Childhood Education*
EGR*111 Introduction to Engineering: *Gen Ed Competencies: Scientific Knowledge & Understanding, Scientific Reasoning*
EGR*211 Applied Mechanics I (Statics): *Gen Ed Competencies: Scientific Knowledge & Understanding, Scientific Reasoning*
EGR*212 Applied Mechanics II (Dynamics): *Gen Ed Competencies: Scientific Knowledge & Understanding, Scientific Reasoning*
EGR*214 Engineering Thermodynamics: *Gen Ed Competencies: Scientific Knowledge & Understanding, Scientific Reasoning*
EGR*221 Introduction to Electric Circuit Analysis: *Gen Ed Competencies: Scientific Knowledge & Understanding, Scientific Reasoning*
ENG*101 Composition: *Gen Ed Competency: Written Communication in English*

ENG*101E Composition (Embedded): *Gen Ed Competency: Written Communication in English*
GLG*120 Dynamic Earth: *Gen Ed Competencies: Scientific Knowledge & Understanding, Scientific Reasoning*
HLT*160/SOC*160 Introduction to Public Health: *Gen Ed Competencies: Scientific Reasoning, Social Phenomena*

# Ethical Dimensions of Humankind

mxcc.edu/catalog/general-education/ethical-dimensions-of-humankind/

**Ethical Dimensions is a competency embedded throughout the curriculum so that students will identify ethical principles that guide individual and collective actions and apply those principles to the analysis of contemporary social and political problems.**

## Learning Outcomes

Students will demonstrate mastery of the **Ethical Dimensions** general education core competency by being able to:

- Recognize and reflect critically on ethical issues.
- Apply appropriate concepts and terminology in identifying ethical problems and proposing and defending solutions to them.
- Apply standards and practices of scholarship, research, and documentation in defending positions and beliefs, including reevaluating beliefs in light of unforeseen implications or new evidence.
- Recognize the value of creative, collaborative, and innovative approaches to problem-solving, including the ability to acknowledge differing points of view.

## Assessment

**Basic Assessment Rubric:** http://www.ct.edu/files/pdfs/tap-outcome-ethics.pdf

## Course List

These learning outcomes are embedded throughout the curriculum. Students are engaged in the Ethical Dimensions competency in both their general education and program requirements. None of our academic programs have a requirement such that a student must take an “Ethical Dimensions course.” Thus, there is not a specific list of courses designated to fulfill all of these learning outcomes.

# Global Knowledge

mxcc.edu/catalog/general-education/global-knowledge/

## Additional General Education Courses for TAP Pathway Students

### Background

The *Creativity* and *Global Knowledge* general education categories provide a means for Connecticut Community College students to fulfill additional general education requirements beyond the 30 credits already agreed upon in the common package in TAP degree programs.

These categories applies ONLY to students who enroll in and complete a TAP/Transfer Ticket degree at a Connecticut Community College and transfer to a CSU or COSC. Each CSU and COSC may develop separate policies regarding the acceptance of these credits for transfer students who do not complete a TAP/Transfer Ticket degree or who never enrolled in a TAP/Transfer Ticket degree.

- *Creativity* fulfills requirements for CCSU's Arts & Humanities, ECSU's Creative Expressions, SCSU's Creative Drive, and WCSU's General Education Elective.
- *Global Knowledge* fulfills requirements for CCSU's Social Sciences, ECSUs Individuals and Societies, SCSU's Global Awareness, WCSU's General Education Elective, and COSC's Global Understanding.

The courses vetted by each Community College for *Creativity* and *Global Knowledge* will be accepted at the four CSUs and COSC (*Global Knowledge*) as fulfilling the additional general education requirements specified above.

The vetted courses do not need to have equivalents at the receiving CSU or COSC.

### Learning Outcomes

Students will demonstrate mastery of the **Global Knowledge** general education core competency by being able to:

- Apply theories and methods of social sciences.
- Make informed evaluations of contemporary social institutions and phenomena outside the United States.
- Explore non-U.S. perspectives on global social institutions and phenomena.

## 2020-21 Course List

The following Middlesex Community College courses are designated as fulfilling the **Global Knowledge** general education core competency. (For full course descriptions, hover over the underlined Numbers below)

ANT*101 Introduction to Anthropology
ANT*205 Cultural Anthropology
BBG*215 Global Business
BIO*109 Principles of Biotechnology
BIO*222 Molecular Biotechniques
BMG*202 Principles of Management
BMK*201 Principles of Marketing
COM*154 Film Study & Appreciation
ECN*102 Principles of Microeconomics
ECN*220 International Economics
GEO*101 Introduction to  Geography
HLT*160/SOC*160 Introduction to Public Health
MUS*104 World Music
PHL*151 World Religions
POL*103 Introduction to International Relations

# Historical Knowledge

mxcc.edu/catalog/general-education/historical-knowledge/

**Historical Knowledge courses are designed so that students will study the interrelatedness of various realms of human experience from multiple historical perspectives.**

## Learning Outcomes

Students will demonstrate mastery of the **Historical Knowledge** general education core competency by being able to:

- Identify and differentiate types of historical sources including popular, academic, primary, and secondary.
- Recognize ever-changing interpretations of history.
- Place the development of societies in national and/or international contexts.
- Explain the influence and agency of social circumstances, which may include race, class, gender, and others, on historical events
- Describe the impact of the past on subsequent events, including the present.
- Examine the complex, dynamic, and interrelated nature of change.

## Assessment

**Basic Assessment Rubric:** http://www.ct.edu/files/pdfs/tap-outcome-history.pdf

## 2020-21 Course List

The following Middlesex Community College courses are designated as fulfilling the **Historical Knowledge** general education core competency. (For full course descriptions, hover over the “Numbers” below.)

BIO*109 Principles of Biotechnology
HIS*101 Western Civilization I
HIS*102 Western Civilization II
HIS*107 History of Puerto Rico
HIS*121 World Civilization I
HIS*122 World Civilization II
HIS*201 United States History I
HIS*202 United States History II
HIS*244 Europe in the 20th Century
MUS*101 Music History and Appreciation I
MUS*104 World Music
MUS*137 History and Appreciation of Jazz
MUS*138 Rock and Roll History and Appreciation
THR*101 Introduction to Theatre
THR*102 Theatre History

## Early Childhood Education and English Additional Historical Knowledge Courses for Students who took certain ECE* and ENG* courses *prior to the Fall 2017 semester*

The following Middlesex Community College courses were previously designated as fulfilling the **Historical Knowledge** general education core competency. Students matriculating in 2017-18 and later may not use these courses to fulfill the Historical Knowledge general education core competency. (For full course descriptions, hover over the underlined Dept. Numbers below)

ECE*101 Introduction to Early Childhood Education
ECE*131 Children’s Literature
ECE*141 Infant/Toddler Growth & Development
ECE*176 Health, Safety, and Nutrition
ECE*182 Child Development
ENG*102 Literature and Composition
ENG*110 Introduction to Literature
ENG*210 Fiction
ENG*211 Short Story
ENG*213 Poetry
ENG*214 Drama
ENG*218 Autobiography
ENG*220 Studies in American Literature

ENG*221 American Literature I
ENG*222 American Literature II
ENG*231 British Literature I
ENG*232 British Literature II
ENG*233 Shakespeare I
ENG*234 Shakespeare II
ENG*262 Women in Literature
ENG*291 Mythology
PSY*204 Child and Adolescent Development

# Oral Communication in English

mxcc.edu/catalog/general-education/oral-communication/

**Oral Communication in English courses are designed so that students will be prepared to develop oral messages of varying lengths and styles that communicate effectively and appropriately across a variety of settings.**

## Learning Outcomes

Students will demonstrate mastery of the **Oral Communication in English** general education core competency by being able to:

**Respond to Rhetorical Situations**:

- Identify and evaluate the specific audience and purpose in different communication situations, and adapt the communication appropriately to those situations.
- Develop effective messages that influence attitudes, beliefs, and actions through appropriate logical, ethical, and emotional appeals.
- Recognize when others do not understand the message and then manage those misunderstandings.
- Listen effectively by understanding, remembering, interpreting, evaluating, and responding appropriately to the speech of others.

**Use Sources**

- Locate, evaluate, use, and acknowledge sources appropriate to the communication purpose.

- Synthesize and integrate others' ideas purposefully and ethically into students' own communication.
- Summarize, paraphrase, and quote accurately the ideas of others, clearly differentiating them from the students' own ideas.

**Craft Logical Arguments**

- Select an appropriate and effective medium for communicating.
- Provide clear and logical evidence, support, or illustration for their assertions.
- Choose appropriate and effective organizing methods for the message, employing effective transitions and signposts.

**Apply Language Conventions**

- Use diction, tone, and level of formality appropriate to audience, purpose, and situation.
- Use pronunciation, grammar, articulation, and nonverbal behaviors appropriate for the message and designated audience.

**Formulate Effective Communication Strategies**

- Reflect on and explain the effectiveness of their communication choices regarding the audience, purpose, and situation.
- Speak ethically by accepting responsibility for their communication practices and by communicating openly and directly.
- Revise and rehearse speeches before delivery.
- Work collaboratively with others, including managing discussion, tasks, and information.

## Assessment

**Basic Assessment Rubric:** http://www.ct.edu/files/pdfs/tap-outcome-oral.pdf

## 2020-21 Course List

The following Middlesex Community College courses are designated as fulfilling the **Oral Communication** general education core competency. (For full course descriptions, hover over the "Numbers" below.)

BBG*115 Business Software Applications
BMG*204 Managerial Communications
COM*172 Interpersonal Communication
COM*173 Public Speaking
HSE*202 Introduction to Counseling/ Interviewing
ODD*110 Ophthalmic Materials I
SOC*120 Group Dynamics

VET*102 Veterinary Office Management & Communication
VET*280 Veterinary Technician Externship I
VET*286 Veterinary Technician Externship II

## Business, Criminal Justice, Early Childhood Education, and Psychology
## Additional Oral Communication Courses for Students who took certain courses in these disciplines *prior to the Fall 2017 semester*

The following Middlesex Community College courses are Program Requirements in various majors. They were previously designated as fulfilling the **Oral Communication** general education core competency. Students matriculating in 2017-18 and later may not use these courses to fulfill the Oral Communication general education core competency. (For full course descriptions, hover over the underlined Numbers below.)

BBG*101 Introduction to Business
BES*118 Small Business Management
BMG*202 Principles of Management
BMG*210 Principles of Organizational Behavior
BMG*220 Human Resource Management
BMK*103 Principles of Retailing
BMK*106 Principles of Selling
BMK*123 Principles of Customer Service
BMK*201 Principles of Marketing
CJS*290 Practicum in Criminal Justice
ECE*103 Creative Art Experiences for Children
ECE*106 Music and Movement for Children
ECE*141 Infant/Toddler Growth & Development
ECE*176 Health, Safety, and Nutrition
ECE*180 CDA Preparation Course
ECE*182 Child Development
HLT*160/SOC*160 Introduction to Public Health
PSY*103 Introduction to Holistic Wellness
PSY*111 General Psychology I
PSY*201 Life Span Development
PSY*204 Child and Adolescent Development
PSY*240 Social Psychology

# Quantitative Reasoning

mxcc.edu/catalog/general-education/quantitative-reasoning/

**Quantitative Reasoning courses are designed so that students will learn to recognize, understand, and use the quantitative elements they encounter in various aspects of their lives. Students will develop a habit of mind that uses quantitative skills to solve problems and make informed decisions.**

## Learning Outcomes

Students will demonstrate mastery of the **Quantitative Reasoning** general education core competency by being able to:

- Represent mathematical, and quantitative information symbolically, graphically, numerically, and verbally.
- Apply quantitative methods to investigate routine and novel problems. This includes calculations/procedures, mathematical and/or statistical modeling, prediction, and evaluation.
- Interpret mathematical and quantitative information and draw logical inferences from representations such as formulas, equations, graphs, tables, and schematics.

Evaluate the results obtained from quantitative methods for accuracy and/or reasonableness.

## Assessment

**Basic Assessment Rubric:** http://www.ct.edu/files/pdfs/tap-outcome-quantitative.pdf

## 2020-21 Course List – Transfer-Oriented Programs and CSCU Transfer Tickets

The following Middlesex Community College courses are designated as fulfilling the **Quantitative Reasoning** general education core competency. (For full course descriptions, hover over the "Dept. Numbers" below.)

EGR*250 Computational Methods for Engineering
MAT*146 Math for the Liberal Arts
MAT*158 Graphs, Functions, and Matrices
MAT*167 Principles of Statistics
MAT*173 College Algebra with Technology
MAT*186 Precalculus
MAT*210 Discrete Mathematics
MAT*254 Calculus I
MAT*256 Calculus II
MAT*268 Calculus III: Multivariable
MAT*272 Linear Algebra
MAT*285 Differential Equations

## 2020-21 Course List – Career-Oriented Programs Only

In addition to the courses listed above, the following Middlesex Community College courses may fulfill Quantitative Reasoning requirements **for MxCC Career-Oriented programs only.** (For full course descriptions, hover over the "Dept. Numbers" below.)

ACC*115 Financial Accounting (no longer offered at MxCC)
ACC*118 Managerial Accounting (no longer offered at MxCC)
ACC*271 Intermediate Accounting I
ACC*272 Intermediate Accounting II
CSC*262 Programming Mobile Devices I
MAT*104 Quantitative Reasoning
MAT*137 Intermediate Algebra
MAT*137E Intermediate Algebra with Embedded Review

## Chemistry and Engineering

### Additional Quantitative Reasoning courses for students who took certain CHE* and EGR* courses *prior to the Fall 2017 semester*

The following Middlesex Community College courses in Chemistry and Engineering are Program Requirements in various majors. They were previously designated as fulfilling the **Quantitative Reasoning** general education core competency. Students matriculating in 2017-18 and later may not use these courses to fulfill the Quantitative Reasoning general education core competency. (For full course descriptions, hover over the underlined Dept. Numbers below)

CHE*121 General Chemistry I
CHE*122 General Chemistry II
CHE*250 Instrumental Analysis
EGR*111 Introduction to Engineering
EGR*211 Applied Mechanics I (Statics)
EGR*212 Applied Mechanics II (Dynamics)
EGR*214 Engineering Thermodynamics
EGR*221 Introduction to Electric Circuit Analysis

# Scientific Knowledge & Understanding

mxcc.edu/catalog/general-education/scientific-knowledge-understanding/

**Scientific Knowledge & Understanding courses are designed so that students will gain a broad base of scientific knowledge and methodologies in the natural sciences. This will enable them to develop scientific literacy, the knowledge and understanding of scientific concepts and processes essential for personal decision making and understanding scientific issues.**

## Learning Outcomes

Students will demonstrate mastery of the **Scientific Knowledge & Understanding** general education core competency by being able to:

- Communicate using appropriate scientific terminology.
- Use representations and models to communicate scientific knowledge and solve scientific problems.
- Plan and implement data collection strategies appropriate to a particular scientific question.
- Articulate the reasons that scientific explanations and theories are refined or replaced.
- Evaluate the quality of scientific information on the basis of its source and the methods used to generate it.

## Assessment

**Basic Assessment Rubric:** http://www.ct.edu/files/pdfs/tap-outcome-knowledge.pdf

## 2020-21 Course List

The following Middlesex Community College courses are designated as fulfilling the **Scientific Knowledge & Understanding** general education core competency. (For full course descriptions, hover over the “Numbers” below.)

AST*101 Principles of Astronomy
BIO*105 Introduction to Biology
BIO*110 Principles of the Human Body
BIO*111 Introduction to Nutrition
BIO*115 Human Biology
BIO*121 General Biology I
BIO*122 General Biology II
BIO*173 Introduction to Ecology
BIO*211 Human Anatomy and Physiology I
BIO*212 Human Anatomy and Physiology II
BIO*235 Microbiology
BIO*263 Molecular Genetics
CHE*101 Introductory Chemistry
CHE*111 Concepts of Chemistry
CHE*112 Principles of Organic and Biochemistry
CHE*121 General Chemistry I
CHE*122 General Chemistry II
CHE*220 Biochemistry
CHE*250 Instrumental Analysis
EAS*102 Earth Science
EAS*106 Natural Disasters
EAS*107 Earth Resources
EGR*111 Introduction to Engineering
EGR*211 Applied Mechanics I (Statics)
EGR*212 Applied Mechanics II (Dynamics)
EGR*214 Engineering Thermodynamics
EGR*221 Introduction to Electric Circuit Analysis
EVS*100 Introduction to Environmental Science
EVS*111 Environmental Science Laboratory
GLG*120 Dynamic Earth
RAD*200 Radiologic Physics & Diagnostic Imaging Modalities
RAD*206 Quality Assurance
RAD*219 Radiographic Equipment and Image Production
SCI*103 Recent Discoveries in Science
SCI*114 Survey of Science *Effective Spring 2020*
SCI*285 Forensic Science with Lab
VET*100 Introduction to Animal Care

VET*101 Introduction to Veterinary Technology
VET*102 Veterinary Office Management & Communication
VET*151 Small Animal Veterinary Technology with Lab
VET*152 Large Animal Veterinary Technology with Lab
VET*201 Veterinary Anatomy and Physiology I with Lab
VET*202 Veterinary Anatomy and Physiology II with Lab
VET*206 Veterinary Laboratory Procedures
VET*212 Principles of Imaging with Lab
VET*220 Animal Pathology
VET*230 Veterinary Anesthesia and Surgical Nursing with Lab
VET*238 Parasitology
VET*240 Periodontology and Oral Radiology
VET*250 Principles of Pharmacology for Vet Tech
VET*280 Veterinary Technician Externship I
VET*286 Veterinary Technician Externship II

**REMOVED FROM LIST, OCTOBER 2016 — These courses are NOT designated as "Scientific Knowledge" courses but were published as such in error in the 2016-17 Catalog.**
ECE*182 Child Development
PSY*204 Child and Adolescent Development
PSY*208 Psychology of Adult Development and Aging
PSY*245 Abnormal Psychology
PSY*251 Behavior Disorders of Children and Youth
SOC*114 Sociology of Aging
SOC*120 Group Dynamics

# Scientific Reasoning

mxcc.edu/catalog/general-education/scientific-reasoning/

**Scientific Reasoning courses are designed so that students will become familiar with science as a method of inquiry. Students will develop a habit of mind that uses quantitative skills to solve problems and make informed decisions.**

## Learning Outcomes

Students will demonstrate mastery of the **Scientific Reasoning** general education core competency by being able to:

- Explain the methods of scientific inquiry that lead to the acquisition of knowledge. Such methods include observations, testable hypotheses, logical inferences, experimental design, data acquisition, interpretation, and reproducible outcomes.
- Apply scientific methods to investigate real-world phenomena, and routine and novel problems. This includes data acquisition and evaluation, and prediction.
- Represent scientific data symbolically, graphically, numerically, and verbally.
- Interpret scientific information and draw logical inferences from representations such as formulas, equations, graphs, tables, and schematics.
- Evaluate the results obtained from scientific methods for accuracy and/or reasonableness.

## Assessment

**Basic Assessment Rubric:** http://www.ct.edu/files/pdfs/tap-outcome-scientific.pdf

## 2020-21 Course List

The following Middlesex Community College courses are designated as fulfilling the **Scientific Reasoning** general education core competency. (For full course descriptions, hover over the “Numbers” below.)

BIO*105 Introduction to Biology
BIO*109 Principles of Biotechnology
BIO*115 Human Biology
BIO*121 General Biology I
BIO*122 General Biology II
BIO*173 Introduction to Ecology
BIO*211 Human Anatomy and Physiology I
BIO*212 Human Anatomy and Physiology II
BIO*235 Microbiology
BIO*263 Molecular Genetics
CAT*201 Cross Sectional Anatomy I
CHE*101 Introductory Chemistry *Effective Spring 2020*
CHE*111 Concepts of Chemistry
CHE*112 Principles of Organic and Biochemistry
CHE*121 General Chemistry I
CHE*122 General Chemistry II
CHE*220 Biochemistry
CHE*250 Instrumental Analysis
CSC*105 Programming Logic
CSC*220 Object Oriented Programming Using JAVA
CST*141 Computer Hardware
EGR*111 Introduction to Engineering
EGR*211 Applied Mechanics I (Statics)
EGR*212 Applied Mechanics II (Dynamics)
EGR*214 Engineering Thermodynamics
EGR*221 Introduction to Electric Circuit Analysis
GLG*120 Dynamic Earth
HLT*160/SOC*160 Introduction to Public Health
MAM*202 Mammography Clinical Experience
MAT*167 Principles of Statistics
PHY*110 Introductory Physics
PHY*121 General Physics I
PHY*122 General Physics II
PHY*221 Calculus-Based Physics I
PHY*222 Calculus-Based Physics II
PSY*111 General Psychology I
PSY*240 Social Psychology

RAD*200 Radiologic Physics & Diagnostic Imaging Modalities
RAD*206 Quality Assurance
RAD*219 Radiographic Equipment and Image Production
SCI*114 Survey of Science *Effective Spring 2020*
SCI*285 Forensic Science with Lab
SOC*240 Criminology

## HIM*205 and HIM* 206 (Health Information Management) courses Additional Scientific Reasoning courses for students who took these courses *prior to the Fall 2017 semester*

These two courses were previously designated as fulfilling the **Scientific Reasoning** general education core competency. Students matriculating in 2017-18 and later may not use these courses to fulfill the Scientific Reasoning general education core competency. (For full course descriptions, hover over the underlined Numbers below)

HIM*205 Medical Coding
HIM*206 Medical Coding 2

# Social Phenomena

mxcc.edu/catalog/general-education/social-phenomena/

**Social Phenomena courses are designed so that students will develop an increased understanding of the influences that shape a person's, or group's attitudes, beliefs, emotions, symbols, and actions, and how these systems of influence are created, maintained, and altered by individual, familial, group, situational or cultural means.**

## Learning Outcomes

Students will demonstrate mastery of the **Social Phenomena** general education core competency by being able to:

- Explain social, organizational, political, economic, historical, or cultural elements that influence and are influenced by individuals and groups.
- Explain theories and research methods used to investigate social phenomena.
- Explain ethical issues pertaining to social contexts and phenomena.
- Explain issues of diversity within and across cultures.
- Apply concepts or theories of social phenomena to real world situations (e.g., service learning, group work, clubs, organizations, civic engagement, conflict resolution and internships).

## Assessment

**Basic Assessment Rubric:** http://www.ct.edu/files/pdfs/tap-outcome-social.pdf

## 2020-21 Course List

The following Middlesex Community College courses are designated as fulfilling the **Social Phenomena** general education core competency.(For full course descriptions, hover over the “Numbers” below.)

ANT*101 Introduction to Anthropology
ANT*205 Cultural Anthropology
CJS*101 Introduction to Criminal Justice
CJS*102 Introduction to Corrections
CJS*105 Introduction to Law Enforcement
CJS*106 Introduction to Homeland Security
CJS*220 Criminal Investigation
CJS*250 Police Organization and Management
CJS*255 Ethical Issues in Criminal Justice Leadership
CJS*288 Careers in Criminal Justice
CJS*290 Practicum in Criminal Justice
CJS*294 Contemporary Issues in Criminal Justice
COM*101 Introduction to Mass Communication
COM*120 Social Media
COM*125 / DGA*125 New Media Production
ECN*101 Principles of Macroeconomics
ECN*102 Principles of Microeconomics
ECN*220 International Economics
FRE*101 Elementary French I *Effective Spring 2020*
FRE*102 Elementary French II *Effective Spring 2020*
FRE*201 Intermediate French I *Effective Spring 2020*
FRE*202 Intermediate French II *Effective Spring 2020*
GEO*101 Introduction to Geography
HLT*160/SOC*160 Introduction to Public Health
HSE*101 Introduction to Human Services
ITA*101 Elementary Italian I *Effective Spring 2020*
ITA*102 Elementary Italian II *Effective Spring 2020*
ITA*201 Intermediate Italian *Effective Spring 2020*
POL*102 Introduction to Comparative Politics
POL*103 Introduction to International Relations
POL*111 American Government
POL*112 State and Local Government
POL*293 Connecticut Legislative Internship
PSY*111 General Psychology
PSY*201 Life Span Development
PSY*204 Child and Adolescent Development
PSY*240 Social Psychology”

PSY*243 Theories of Personality *Effective Spring 2020*
PSY*245 Abnormal Psychology
RAD*109 Methods of Patient Care I
RAD*209 Methods of Patient Care II
RAD*271 Advanced Clinical Internship
SOC*101 Principles of Sociology
SOC*103 Social Problems
SOC*117 Minorities in the U.S.
SOC*120 Group Dynamics
SOC*190 Self and Others: Dynamics of Diversity
SOC*210 Sociology of the Family
SOC*213 Human Sexuality
SOC*221 Social Inequality
SOC*240 Criminology
SOC*241 Juvenile Delinquency
SOC*277 Social Survey Research
SPA*101 Elementary Spanish I
SPA*102 Elementary Spanish II *Effective Spring 2020*
SPA*201 Intermediate Spanish I
SPA*202 Intermediate Spanish II *Effective Spring 2020*

## Business, Early Childhood Education, and Honors courses Additional Social Phenomena Courses for students who took certain BBG*, BES*, BMG*, BMK*, ECE*, or HON courses *prior to the Fall 2017 semester*

The following Middlesex Community College courses are Program Requirements in Business, Early Childhood Education, and Honors. They were previously designated as fulfilling the **Social Phenomena** general education core competency. Students matriculating in 2017-18 and later may not use these courses to fulfill the Social Phenomena general education core competency. (For full course descriptions, hover over the underlined "Numbers" below.)

BBG*101 Introduction to Business
BBG*125 The Future and Business Organizations
BBG*135 Exploring Business & Technology Careers
BBG*215 Global Business
BBG*294 Business Internship
BBG*295 Cooperative Work Experience
BES*118 Small Business Management
BMG*202 Principles of Management
BMG*204 Managerial Communications
BMG*210 Principles of Organizational Behavior

BMG*220 Human Resource Management
BMK*103 Principles of Retailing
BMK*106 Principles of Selling
BMK*123 Principles of Customer Service
BMK*201 Principles of Marketing
BMK*216 Internet Marketing
BMK*230 Advertising and Promotion
ECE*103 Creative Art Experiences for Children
ECE*106 Music and Movement for Children
ECE*141 Infant/Toddler Growth & Development
ECE*176 Health, Safety, and Nutrition
ECE*180 CDA Preparation Course
ECE*182 Child Development
HON 101 Honors Seminar
HON 102 Honors Seminar II
HON 202 Honors Capstone Project

# Written Communication in English

mxcc.edu/catalog/general-education/written-communication-in-english/

**Written Communication in English courses are designed so that students will be prepared to develop written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.**

## Learning Outcomes

Students will demonstrate mastery of the **Written Communication in English** general education core competency by being able to:

### Respond to Rhetorical Situations

- Identify and evaluate the specific audience and purpose in different writing situations, and adapt their writing appropriately to those situations.
- Develop effective prose that influences attitudes, beliefs, and actions through appropriate logical, ethical, and emotional appeals.

### Use Sources

- Locate and evaluate sources appropriate to the rhetorical situation
- Read, comprehend, and summarize an argument from a complex piece of writing.
- Analyze, evaluate, and respond to an argument from a complex piece of writing.
- Summarize, paraphrase, and quote accurately the ideas of others, clearly differentiating them from the students' own ideas.

- Synthesize and integrate others' ideas purposefully and ethically, with correct and appropriate documentation.

**Craft Logical Arguments**

- Generate a controlling idea or thesis.
- Provide clear and logical evidence, support, or illustration for their assertions.
- Choose appropriate and effective organizing methods, employing effective transitions and signposts.
- Write a focused and sustained argument of at least 1500 words that demonstrates all of the written communication outcomes.

**Apply Language Conventions**

- Use diction, tone, and level of formality appropriate to audience, purpose, and situation.
- Apply the conventions of Standard English grammar, spelling, and mechanics.

**Formulate Effective Writing Strategies**

- Develop flexible strategies for generating, revising, editing, and proofreading their writing.
- Reflect on and explain the effectiveness of their writing choices regarding the audience, purpose, and situation.

## Assessment

**Basic Assessment Rubric:** http://www.ct.edu/files/pdfs/tap-outcome-written.pdf

## 2020-21 Course List

The following Middlesex Community College courses are designated as fulfilling the **Written Communication** general education core competency. (For full course descriptions, hover over the "Numbers" below.)

CJS*290 Practicum in Criminal Justice
ENG*101 Composition
ENG*101E Composition (Embedded)
ENG*102 Literature and Composition
ENG*200 Advanced Composition
ENG*202 Technical Writing
ENG*210 Fiction
ENG*211 Short Story
ENG*213 Poetry
ENG*214 Drama
ENG*218 Autobiography

ENG*220 Studies in American Literature
ENG*221 American Literature I
ENG*222 American Literature II
ENG*231 British Literature I
ENG*232 British Literature II
ENG*233 Shakespeare I
ENG*234 Shakespeare II
ENG*241 World Literature I
ENG*242 World Literature II
ENG*262 Women in Literature
ENG*291 Mythology
ENG*298 Special Topics in English

## Business Internship/Co-Op courses
## Additional Written Communication in English Courses for students who took BBG*294 or BBG*295 *prior to the Fall 2017 semester*

These two courses were previously designated as fulfilling the **Written Communication in English** general education core competency. Students matriculating in 2017-18 and later may not use these courses to fulfill the Written Communication in English general education core competency. (For full course descriptions, hover over the underlined Numbers below)

BBG*294 Business Internship
BBG*295 Cooperative Work Experience

# Cohort-Based Special Programs

mxcc.edu/catalog/cohort-based-special-programs/

- Honors Program
- MxCC Accelerated Program (MAP)
- Transitional Year Program (TYP)

# Becoming Connecticut State Community College

mxcc.edu/catalog/other-information/becoming-connecticut-state-community-college/

*As a part of the statewide vision to make a transformative, accessible education available to all residents of Connecticut, a merger of Connecticut's 12 community colleges is underway. Connecticut State Community College (CT State), a statewide college comprised of all Connecticut's current community college locations, plans to open its doors in the Fall 2023. Here are some important facts students need to know:*

- *the final commencement ceremony for Middlesex Community College is scheduled for May 2023. Ceremonies will continue to be held at each location as campuses of CT State.*
- *as part of the planned merger, students continuing their studies beyond summer term 2023 will be matched with the CT State program that most closely aligns with their Spring 2023 major and is offered at the MxCC location,*
- *students beginning Associate degree programs in Fall 2021 should plan with their advisor/ program coordinator to attend full-time if they wish to graduate prior to the planned merger,*
- *students who begin Associate degree programs in January 2022 would be anticipated to complete their degree at the merged college, Connecticut State Community College,*
- *in all cases, the College is committed to students completing their education with a minimum of disruption and staying in touch with your advisor/program coordinator is essential,*
- *further details can be found and will be updated on the Frequently Asked Questions page: ct.edu/ctstate/academics.*

# Transfer Programs for Middlesex Students

mxcc.edu/catalog/other-information/transfer-programs-for-middlesex-students/

With proper planning, MxCC students are able to transfer credits to most public and private colleges and universities both in and out of Connecticut.  Because requirements of four-year institutions vary, students planning to transfer should confer with their academic advisor or a counselor from the Career Development and Counseling Center early in their academic career to ensure proper course selection.

Students planning to transfer will find regional college catalogs and national college search resources in the Career Development and Counseling Center (CDCC).  Students can also take advantage of the Transfer Fair sponsored by the CDCC held each fall, as well as individual transfer visits from college representatives.

MxCC has transfer articulation agreements with public and private colleges and universities including the University of Connecticut and the Connecticut State University system.  These agreements provide students with specific course equivalencies as well as program to program transfer options. Information about course selection and program planning for transfer to these colleges is available in the CDCC, Founders Hall, Room 121, 860-343-5826 and on the CDCC Transfer Planning web site: https://mxcc.edu/cdcc/transfer-planning/

**Transfer Opportunities: University of Connecticut**
The University of Connecticut (UConn) offers a variety of transfer opportunities for MxCC students. Students may transfer to the main campus in Storrs or, depending on college major, to the branch campuses located throughout the state. The links and files on the CDCC

Transfer Planning web site will help you as you prepare for successful transfer to UConn. https://www.mxcc.edu/Content/University_of_Connecticut.asp. The programs below are some of the transfer opportunities for MxCC students interested in transferring to UConn:

**Guaranteed Admission Program (GAP)**

**The Guaranteed Admission Program (GAP)** is an agreement between the Connecticut Community Colleges and the University of Connecticut, designed for transfer students who enroll in a Liberal Arts transfer program at one of Connecticut's community colleges. Students who plan to continue their studies to earn a bachelor's degree in Liberal Arts and Sciences, Agriculture and Natural Resources or Business are guaranteed admission to the University of Connecticut once the associate degree has been earned, appropriate courses have been completed, and minimum grades and requirements for the selected program have been achieved. Advisors from individual community colleges and UConn meet with Guaranteed Admission Program students throughout their community college careers, helping their eventual transition to the University. Students wishing to enroll in the Guaranteed Admission Program must be matriculated in the Liberal Arts transfer program at one of the Connecticut community colleges. To participate in this program, students must apply to the GA Program before they have accrued more than 30 transferable credits. All interested Middlesex students should contact Gail Mozzicato in the Career Development & Counseling Center, Founders Hall, Room 121, 860-343-5826 for further information and assistance in selecting courses that will meet both community college and UConn degree requirements.https://admissions.uconn.edu/apply/transfer/gap

**Business and Technology Transfer Pathway Program**

This program is for students who wish to pursue the Business and Technology (BSBT) baccalaureate degree at UConn. Automatic admission to the BSBT major is guaranteed for MxCC students who complete their associate degree in Business while meeting specific grade and course requirements. Students interested in this program should contact MxCC's Business Division or the CDCC early in their academic career. The BSBT degree is offered only at UConn's regional campuses in West Hartford, Stamford, Waterbury and Torrington. Students who wish to obtain a Business Degree from UConn at the Storrs campus should meet with their advisor or a counselor to choose appropriate transfer courses. Web site: https://mxcc.edu/cdcc/transfer-planning/

**Engineering Science Pathway Program**

This program allows community college students to follow a specific course of study leading to an associate degree, preparing for the ultimate goal of earning a bachelor's degree in Engineering at the University of Connecticut. Contact Dr. Lin Lin, 860-343-5763, for further information.

**Transfer Opportunities: Connecticut State Colleges & Universities (ConnSCU)**

The 17 Connecticut State Colleges & Universities (ConnSCU) provide affordable, accessible educational opportunities for Connecticut students. With campuses across the state and online, including Community Colleges and State Universities, ConnSCU institutions offer degree and certificate programs in a range of disciplines and fields to help prepare and train the state's future workforce. http://www.ct.edu/about

(ConnSCU) has established various transfer agreements for students attending Connecticut Community Colleges and State Universities. Specific information regarding the transfer of courses and programs is available on the CD&CC web site https://mxcc.edu/cdcc/transfer-planning/ and is also housed in the CD&CC, Founders Hall, Room 121, 860-343-5826. Students who plan to transfer should consult with a counselor in the CD&CC or their academic advisor early in their academic career to make the best possible transition to their selected four-year college. The programs below are just some of the transfer opportunities for MxCC students interested in transferring within the ConnSCU system.

**Dual Admission/Transfer Compact Agreement**

The Transfer Compact agreement within ConnSCU is available to Connecticut Community College students who have completed (received grades from) fewer than 15 college credits and who plan to transfer to a four-year ConnSCU college or university after they have completed an associate degree. Students are guaranteed admission to their designated ConnSCU institution upon completion of the associate degree with a 2.0 grade point average. In addition, MxCCstudents are advised by both schools throughout their associate-degree program. Students interested in enrolling in the Transfer Compact must meet with a counselor in the CDCC. For more information visit http://www.ct.edu/students/dual/

**Degree Completion and Guaranteed Admission**

Connecticut Community College students who receive an associate degree with a grade point average of 2.0 or higher are guaranteed admission to one of the four year universities in the ConnSCU system. Students will be admitted as juniors, but must still satisfy the University's General Education and Major requirements. The Dual Admission/Transfer Compact (above) is a special program for students who declare their major and college before they have earned 15 or fewer college credits. The compact has some specific benefits, including advising by four year university staff. Though both are transfer agreements, the Transfer Compact does not change this admissions agreement within the ConnSCU system.

**Transfer before Degree Completion**

Students with a 2.0 or higher grade point average who do not intend to earn a degree from MxCC may still transfer to a four year ConnSCU institution as long as they meet specific transfer requirements.  Visit the MxCC Transfer Admission web page https://mxcc.edu/cdcc/transfer-planning/ and click on your intended transfer institution for details.

**Technology Studies Pathway Program**

The Technological Studies Pathways program allows students to complete an associate of science degree in Technology Studies at Middlesex, and continue on to complete a four year degree in the School of Engineering and Technology at Central Connecticut State University. For more information, contact Hubert Godin, 860-343-5776.

# Full-Time Faculty

mxcc.edu/catalog/other-information/faculty/

**See also a listing of Part-Time Faculty**

## FACULTY PROFILE (Fall 2019)

46 — Full-Time Faculty — half hold a doctoral or terminal degree in their field
9 — Full-Time Administrative Staff who teach a class
127 — Part-Time Faculty
**182 — Total Faculty Members**
59% — Female

## Age Cohorts

53 — Median Age
20% — age 40 and under
55% — age 41 through 60
26% — over age 60
*Youngest 24; Oldest 77*

## Race/Ethnicity

78% — White
4% — Black
3% — Hispanic
3% — Asian/Pacific Islander
10% — Chose not to respond

## FULL-TIME FACULTY ROSTER AS OF FALL 2021

**Click or tap on a person's name to read a brief biography**

**Aarlan Aceto, Associate Professor of Ophthalmic Design & Dispensing (2018)**
**Program Coordinator of Ophthalmic Design & Dispensing**
A.S. in Ophthalmic Design & Dispensing, Middlesex Community College
B.A. in Political Science, University of Connecticut
O.D. (Doctor of Optometry), New England College of Optometry

**John Ambenge, Professor of Sociology (2000)**
**Discipline Coordinator of Sociology**
B.A. in Sociology, Concordia University
M.A. in Sociology, University of Windsor
Ph.D. in Sociology, University of Connecticut

**Donna Bontatibus, Professor of English (2004)**
B.A. in English, Albertus Magnus College
M.A. in English, University of Rhode Island
Ph.D. in English, University of Rhode Island

**Benjamin Boutaugh, Professor of Business (2008)**
B.S. in Management, Central Connecticut State University
M.B.A. (Master of Business Administration), University of New Haven
J.D. (Juris Doctor), Quinnipiac University

**Patrick Bryan, Associate Professor of Biology (2008)**
B.S. in Biology and Marine Biology, Bloomsberg University
Ph.D. in Biology, University of Alabama at Birmingham

**Mark D. Busa, Professor of Physical and Earth Sciences (2000)**
B.S. in Geology, New Mexico Institute of Mining and Technology
M.S. in Geology, University of Connecticut
Ph.D. in Geology, University of Connecticut

**Leonel Carmona, Professor of Mathematics (2015)**
**Discipline Coordinator of Mathematics**
A.A. in Liberal Arts, Capital Community College

B.S. in Electrical Engineering, Trinity College
M.A. in Mathematics, Central Connecticut State University

**Judith de Graffenried, Professor of Fine Arts/Graphic Arts (1997)**
**Program Coordinator of Fine Arts**
B.A. in German, University of South Carolina
M.A.T. in German, University of South Carolina
M.F.A. in Painting, City University of New York

**Richard Eriksen, Professor of Multimedia/Digital Arts (1998)**
B.S. in Broadcast & Film, Boston University
M.A.L.S. (Master of Arts in Liberal Studies), Wesleyan University

**Jill Flanigan, Professor of Health Information Management (2016)**
**Program Coordinator of Health Information Management**
Certificate in Health Technology, American Health Information Management Association ISP, Chicago, IL
B.G.S. (Bachelor of General Studies), University of Connecticut
Master of Library Science, Southern Connecticut State University
M.S. in Data Analytics, Southern New Hampshire University

**Adam Floridia, Professor of English (2012)**
B.A. in English and Secondary English Education, University of Maryland
M.A. in English, Southern Connecticut State University

**Christopher Gargamelli, Associate Professor of Veterinary Technology (2015)**
**Program Coordinator of Veterinary Technology**
B.S. in Animal Science, Purdue University
D.V.M. (Doctor of Veterinary Medicine), Purdue University

**Angelo Glaviano, Professor of World Languages (1993)**
M.A. in Modern Languages, University of Messina

**Bryan Goh, Assistant Professor of Ophthalmic Design & Dispensing**
B.S. Biology, Central Connecticut State University
A.A. in Ophthalmic Design & Dispensing, Middlesex Community College

**Jennifer L. Hernandez, Professor of Human Services & Social Work Studies (2017)**
**Program Coordinator of Human Services & Social Work Studies**
A.S. in General Studies, Middlesex Community College
B.S. in Human Services, Lesley College
M.S. in Human Services, Springfield College
Ed.D. in Educational Leadership, University of Hartford

**Donna Hylton, Professor of Computer Information Technology (1997)**
**Program Coordinator of Computer Information Technology & Management Information Systems**
B.A. in Administrative Computer Systems, Hofstra University
M.S. in Computer Information Technology, Central Connecticut State University
M.A. in Professional Counseling, Liberty University

**Elaine Ippolito, Associate Professor of Health Information Management (2018)**
B.A., English, Boston College
M.A., English, Boston College
Certificate, Health Information Administration, Northeastern University
Certificate, RHIA from AHIMA
M.L.S., Library Science, Indiana University

**Eva Jones, Professor of English (2012)**
B.A. in English, Western Connecticut State University
M.A. in English Education, Columbia University
Ph.D. in English, University of Rhode Island

**Stephen Krevisky, Professor of Mathematics (1985)**
B.S. in Mathematics, City College of New York
M.S. in Mathematics, Syracuse University

**Richard Lenoce, Professor and Program Coordinator, New Media Studies (1993)**
B.S. in Communications, Ithaca College
M.S. in Instructional Technology, Southern Connecticut State University

**Sarah Leone, Assistant Professor of Mathematics (2021)**
B.A. in Mathematics/Secondary Education, State University of New York at Albany
M.S. in Mathematics/Secondary Education, Central Connecticut State University

**Andrea Levy, Professor of Psychology (2015)**
**Program Coordinator of Psychology**
**Director, MxCC Honors Program**
B.A. in Biology and Society, Cornell University
M.A. in Psychology, University of Pennsylvania
M.A. in Bioethics, University of Pennsylvania
Ph.D. in Psychology, University of Pennsylvania

**Lin Lin, Professor of Computer Engineering Technology & Information Systems (2010)**
**Program Coordinator of Computer Engineering Technology & Engineering**
B.S. in Electrical Engineering, Hebei University
M.S. in Electrical Engineering, Telemetry and Tele-control Research Institute
Ph.D. in Electrical Engineering, University of Connecticut

**Tad Lincoln, Professor of Economics (2007)**
B.S. in Mechanical Engineering & Materials Engineering, University of Connecticut
M.A. in Economics, University of Connecticut

**Rebecca Loew, Professor of Behavioral Sciences (2012)**
**Teaching and Learning Consultant, Center for Teaching at MxCC**
A.B. in Sociology, Vassar College
M.P.A.in Public Policy and Administration, Columbia University
Ph.D. in Social Policy and Management, Brandeis University

**Susan Lugli, Professor of Business (2014)**
**Program Coordinator of Business and Accounting**
B.S. in Marketing, University of Bridgeport
M.B.A. (Master of Business Administration), Southern New Hampshire University

**Terence McNulty, Professor of English (2008)**
**Coordinator, Transitional Year Program**
B.A. in English and Philosophy, University of Scranton
M.A. in English, University of Maine
M.A.T. in English Education, Brown University

**Ijego V. Nwachuku, Professor of Early Childhood Education (2002)**
B.S. in Human Nutrition & Food Science, University of Massachusetts
M.Ed. in Early Childhood Education & Development, University of Massachusetts
Ed.D. in Early Childhood Education & Development, University of Massachusetts

**James Quinlan, Associate Professor of Chemistry (2009)**
B.A. in Chemistry, Keene State College
M.S. in Chemistry, Saint Joseph College

**Ashley Raithel, Associate Professor of English (2013 part-time, 2017 full-time)**
**Coordinator of Center for Civil Engagement**
B.A. in English, Mount Ida College
M.A. in English, Simmons College

**Patricia Raymond, Professor of Business (2006)**
B.S. in Marketing with a concentration in Management Information Systems, Central Connecticut State University
M.S. in Organizational Management, Central Connecticut State University

**Rebecca Ricciuti Rist Brown, Professor of Criminal Justice (2015)**
**Program Coordinator of Criminal Justice & Criminology Studies**
B.S. in Criminal Justice: Investigative Services, University of New Haven
M.S. in Forensic Science: Advanced Investigations, University of New Haven
M.S. in Education, University of New Haven

**Norma E. Rosado-Javier, Associate Professor of Early Childhood Education (2013)**
**Program Coordinator of Early Childhood Education**
A.S. in General Studies, Middlesex Community College
C.D.A. (Child Development Associate Credential), Washington, D.C.
B.A. in Psychology, Central Connecticut State University
M.S. in Early Childhood Education, Central Connecticut State University

**Christine Ruggiero, Professor of English (2004)**
**Discipline Coordinator of English**
B.A. in English, Roger Williams College
M.A. in English, Iona College

**Kegan G.G. Samuel, Professor of Mathematics (2016)**
B.S. in Computer Science and Mathematics (double major), Morehouse College
M.S. in Applied Mathematics, Rensselaer Polytechnic Institute
M.S. in Computer Science, University of Central Florida
Ph.D. in Computer Science, University of Central Florida

**Aja Shabana, Instructor of Mathematics (2021)**
B.A. in Theatre Arts, Elon University, North Carolina
B.S. in Mathematics, Elon University, North Carolina
M.A. in Mathematics, University of Georgia

**John Shafer, Professor of Philosophy & Communications (1986)**
**Program Coordinator of Communications**
B.A. in Humanities (English & Drama), University of Southern California
M.F.A. in Film & Media Arts, Syracuse University

**Frank Stellabotte, Professor of Biotechnology (2016)**
**Program Coordinator of Biotechnology & Biology**
B.S. in Biochemistry, Trinity College
Ph.D. in Biology, Wesleyan University

**Kimberly Thomas, Professor of Chemistry (2008)**
B.S. in Biology, Southern Connecticut State University
M.S. in Chemistry, Saint Joseph College
Ph.D. in Chemistry, University of Rhode Island

**Victor Triay, Professor of History (1992)**
A.A. in Psychology, Miami Dade Community College
B.A. in History, University of Florida
M.A. in History, Florida State University
Ph.D. in History, Florida State University

**Judy Wallace, Professor of Biology and Anatomy & Physiology (2001)**
**Program Coordinator of Radiologic Technology**
B.S. in Allied Health Physical Therapy, University of Connecticut
M.S. in Biology, Central Connecticut State University
D.P.T. (Doctorate in Physical Therapy), Sacred Heart University

**Matthew Weber, Professor of Fine Arts/Graphic Arts (2006)**
**Art Curator**
B.F.A. in Sculpture, University of Hartford
M.F.A. in Sculpture, University of Connecticut

*This page was updated 7/1/21*

# Part-Time Faculty

mxcc.edu/catalog/other-information/part-time-faculty/

**See also a listing of Full-Time Faculty**

## Part-Time Faculty Roster

### *A*

**Janis Helen Albert — Veterinary Technology**

**Diane A. Arce — Mathematics**
B.A. in Business, Albertus Magnus College
M.A.T. in Master Teaching, Quinnipiac University

**Tracy Ariel, Director of Advanced Manufacturing**
B.A. in Psychology and Communication, Westfield State University
M.S  Business/HR Management,  Rensselaer Polytechnic Institute

**Christopher Arnold — Psychology**

### *B*

**Elizabeth Bailey — Accounting**

**Ivan L. Bailey — Computer Information Technology**

**Noah Baerman – Music (2017)**
***Prison Education Program***
B.Mus. in Jazz Studies, Rutgers University / Mason Gross School of the Arts
M.M. in Jazz Studies, Rutgers University / Mason Gross School of the Arts

**Michelle Bartha — Mathematics**

**Peter Benson — Fine Arts**

**John R. Bergeron — Music Production**

**Diane Biegel — Biology**
A.B. Biological Sciences and Judaic Studies, Mount Holyoke College
M.S. & PhD. Basic Biomedical Sciences- Cell Biology, New York University at the Medical Center

**Cameron Bishop — Mathematics (2016)**
***Prison Education Program***
B.S. in Mathematics, Southern Connecticut State University
M.S. in Mathematics, Fairfield University

**Jason Bohn — Computerized Axial Tomography**
B.S. in Diagnostic Imaging- Quinnipiac University
M.B.A. in Health Care Administration- Plymouth State University

**Edgar Bonilla — Human Services**
BA in Sociology, Univeristy of Connecticut
M.B.A. in Management, Albertus Magnus College
M.S. in Management, Albertus Magnus College

**Diane J. Bordonaro — Health Careers**
B.S. in Animal Science, University of Connecticut
R.N., Ona M. Wilcox School of Nursing
M.S.N. in Nursing Education, University of Hartford

**Nicholas Boulter — Criminal Justice**

**Hassan Bourhrous — Astronomy (2017)**
B.S. in Engineering/Computer Networks, Al Akhawayn University, Morocco
B.S. in Astrophysics, University of Cape Town, South Africa
M.S. in Astrophysics/Cosmology, University of Cape Town, South Africa
Post-Graduate Certificate of Education, University of Sunderland, United Kingdom

**Dawn Michelle Bradanini — Criminal Justice**

**Ronald J. Brone — Psychology and Sociology**

**Joanne C. Bugai — Sociology**

## *C*

**Carla S. Cerino — English and Freshman Seminar**

**Louise Chapman — Biology (2018)**
B.A. in Biology/Chemistry Education, Albertus Magnus College
M.S. in Biology, Central Connecticut State University
6th Year Certificate in Science Education, Central Connecticut State University

**Anand Chaudhuri — Mathematics**

**Victoria Grace Chaudhuri — Chemistry**

**Riana Susan Cornelius — English**
B.A. in Afrikaans Language and Literature, University of Pretoria
M.A. in English, Central Connecticut State University

**Dennis S. Costello — English**

**Robert Alan Croce, Jr. — Engineering**

**Donna Crum — Radiography**

**Teresa deSousa Cull — Mathematics**
B.S. in Mathematics Secondary Education, Central Connecticut State University
M.S. in Mathematics Education, Central Connecticut State University

**Michael Custer — Criminal Justice**

## *D*

**Lisa M. D'Angelo — Criminal Justice**

**Janet D'Onofrio — Computer Information Technology**

**Molly DeMers — Biology (2017)**

**Raymond Dennis — Ophthalmic Design & Dispensing**
A.A.S. in Ophthalmic Dispensing, New York City Technical College
B.S. in Community Health, St. Joseph College
M.A. in Education, St. Joseph College

**Kathleen Derken — Graphic Design and Digital Arts**

**Emily DeToro — English**
B.A. in English and Philosophy, Central Connecticut State University
M.A.L.S. in Humanities, Wesleyan University

**Michael DiGiorgio — Fine Arts**

**George Dialectakis — Computer Systems Technology**

**Widelyn Dorelus — Freshman Seminar**
B.A. in Psychology, Southern Connecticut State University
M.S. in Counselor Education: Student Development/Higher Education, Central Connecticut State University
Advanced Professional Certificate in Counseling, Central Connecticut State University

**Rosemarie Doris — Biology**

**Sheila Dupuis — Psychology**
B.S. in Business Administration, University of Hartford
M.A. in Clinical Psychology, California School of Professional Psychology
Psy.D. in Clinical Psychology, California School of Professional Psychology

## *E-F*

**Howard I. Einsohn — English**

**Angelina V. Field — Therapeutic Recreation**

**Lisa Fitzsimmons — Manufacturing**

**Jacqueline Fonseca-Ramos, MSW**

**Dina Ford — Early Childhood Education**

**Christopher Foster — Manufacturing (2018)**
A.S. in Mechanical Engineering Technology, Springfield Technical Community College

**Alaric J. Fox — Criminal Justice**

**Sara B. Frawley, ND — Biology**
BS in Chemistry
Doctor of Naturopathic Medicine

**Riold Furtuna — Biochemistry (2017)**
B.S. in Biotechnology, University of Florence, Italy
M.S. in Genetics, Michigan State University

## *G*

**Priscilla Gale — Music**

**Giulio Gallarotti — Political Science (2016)**
***Prison Education Program***
B.A. in History & Italian Literature, Hunter College
M.I.A. (Master of International Affairs) in International Political Economy, Columbia University
Ph.D. in Policital Science, Columbia University

**Amanda Gamache — English**

**Ryan Garesio — English (2017)**
***Bridge to College Program (Concurrent Enrollment at Maloney High School, Meriden)***
A.S. in General Studies, Tunxis Community College
B.A. in English, Southern Connecticut State University
M.A. candidate in English, Southern Connecticut State University

**Susan C. Gebo — Nutrition**

**Justin Peter Good — Philosophy**

**Kristen J. Grandfield — English**

**Dale Griffith — English**
A.A. in General Studies, Middlesex Community College
B.A. in English, Wesleyan University
M.L.A.S. in Humanities/Writing, Wesleyan University

**Robert Lowell Grossman — Radiography**

**Lori Gruen — Philosophy (2017)**
***Prison Education Program***
B.A. in Philosophy, University of Colorado
Ph.D. in Philosophy, University of Colorado

**Yi Guan-Raczkowski — Psychology**
B.S. in Electronics, Beijing Normal University
M.S. in Educational Media and Technology, Indiana State University
Ph.D. in Educational Psychology, University of Connecticut

**Aleta S. Gudelski — Fine Arts**

**Kathryn M. Gundersen — Mathematics**

***H-I***

---

**Jill E. Harris — Freshman Seminar**

**Fernando Hernandez — Manufacturing**

**Patience Hettrick — Communication**

**Wendolyn B. Hill — Fine Arts**

**Landi Hou — Computer Information Technology**
B.S. in Engineering, University of Science and Technology Beijing
M.S. in Computer Science, Rensselaer Polytechnic Institute

**Christopher G. Iverson — English**

***J-K***

---

**Cassandra Johnston — Biology**
A.S. in General Studies, Middlesex Community College
B.A. in Molecular Biology and Biochemistry, Wesleyan University
M.S. in Molecular, Cellular, and Developmental Biology, Yale University

**Wayne Kalmick — Manufacturing**

**Melissa Katz — Art History (2017)**
***Prison Education Program***
B.A. in English, Williams College
M.S. in Art Conservation, University of Delaware
A.M. in the History of Art & Architecture, Brown University
Ph.D. in the History of Art & Architecture, Brown University

**Emru Kiydal— Social & Behavioral Sciences**
Ed.D., Oakland City University
Ed.S., Indiana University
M.S., Indiana University
B.S., Gazi University

**Margaret Kimmett — Chemistry (2018)**
B.S. in Biology, Boston College
M.S. in Chemistry, Saint Joseph College

**Deborah Kleckowski — Freshman Seminar**

**Kristen L. Kleeman — Mathematics**

**Ellen Kramer — Computer Information Technology**
B.S. in Animal Science, University of Connecticut
M.B.A. in Management Information Systems, University of Hartford

**Nicole L. Kras — Psychology**

***L-M***

---

**Amy Levensaler — Veterinary Technology (2014)**
Credentialed Veterinary Technician, Veterinary Technician Specialist (Anesthesia and Analgesia)
A.A.S. in Veterinary Technology, Becker College

**Sarah Leone — Mathematics**
B.A. in Math and Education, University of Albany
M.S. in Math and Education, Central Connecticut State University

**Keyvan Mahboubi — Biochemistry**
B.S. in Biology, Shiraz University
Ph.D. in Pharmacology, New York Medical College

**Judith E. Manfull — English**

**Laura Maniglia — English**

**Gina Mariconda — English**

**James E. Markham — Biology**
B.S. in Biology, University of Hartford
M.H.S. in Medical Laboratory Sciences, Quinnipiac University

**David Maslin — Economics (2012)**

**Paul S. Maywood — Environmental Science**

**Marc J. Mikulski — Sociology**

**Janis Marie Mink — Fine Arts**

**M. Lisa Moody — Political Science**

**Christian Moore — Criminal Justice**

**Elizabeth Morin — Psychology**

**Joseph Murfin, Associate Professor of Mathematics (2015)**
B.M. in Music Education, Troy University
B.S. in Mathematics, Troy University
Master of Applied Mathematics, Auburn University
M.M. in Percussion, University of Wisconsin-Madison
D.M.A. (Doctorate of Musical Arts), University of Wisconsin-Madison

**Brian M. Murray — Digital Arts**

**Carol-Ann Myers — Business**
B.S. in Chemistry, University of Connecticut
M.A. in Education, University of Connecticut
M.B.A., University of New Haven

***N***

---

**Robert A. Nasta — Music**

**Diane M. Niles-Roos — Chemistry**

**Daniel Nocera — Communication**
B.S. in Television & Radio Radio Production, Ithaca College
M.A.L.S. in Film, Wesleyan University

**Clayton J. Northgraves — Mathematics**

***O-P***

---

**Jill T. O'Callaghan — Veterinary Technology**

**Barbara O'Rourke — Mathematics**
B.A. in Mathematics, Central Connecticut State University
M.S. in Mathematics, Central Connecticut State Unievertity
M.S. in Computers/Educational Technology & Media, Central Connecticut State University

**Lynn M. Patarini — English**
B.G.S., University of Connecticut
M.A.L.S., Wesleyan University

**Richard Patrick — Social Science**

**Jesse R. Patterson — Philosophy**

**Renee Pelletier — Radiography**

**John M. Pennoyer — English (2018)**
B.A. in English, Southern Connecticut State University
M.S. in English, Southern Connecticut State University

**Amanda Phoenix– English (2018)**
B.A. in English, Central Connecticut State University
M.S. in English, Central Connecticut State University
M.A.T. in Secondary English, Sacred Heart University

**Janie Pittendreigh — History**

**Randi Plake — Communication**
B.S., Central Connecticut State University
M.S., Quinnipiac University

**Richard Poletunow — Psychology**

**Amy M. Prescher — Fine Arts**

**Anthony Pulino — Mathematics**

**Christy Pyatt — English**
B.A. English, Adelphi University
M.A. Liberal Studies, Dartmouth College

***Q-R***

---

**Patricia Rasch — Fine Arts**
BFA Rhode Island School of Design

**Lisa A. Rathe — Communication**

**Robert L. Reutenauer — History**

**Brien Riedell — Mathematics**

**Kimberly Riordan — Mathematics**
A.S. in General Studies, Middlesex Community College
B.A. in Mathematics, Central Connecticut State University

**Christine Ritchie — Mathematics**
B.A. mathematics, University of St. Joseph
M.S. Mathematics, Education Central Connecticut State University

**Jenney T. Rivard — Ophthalmic Design & Dispensing**

**Barbara Carroll Rogers — Communication**

**Stewart Rosenberg — Statistics**

**Michael Rotondo — Accounting**

## *S*

**Kathleen Savino — Drug & Alcohol Rehabilitation**

**Sheri Schwartz – Fine Arts**
B.F.A. in Painting, Boston University
M.F.A. in Painting, Western Connecticut State University

**Frank Sesto — Manufacturing**

**Amy Evelyn Shaw — English**

**Chrystal Shoup — Psychology**

**Roynn "Lisa" Simmons — Communication**
B.A. English Immaculate Heart College, Los Angeles
M.A. Drama / Playwriting University of Connecticut

**James A. Simpson — History and Philosophy**

**Carmela Smith — Sociology**

**Michael Elwin Smith — Digital Cinematography**

**Jane L. Stamler — Geography and Political Science**

**Nancy Stover — English**

## *T*

**Armond "Al" Terzi — Communication & Speech**

**Charles S. Tripler — History**

**Shanon Trueman (Biology)**
A.S., Manchester Community College
B.S, University of Connecticut
M.S., University of Massachusetts

## *U-V*

**Joshua VanHouten — Biochemistry**

**RoseAnn Vaughan — Computer Information Technology**

**Heather J. Verdi — History**

**Fran Fairley Voltz — English (2018)**
B.A. in Psychology, University of North Carolina at Chapel Hill
B.A. in English, University of North Carolina at Charlotte
M.A. in English Literature, University of North Carolina at Charlotte

***W-X-Y-Z***

---

**Mark Walerysiak — Criminal Justice**
B.A. in History, Central Connecticut State University
M.S. in National Security and Public Safety, University of New Haven
Certification in POST Supervision and Management Training, State of Connecticut

**John F. Ward — English**

**Cindy Warm — English**

**Timothy Wasielewski — Ecology & Environmental Science (2017)**
A.S. in Liberal Arts, Greenfield Community College
B.S. in Chemistry, University of Massachusetts
M.S. in Environmental Science, University of New Haven

**Meghan P. Wentland — English**
B.A. in English, Boston College
M.A. in English, Southern Illinois University at Carbondale
Ph.D in English and Irish Studies, The Catholic University of America

**A. Zane Wenzel — Biology**

**Catherine Weselcouch — Mathematics**

**Brian Richard “Dic” Wheeler — Theater**

**Gwen E. Whitham — Computer Information Technology**

**Edward F. Wierzbicki — Theater**

**Michael Zito — Drug & Alcohol Counseling**

# Staff

mxcc.edu/catalog/other-information/staff4/

**CLICK OR TAP ON A PERSON'S NAME TO READ A BRIEF BIOGRAPHY**

## OFFICE OF THE CAMPUS CHIEF EXECUTIVE OFFICER

**Steven Minkler, Campus CEO**
B.A. in Communication, University of Hartford
M.A. in Communication, University of Hartford
Ed.D. in Educational Leadership, University of Hartford

**Corey Martell, Executive Assistant**
A.S., Three Rivers Community College

**Stacey Burgess, MxCC Foundation Accounting Associate**
B.S. in Accounting, St. Joseph College
B.S. in Management, St. Joesph College

**Paul Carmichael, Director of Institutional Research**
B.A. in Philosophy & History, McGill University
M.A. in Social Work, State University of New York at Stony Brook
Ph.D. in Social Policy and Management, Brandeis University

**David England, Dean of Institutional Effectiveness**
B.A. in English, University of Texas
M.A. in English, University of Texas

Ed.D. in Educational Administration, Texas A&M University

**Trenton Wright, CFRE, CEcD, Coordinator of Institutional Advancement**
**Coordinator of the Magic Food Bus**
B.A. in English, Eastern Connecticut State University
M.P.A. in Public Affairs, University of Connecticut

## ACADEMIC ADMINISTRATION

**Tracy Ariel, Director of Advanced Manufacturing**
B.A. in Psychology and Communication, Westfield State University
M.S Business/HR Management, Rensselaer Polytechnic Institute

**Emily DeToro, English Support Specialist**
B.A. in English and Philosophy, Central Connecticut State University
M.A.L.S. in Humanities, Wesleyan University

**Landi Hou, Computer Support Specialist**
B.S. in Engineering, University of Science and Technology Beijing
M.S. in Computer Science, Rensselaer Polytechnic Institute

**Kaara Koplowitz, Gear Up Program Director**
B.A. in Sociology, Central Connecticut State University
M.S. in Organizational Leadership, Southern New Hampshire University

**Amy Levensaler, Credentialed Veterinary Technician, Veterinary Technician Specialist (Anesthesia and Analgesia)**
A.A.S. in Veterinary Technology, Becker College

**Betty Riedinger, Science Lab Supervisor**
A.S. in Chemical Engineering Technology, Hartford State Technical College
A.S. in General studies, Middlesex Community College

**Kimberly Riordan, Mathematics Support Specialist**
A.S. in General Studies, Middlesex Community College
B.A. in Mathematics, Central Connecticut State University

**Michele Rousseau, College Career Pathways Coordinator**
B.S. in General Studies – Concentration in Literature, Charter Oak State College
M.A. in Integrated Health and Healing, The Graduate Institute

**James Susco, Ophthalmic Design & Dispensing Lab Technician**
A.S. in Ophthalmic Design & Dispensing, Middlesex Community College
B.S. in General Studies, Charter Oak State College

## CENTER FOR NEW MEDIA

**Richard Lenoce, Director of the Center for New Media and Professor of New Media Studies**
B.S. in Communications, Ithaca College
M.S. in Instructional Technology, Southern Connecticut State University

**Todd Levesque, Media Operations Specialist**
M.A. in Educational Technology, University of Connecticut
B.A. in Telecommunications, New England Institute of Technology
A.S. in Video and Radio Production, New England Institute of Technology

**Daniel Nocera, Coordinator of Center for New Media Productions**
B.S. in Television & Radio Production, Ithaca College
M.A.L.S. in Film, Wesleyan University

**Elena Sanchez, Educational Assistant, Center for New Media**

**Monique Simon, Educational Assistant, Center for New Media**

## LIBRARY & LEARNING COMMONS

**Melissa Behney, Directory of Library & Learning Commons Services**
M.L.S, (Master of Library Science), Southern Connecticut State University
B.A., Anthropology, Connecticut College

**Wei Cen, Librarian**
B.E. in International Trade, Zhejiang Gongshang University
Masters in Applied Linguistics, East China University of Science and Technology
M.L.S. (Master of Library Science), Southern Connecticut State University

**Sandra Couture, Educational Technology Specialist**
A.S. in Graphic Design, Tunxis Community College
B.F.A. in Graphic Design, University of Connecticut

**Lisa Gangone, Educational Assistant**
A.S. in Business Administration, Middlesex Community College
B.S. in Communications, Central Connecticut State University

**Yi Guan-Raczkowski, Director of Distance Learning/Education Technology**
B.S. in Electronics, Beijing Normal University
M.S. in Educational Media and Technology, Indiana State University
Ph.D. in Educational Psychology, University of Connecticut

**Lisa Gugliotti, Digital/Systems Librarian**
M.L.S. in Information and Library Science, Southern Connecticut State University
B.S. in Business Administration/Marketing, University of Connecticut

**Donovan Reinwald, Reference & Instruction Librarian**
B.A. in English, University of Alabama in Tuscaloosa
M.L.I.S. in Library & Information Studies, University of Alabama in Tuscaloosa

## DEAN OF ACADEMIC & STUDENT AFFAIRS

**Donna Bontatibus, Interim Dean of Academic & Student Affairs**
B.A. in English, Albertus Magnus College
M.A. in English, University of Rhode Island
Ph.D. in English, University of Rhode Island

**Emily M. Canto, Counselor**
B.A. in Psychology/Sociology, North Adams State College
M.Ed. in Counseling, University of New Hampshire

**Rachelle Figueroa, Academic Affairs Associate**
B.A. in Cultural Geography, CCSU

**Peter Galgano, Veterans Outreach Coordinator**
Veterans Club Advisor

**Sara Hanson, Associate Dean of Student Affairs**
B.A. in Political History, Western Connecticut State University
M.S. in Organizational Leadership, Argosy University

**Linda Ansarra, Administrative Assistant**
A.S., Charter Oak State College
B.S. in Management and Organization, Central Connecticut State University

**Carolyn Innocenzi, Evening Administrator, MxCC@Platt**
A.S. in Business Administration, Gateway Community College
B.S. in Business Administration-Management, University of New Haven
M.S. in Counseling, Southern Connecticut State University

**Janet Klinck, Director of Student Activities**
B.S. in Health Services Administration, Providence College

**Sarah Perez, Assistant to the Dean**
B.A. in Urban Studies, University of Connecticut
M.S.W. in Social Work, University of Saint Joseph

**Hilary Phelps, Learning Disabilities Specialist**
B.S. in Psychology, Trinity College
M.S. in Early Childhood Education, Central Connecticut State University

## DEAN OF ADMINISTRATION

**Kimberly Hogan, Dean of Administration**
B.S. in Business Administration, Glassboro State-Rowan University of N.J.
M.S. in Educational Leadership, Central Connecticut State University

**Lillian Baruffi, Administrative Assistant to the Dean of Administration**
B.S. in English, Bates College

**Valerie Cooper, Associate Director of Finance & Administration**
B.S. in Accounting, Grambling State University, Grambling
MBA concentrating in Accounting, University of New Haven

**Nancy Walter, Event & Room Scheduler**
BA in Physical Education and Health, University of Mount Union
Administrative Secretarial Certificate for College Graduates, Katherine Gibbs Secretarial School

**JoAnn Hernandez-Sierra, Bursar**
B.B.S., Universidad Interamericana de Puerto Rico
M.B.A., Universidad del Turabo

**Kiomara Oliveras, Financial Clerk**
A.S..Administrative Assistant, Gateway Community College
Certificate, Medical Administrative Assistant, Gateway Community College

## BUILDINGS AND GROUNDS

**Steven Chester, Building Maintenance Supervisor**

**Mark Zimmitti, General Trades Worker**

**Jacob Caparaso, Skilled Maintainer**

## MARKETING

**Yvonne Page, Graphics Specialist and Web Developer**
A.S. in Fine Arts, Middlesex Community College
B.A. in General Studies, Charter Oak State College

**Susan Perl, Social Media**
Certificate in Multimedia, Middlesex Community College
M.A.T., Rhode Island School of Design

**Victoria Seidl, Marketing & Development Associate**
B.A. in Communications, Quinnipiac University

## ENROLLMENT MANAGEMENT (SHARED SERVICES)

**Alison Buckley, Vice President of Enrollment Management & Student Affairs, Connecticut State Community College**

## GUIDED PATHWAYS ACADEMIC ADVISING

**Michael Buccilli, Associate Vice President of Student Success Management**

**Licella Arboleda, Regional Advising Director, Capital-East Region, Connecticut State Community College**

**Elizabeth Slupksi, Campus Advising Lead**
B.S. in Business Administration & Spanish, University of Wisconsin-La Crosse
M.A. in International Training & Education, American University

**Lynne Alexander, Guided Pathways Advisor I**
A.A. in Liberal Arts & Sciences, Manchester Community College
B.S. in Allied Health Sciences, University of Connecticut
B.A. in English, University of Connecticut
B.A. in Women's Gender, and Sexuality Studies, University of Connecticut

**Ricardo Barrett, Counselor**
B.A in History, Southern Connecticut State University
M.S in Higher Education, California State University, Fullerton

**Kyle Barrette, Guided Pathways Advisor I**
A.A. in Liberal Arts & Sciences, Quinebaug Valley Community College
B.A. in Sociology, University of Connecticut
M.S.W. in Social Work, University of Connecticut

**Neal Botting, Office Assistant**
A.S. in Business Administration, Middlesex Community College

**Aquia Brown-Welch, Guided Pathways Advisor I**
A.A. in Psychology Studies, Middlesex Community College
A.A. in Spanish Studies, Middlesex Community College

B.S. in Psychology – Social/Behavioral Concentration, Charter Oak State College
M.S. in Organizational Effectiveness & Leadership – Business Concentration, Charter Oak State College

**Rebecca Crocker, Guided Pathways Advisor I**
A.S. in Studio Arts Design, Gateway Community College
B.F.A. in Graphic Design, University of New Haven

**Evelyn Garcia, Guided Pathways Advisor I**
B.A. in Early Childhood Education, Salem State University
M.E.D. (Masters of Education in Higher Education and Student Affairs), Salem State University

**Anton Pettiford, Guided Pathways Advisor I**
A.S. in Criminal Justice, Manchester Community College
B.A. in Criminal Justice, University of Hartford

**Hunter Tashea, Guided Pathways Advisor I**
A.S. in Business Management, Three Rivers Community College
B.S. in Business Administration, Eastern Connecticut State University

**Patrick Veronneau, Guided Pathways Advisor II**
B.A. in History, Western New England College
M.S. in Education, University of Bridgeport

**Jordane Virgo, Guided Pathways Advisor I**
B.S. in Nutritional Sciences, University of Connecticu

## ENROLLMENT SERVICES

**Gayle Barrett, Associate Vice President of Associate Vice President for Enrollment and Retention Services, Connecticut State Community College**

**Tamika Davis, Associate Vice President for Recruitment, Admissions and Community Outreach, Connecticut State Community College**

**Samantha Plourd, Interim Director of Enrollment Services**
M.A. in Publishing, Rosemont College
B.A. in English and Legal Studies, Quinnipiac University

**Margarita “Daisy” Aiken, Enrollment Services Assistant**

**Joanne Faust, Registrar**
A.S. in Business Office Technology/Executive Secretary, Middlesex Community College
A.S. in Business Office Technology/Medical Secretary, Middlesex Community College

A.S. in General Studies, Middlesex Community College
B.G.S. in General Studies/Arts & Humanities Concentration, University of Connecticut

**Melissa Hall, Enrollment Services Assistant**
A.S. in General Studies, Middlesex Community College
B.A. In Biology, University of Connecticut

**Lauren Katusha, Assistant Director of Admissions**
A.S. in General Studies, Middlesex Community College
B.S. in General Studies (Concentration in Organizational Leadership), Charter Oak State College

## FINANCIAL AID

**Steve McDowell, Associate Vice President for Financial Aid Services and Title IV Compliance, Connecticut State Community College**

**Irene D. Martin, Director of Financial Aid Services**
B.A. in Interdepartmental Science, American International College
M.A. in College Student Personnel, Bowling Green State University

**Michael Amouzou, Associate Director of Financial Aid**
A.S. in Sciences-General, Hostos Community College
B.S. in Business Administration/Public Accounting, Pace University
M.S. in Communication, Central Connecticut State University

**Lora Wymer, Secretary 2**
A.S. in Business Office Technology/Executive Secretary, Middlesex Community College

## HUMAN RESOURCES (SHARED SERVICES)

**Kimberly Carolina, HR Manager, Capital-East Region, Connecticut State Community College**

**Frances Leon, HR Generalist, Capital-East Region, Connecticut State Community College**

## INFORMATION TECHNOLOGY (SHARED SERVICES)

**Annie Scott, Director of Information Technology**
B.A., Connecticut College

**Michael Cavanaugh, Audio/Visual Media Assistant**
A.S., Middlesex Community College

**Christopher A. Grande, Information Technology Technician 2**
A.S., Middlesex Community College

**Joseph Macknicki, Information Technology Technician 2**
A.S., Manchester Community College

**Yvonne K. Rubin, Information Technology Technician 2**
A.S., Middlesex Community College

**James Wyskiel, Network Manager**
A.S., Middlesex Community College

*This page was updated 7/1/21*

# Emeriti

mxcc.edu/catalog/other-information/emeriti/

**Administration**

**Robert A. Chapman, President Emeritus**
A.B., Northeastern University
M.A., Colgate University

**John H. Coggins, Academic Dean Emeritus**
B.A., Bowdoin College
M.A.T., Wesleyan University
M.S. Southern Connecticut State University
Ph.D., University of Connecticut

**Adrienne Maslin, Dean of Students Emerita**
B.A. in Anthropology, University of Vermont
M.Ed. in Counseling, Boston University
Ph.D. in Higher Education Administration, University of Oregon

**Judy Mazgulski, Student Services Professional Emerita**
B.A. in Biology and Psychology, Wells College

**John T. Needham, Dean of Students Emeritus**
B.A., Central Connecticut State University
M.A., Southern Connecticut State University

**David W. Sykes, Dean Emeritus of Finance and Planning**
B.S., University of New Hampshire
M.B.A., American International College

**Edward G. Vater, Dean of Students Emeritus**
B.S., Central Connecticut State University
M.Ed., University of Hartford

**Norman R. Zabel, Dean of Students Emeritus**
B.S., Central Connecticut State University
M.Ed., Boston College

---

#### Allied Health

**Raymond Dennis, Professor Emeritus, Ophthalmic Design & Dispensing**
A.A.S. in Ophthalmic Dispensing, New York City Technical College
B.S. in Community Health, St. Joseph's College
M.A. in Education, University of St. Joseph

---

#### Business

**Joanne M. Blake, Professor Emerita, Business**
B.S., Central Connecticut State University
M.S., Central Connecticut State University

**Albert Buatti, Professor Emeritus, Business**
B.Ch.E., Polytechnic Institute of Brooklyn, N.Y.
M.S., Rensselaer Polytechnic Institute

**Helen Errede, Professor Emerita, Secretarial Studies**
B.S., Central Connecticut State University
M.A., New York University
C.A.G.S., University of Hartford

**Eleanor Gibbons, Professor Emerita, Business**
B.S., University of Bridgeport
M.S., Akron University

**Jean Insinga, Professor Emerita, Information Systems**
B.S., M.S., Central Connecticut State University
Prof. Cert., C.A.I.S., University of New Haven

**Nancy L. Kelly, Professor Emerita, Accounting**
B.S in Education, Southern Connecticut State University
M.B.A. (Masters in Business Administration), University of New Haven

**Donna Leonowich, Professor Emerita, Business and Marketing**
B.S., Central Connecticut State University
M.S., Central Connecticut State University

**John W. Makrogianis, Professor Emeritus, Business**
B.S., Central Connecticut State University
M.S., University of Connecticut
M.A., Trinity College
C.A.S., Wesleyan University

---

**Humanities and Arts**

**Anne T. Cassady, Professor Emerita, English**
B.A., Stephens College
M.A.T., Wesleyan University
D.F.S., Wesleyan University
C.A.S., Wesleyan University

**James Childs, Professor Emeritus, English**
B.A., Southern Connecticut State University
M.S., Southern Connecticut State University
Sixth Year Diploma, Southern Connecticut State University

**Stephanie A. Dell'Agnese, Professor Emerita, English**
B.A., Sacred Heart University
M.A., University of Hartford

**Joan Donati, Professor Emerita, English**
A.S., Middlesex Community College
B.A., Wesleyan University
M.A.L.S., Wesleyan University

**Thomas Melbert, Professor Emeritus, English**
B.S., Rensselaer Polytechnic Institute
M.A., Ph.D., Columbia University

**William A. Nagle, Professor Emeritus, English**
B.A., Muhlenberg College
M.A., University of Wisconsin

**Lucinda Patrick, Professor Emerita, Art**
B.F.A., Cranbrook Academy of Art
M.A., University of Hawaii

---

**Mathematics**

**Alice F. Burstein, Professor Emerita, Mathematics**
B.A., Connecticut College
M.A.L.S., Wesleyan University

**James Frugale, Professor Emeritus, Mathematics**
B.S. , Central Connecticut State University
M.A.L.S., Wesleyan University

**Linda Musco, Professor Emerita, Mathematics**
B.A., M.S., University of Connecticut
C.A.S., Wesleyan University

---

#### Science

**Evelyn P. Moulton, Professor Emerita, Biology and Radiologic Technology**
B.S., Southern Connecticut State University
M.S., University of Connecticut

**Howard “Skip” Wiley, Professor Emeritus, Chemistry**
B.A. Amherst College
M.A. Wesleyan University
M.A.T. Wesleyan University
D.F.S. Wesleyan University

---

#### Social Sciences

**Cameron D. Bailey, Professor Emeritus, Social Science**
B.A., Bowdoin College
M.A.T., Wesleyan University
D.F.S., Wesleyan University
C.A.S., Wesleyan University

**LeRoy W. Barnes, Professor Emeritus, History**
B.A., Lawrence University
M.A.T., Wesleyan University
C.A.S., Wesleyan University
C.A.S., Harvard University

**Peter Caprioglio, Professor Emeritus, Psychology**
B.A., Colorado University
M.A., Syracuse University Clayton

**Judith Felton, Professor Emerita, Human Services**
B.A. in English, Fitchburg State College
M.S.W. (Master of Social Work), Boston University School of Social Work

**Clayton F. Hewitt, Professor Emeritus, Social Science**
B.S., Central Connecticut State University
M.A., Wesleyan University
C.A.S., Wesleyan University

**Gregory S. Horne, Professor Emeritus, Psychology and Human Services**
B.A., Illinois College
M.A., Ball State University

**Richard Patrick, Professor Emeritus, Social Science**
B.A., University of Hawaii
M.A., University of Hawaii

---

#### College Learning Center

**Randeane Tetu, Coordinator Emerita of the Writing/Reading Lab**
B.A, University of Connecticut
M.S., Central Connecticut State University

---

#### Counseling

**Merrily Lyon, Counselor Emerita**
B.S, Springfield College
M.Ed., Springfield College

---

#### Library

**Lan Liu, Director Emerita of Library Services**
B.S., Lanzhou Teachers College
B.A., Shanghai International Studies University
M.Ed., Rutgers University
M.L.S., Rutgers University
M.S., New Jersey Institute of Technology

**Ann Penfield, Director Emerita of the Library**
B.A, Connecticut College
M.S.L.S., Simmons College

Updated June 11, 2019

# Advisory Boards

mxcc.edu/catalog/other-information/advisory-boards/

**Biotechnology**

- Sarah Berke, Ph.D.,Director, Bio Science Explorations, CURE, Inc
- Marie D'Andrea, Ph.D., Spectrix Corp.
- Dan Dykas, Lab Manager, DNA Diagnostic Lab, Yale University (alumnus)
- Azriel Gorski, Ph.D., Associate Professor and Undergraduate Coordinator, Forensic Science, University of New Haven
- Dr. James Mulrooney, Central Connecticut State University

***updated Fall 2013***

---

**Broadcast-Cinema**

- Aaron Coleman, ESPN
- Don DeCesare, WMRD/WLIS Radio
- Patrick Dell, Video Services International
- Robin Fox, Coginchaug High School
- Joseph Franco, ESPN (retired)
- Ralph Guardiano, OutThink
- Patience Hettrick, WFSB Channel 3
- Jeff Hoyt, KJ Films
- Harold Kramer, American Radio Relay League
- Steve Lovelave, Moving Pictures
- Denise Matthews, Eastern Connecticut State University

- Dave Webster, Video Services International
- ***updated Fall 2013***

---

**Business, Marketing & Accounting**

- Elizabeth Bailey, CPA
- Kathy Bazinet, Technical Sales Manager, IBM
- Sharon Braverman, Central Connecticut State University
- Erik Brillon
- Thomas D. Comer, CPA, Comer & Company, CPA's LLC
- Nancy Cronin, A R Mazzotta Employment
- Leslie Cummings, ESPN Human Resources
- Pamela Gracey, Aflac
- Najib O. Habesch, Senior Vice President, The Beta Group, Inc.
- Carol-Ann Myers, BrandTech Scientifics
- Quentin "Q" Phipps, Middletown Business District
- Alissa Romero, Verizon Wireless
- Robert Shulman, Suburban Stationers
- Mark Walerysiak, Meriden Police Department
- Bill Ward, River West Workshop
- ***updated Fall 2014***

---

**Computer Engineering Technology**

- Daniel Burkey, University of Connecticut
- Leslie Cummings, ESPN
- Mary deManbey, Connecticut Business & Industry Association
- Robert D'Eon, Northeast Utilities
- Richard Gnall, Manchester Community College
- Xiaobing Hou, Central Connecticut State University
- Ann Lankford, University of Hartford
- Paul Leonowich, Vinal Technical High School
- Steven Moore, Manchester Community College
- Joe Tindal, CNC Software, Inc.
- Karen Tracey, Central Connecticut State University
- Karen Woczyna-Birch, College of Technology/Board of Regents for Higher Education
- Shuju Wu, Central Connecticut State University
- ***updated Fall 2014***

---

**Criminal Justice**

- Robert Catania, Police Lieutenant, Town of Rocky Hill
- Peggy Sue Clouser , Officer, South Windsor Police Department, Alumni Representative
- Michael Custer, Chief of Police, Town of Rocky Hill

- Michael Kehoe, Chief of Police, Town of Newtown
- Michael McClusky, Police Lieutenant
- Clifford Thermer, Ed.D.
- Mr. Joseph Ward, Criminal Justice Program, Naugatuck Valley Community College
- Michael Zakrewski, Police Captain, City of Meriden
- Kenneth Zercie, Assistant Director, State Forensic Lab
- ***updated Fall 2013***

---

**Fine Arts: Graphic Design**

- Kent Aldrich, Aldrich Illustration
- June Bisantz, Professor of Art, Visual Arts Department, Eastern Conn. State University
- Michael DiGiorgio, Illustrator- Teacher, self-employed
- John Gibson, Principal, Gibson Design, LLC
- Christopher J. Hyde, Graphic Designer, self-employed
- Carol Ingram, Graphic Designer, Partner, KI Advertising
- Noemi Kearns, Graphic Designer, How 2 Design
- Jamie Novik, Graduating student transferring to School of Visual Arts, NYC
- Pat Rasch, Graphic Designer/Illustrator, Adjunct Instructor, MxCC
- Jason Roeder, Illustrator/ Graphic Designer, self-employed
- Jason Ulm, Senior Graphic Designer, Office of Communications, University of Hartford
- ***updated Fall 2013***

---

**Early Childhood Education**

- Kristina Bartelt
- Wendy Berlind, Retired Preschool Teacher
- Lisa Ellis, Head Start Unit Manager, Community Renewal Team
- Christine Fahey, School Readiness Coordinator, Middletown Public Schools
- Lynn Johnson, Assistant Director, Birth to Three System, State of Connecticut Department of Developmental Services
- Earnestine Kirkland, Special Education Program Coordinator, Gateway Community College
- Timothy McPherson
- Maureen Partyka, Family Resource Center, Middletown Public Schools
- Hilary Phelps
- Jessica Stewart
- Alice Torres, ACES Program
- ***updated Fall 2013***

---

**Health Information Management**

- Martin Cohen, HIM Operations Manager, Middlesex Hospital

- Cindy Edgerton, Director of Health Information Management, Charter Oak State College
- Mark Laudenberger, Director, Health Information Management, Middlesex Hospital
- Emily Macko, Director HIM/Privacy Officer, Stonington Institute
- Maria Muscatello, Operations Manager, Middlesex Cardiology Associates. P.C.
- Sean Payne, Systems Analyst, Waterbury Hospital
- Liz Taylor, Chief Compliance Officer, State of Connecticut Department of Mental Health and Addiction Services
- Frank Valier, Health Information Management Coordinator, Charter Oak State College
- ***updated Summer 2017***

---

**Human Services**

- Chris Arnold, MxCC Adjunct faculty and Clinical Director, Riverview Hospital for Children
- Diane Cummings, Executive Director, St. Luke's Eldercare Solutions of Central Connecticut
- Lisa DeMatteis-Lepore, Program Director, Supportive Housing, The Connection, Inc.
- Susan McLaughlin, Problem Gambling Services, Connecticut Valley Hospital
- Gary Mullaney, CEO, Children's Home of Cromwell
- Mindy Otis, Ph.D., Director of Special Education, Middletown Public Schools
- Barry Simon, Executive Director, Gilead Community Services, Inc.
- Robert Spencer, Retired Social Worker
- Michelle Waldner, Program Director, New Horizons Domestic Violence Services
- ***updated Fall 2013***

---

**Machine Manufacturing Technology**

- Bob Allard, CONNSTEP
- Bill Bacon, Zygo Corporation
- Cathy Cabral, OKAY Industries
- Cindy Cook, Union Representative, Pratt & Whitney
- Chris DiPentima, Pegasus Manufacturing
- Michael Faenza, Vinal Technical High School
- Don Keener, Pratt & Whitney
- Ralph Larson, Holo-Krome, Inc.
- Sean Moore, Midstate Chamber of Commerce
- James O'Brien, Hobson-Motzer Inc.
- ***updated Fall 2014***

---

**Management Information Systems/Information Systems**

- Timothy Franklin, ING
- Peter Kootsookos, UTC Fire & Security

- Marcin Rafalowicz, ING
- Kevin Sweeney, Aetna
- Shiv Vichare, ING
- ***updated Fall 2013***

---

**Ophthalmic Design and Dispensing**

- Amy Beckwith
- Donna Bojus, Public Member
- Jon Paul Cartier
- Rachel DiCarlo, recent MxCC Graduate
- Corie Doyle, Student Representative, Class of 2015
- Benjamin Fichman, Student Representative, Class of 2016
- Herbet Fletcher
- Lisa Forbes
- Joyce Furman, 3 O's
- Siobahn Gross
- Ken Johnson
- Dorothy Reynolds
- Johana Sanzhez, 3 O's
- Coli Velalli
- Brendan Walsh
- ***updated Fall 2014***

---

**Radiologic Technology**

### Medical Advisor

Kameron Shahid – Radiologists Associates of Middletown

### College Representative

- Donna Bontatibus – Associate Dean of Academics, MxCC
- Lauren Katusha – Assistant Director of Admissions, MxCC
- Judy Wallace – Professor, Biology/A&P; Program Coordinator, MxCC

### Hospital Representatives

- Jason Bohn – Director of Radiology, Middlesex Health
- John "Jay" Derksen – Applications Analyst – Radiographer, Middlesex Health
- Jason Marden – Physicist, Radiation Safety Officer , Middlesex Health
- Kathy Sachak – Senior Manager of Radiology, Middlesex Health

### Community Members

- Fran Barringer (Paramedic)
- Susan Bengtson (Radiographer)
- Denise Byron (Radiographer)
- Patricia Carroll (Educational Medical Consultant)
- Laurel Patt (Radiographer)

**Student Representatives**

- 1st year representative
- 2nd years representative

**Program Faculty**

- Donna Crum – Program Director
- Robert Grossman – Faculty
- Renee Pelletier – Faculty
- Meaghan Scaia – Clinical Coordinator

***updated 4/30/21***

---

**Veterinary Technology**

**Middlesex Community College**

- Christopher Gargamelli, DVM, Program Coordinator
- Amy Lawton, LVT, VTS (AVTAA), Program Veterinary Technician
- Donna Bontatibus, Associate Dean of Academic Affairs
- Lauren Katusha, Assistant Director of Admissions
- Judy Wallace, Program Coordinator- Radiologic Technology
- Jill O'Callaghan, DVM, Adjunct Instructor
- Elysse Page, Second-year Veterinary Technology Student

**Public Members**

- Virginia Nunez, DVM, Owner, Pieper Veterinary
- Carrie Letendre, Veterinary Technician, Cromwell Veterinary Hospital
- Gayle Block, DVM, Owner, Town & Country Veterinary Hospital
- Jeffrey Champion, Unaffiliated Member
- Kate Albin, Veterinary Technician, Central Hospital for Veterinary Medicine
- Kristen Haviar, DVM, Veterinarian, Animal Hospital of Rocky Hill
- Kurt Oster, Practice Manager, Ocean State Veterinary Specialists
- Lynn Keller, VMDI
- Monica Kieth-Luzzi, BS, RVT, RLATG, Boehringer Ingel
- Mallory Palanza, Veterinary Technician, Veterinary Specialists of CT (program graduate)

- Danielle Rini, Veterinary Technician, Town & Country Veterinary Hospital (program graduate)
- Timothy Walsh, Unaffiliated Member
- Lauren Feinman, Veterinary Technician, Central Hospital for Veterinary Medicine

***updated 4/30/21***

# Coronavirus Disclaimer

mxcc.edu/catalog/coronavirus-disclaimer/

**Coronavirus (COVID-19) Pandemic Disclaimer**
Beginning March 2020, Connecticut along with the rest of the United States suffered the effects of the COVID-19 coronavirus pandemic. Day-to-day life as it existed before the pandemic changed drastically, and individuals and institutions adapted to new practices and behaviors. Normative actions now include wearing facial masks, maintaining social distance, and working and learning remotely. Learning about and adherence to Center for Disease Control and Prevention (CDC) guidance has become a way of life. As we plan for the next academic year, so much is uncertain, including the continuing threat of COVID-19.

The Connecticut State Colleges and Universities (CSCU) must adapt to meet this reality. Going forward, it is up to all of us – faculty, staff and students – to do our part to ensure our campus community stays as healthy and safe as possible. This is a shared responsibility, and every member of our community must adhere to national, state, and local health guidelines and requirements, and adhere to those measures Middlesex Community College deems safe and appropriate for the campus. This will include social distancing, wearing masks or other facial coverings, not reporting to class or work if sick, and isolating when required.

Although Middlesex Community College is readily developing a schedule of courses that include some in-class and on-ground instruction, no one knows what the future may hold. In the case of an outbreak of the coronavirus or other illness, the institutions reserve the right to adapt the format of any class to an entirely online/distance learning modality as public health conditions warrant. Such change will not result in any increase or decrease of tuition and

fees. We all understand that tuition and fees are in exchange for learning, academic credit, and certain non-academic services regardless of whether taught on-ground, in a hybrid environment or entirely remotely.

Most important to CSCU and Middlesex Community College is the health, safety and welfare of every member of its community.  Yet, despite campus efforts to comply with health and safety guidelines, it is not possible to guarantee a disease free environment, or to guarantee that campuses will not close and return to an online-only learning environment. These are the realities of working and learning during a pandemic. If you choose to return to campus during the pandemic, you accept that you are willing to do your part to keep the campus safe and acknowledge that you may be required to complete your course work in an evolving or remote learning environment.

The Middlesex Community College community is looking forward to welcoming you back.