Great Bay Community College

2008 - 2009 Course Catalog

General Information

Great Bay Community College

Stratham
277 Portsmouth Avenue
Stratham, NH 03885-2297
(603) 772-1194 / 1-800-522-1194 (NH only)
Fax line: (603) 772-1198

Portsmouth
320 Corporate Drive
Portsmouth, NH 03801
(603) 334-6306
Fax line: (603) 334-6308

TDD (Telecommunications Device for the Deaf)
(603) 668-1792
TDD/Voice: Relay New Hampshire
1-800-735-2964

website: www.greatbay.edu

Campus Directions*

STRATHAM CAMPUS - 277 Portsmouth Avenue
The Stratham campus is located on Rt.33, midway between Portsmouth and Exeter across from Stratham Hill Park.

From the south (Massachusetts) on Interstate 95:
Exit 2 (at the toll booth) bear right onto 101 West (towards Manchester/Concord). Follow the directions for “From the east on 101”.

From the north (Maine) on Interstate 95:
Take Exit 3B. At the end of the exit ramp, take a left onto Rt.33/Greenland Road. Drive 4.8 miles and the Stratham campus is on the right.

From the west on Route 4 or Spaulding Turnpike (Dover, Rochester, Somersworth, Farmington):
Rt.4 merges onto the Spaulding Turnpike, continue past malls and Pease exit, bearing right to Rt.95 south towards Boston. Follow the directions for “from the north (Maine)”.

From the east on Route 101:
Take Exit 11 - Rt.108/Rt.33 (Stratham, Exeter).
Take a right at the end of the exit ramp. Follow Rt.33/Portsmouth Avenue for 4.25 miles. The Stratham campus will be on your left.

From the west (Manchester) on Route 101:
Take Exit 11 - Rt.108N/Rt.33 (Stratham/Exeter). Take a left at the end of the exit ramp. Follow Rt.33/Portsmouth Ave. for 4.25 miles. The Stratham campus will be on your left.

PORTSMOUTH CENTER- 320 Corporate Drive
The campus is located on the Pease International Tradeport

From the south (Massachusetts) on Interstate 95:
Pass through the Hampton toll booth; take Exit 3 - Greenland/Portsmouth. At the end of the exit the ramp take a left.
Take the first right onto Grafton Road (Pease International Tradeport). Follow the road to the end. The Portsmouth campus will be in front of you. Take a right at the stop sign and an immediate left into the parking lot.

From the north (Maine) on Interstate 95:
Take Exit 3A. At the end of the exit ramp, take a right onto Grafton Road
(Pease International Tradeport). Follow the road to the end and the Portsmouth campus will be in front of you. Take a right at the stop sign and an immediate left into the parking lot.

From the west on Route 4 or Spaulding Turnpike (Dover, Rochester, Somersworth, Farmington):
Take Exit 1 in Portsmouth. At the end of the exit ramp take a right, entering the Pease International Tradeport. Continue to the end of Pease Boulevard and take a left onto New Hampshire Avenue for approximately 1.4 miles, go through the blinking yellow light, after which the road becomes Corporate Drive. Take a left into the NHCTC parking lot.

From the west (Manchester) on Route 101:
Take Rt.101 east to Rt.95 north. Follow directions for “from the south (Massachusetts)”.

see inside back cover for map of both locations

Great Bay Community College

Main Campus - Stratham
and
Pease International Tradeport - Portsmouth

Course Catalog
2008/2009

The information contained in this catalog is to be used as a guide to Great Bay Community College for its students, staff members, prospective students and other educational institutions. Financial aid information and policy is subject to change at any time. The college reserves the right to modify aspects of college operations. For the most up-to-date version of policies, programs and other information contained in this document, please visit our web site.

www.greatbay.edu

College Mission and Vision Statement

Mission

Great Bay Community College provides accessible, student-centered, quality higher education programs for a diverse population of students seeking career, degree or transfer opportunities. A strong commitment to lifelong learning is reflected in our policies, programs and activities. We will continue our strong tradition of providing education in the sciences, career and technical programs as well as in the liberal arts. We endeavor to promote economic development through community engagement and workforce development for the region.

Vision

The vision of Great Bay Community College is to build and sustain the best science, technology, career, and transfer oriented community college in New England. We will achieve this by becoming more innovative, entrepreneurial and collaborative as well as by being a strong resource for our service area; by maintaining our excellence in the liberal arts; by becoming more student centered; by retaining and graduating more of our students; by having more of our students transfer and enter high paying careers; by attracting faculty and staff who understand and are committed to our mission; by engaging with the community and incorporating more service learning and civic engagement activities into our curriculum; and by the use of data to become more productive and efficient in the use of our resources.

Core Values

Success for Our Students – This is paramount and foremost in our mission and will be achieved through our continual refinement and improvement in student services, advising, pedagogy, and outcomes assessment. We recognize that learning and student development occur in multiple contexts, and thus, we will provide a diverse and extensive array of curricular and co-curricular opportunities. Students are treated with respect at all times, and we strive to respond to them in a timely, accurate, and complete fashion.

Teaching Excellence – We are a teaching college and take pride in this mission. Integrity in course content assures students of a high quality education that is recognized in transfer by other institutions of higher education as well as in the workplace. Highly qualified staff using traditional and innovative teaching methods, coupled with a strong student support system, provides a diverse student population the opportunity to reach their potential as learners and meet our high standards. Faculty scholarship and collaboration is valued; and leading edge information on teaching and learning as well as an adherence to industry needs keep our programming current and responsive. Teaching excellence is achieved through the hiring of good faculty and through a continual program of professional development.

Community Engagement – We understand that we are an important and integral part of the larger community. We strive to serve as a resource to further the needs and aspirations of the region's businesses and citizens. We encourage partnership and collaboration, entrepreneurship, and innovative thinking to build bridges between our college and the community.

Workplace Culture – As a community we communicate, collaborate and plan to build and sustain the best organization possible. We are engaged in the life of the college and seek consensus on matters which impact our community. Our responsibilities are fulfilled with integrity and professionalism, and we respect all who enter our doors.

Citizenship and Civic Engagement - The College accepts its role in promoting engaged citizenship. We go further by recognizing the importance of tying classroom learning to civic engagement. We promote volunteerism and service learning as a way to integrate classroom learning with community issues.

Continuous Improvement – We recognize that as an organization we are always in a state of evolution. We strive to be the best we can be through reflection and critical evaluation. We recognize our short comings and take corrective action. We also celebrate our accomplishments.

Corporate Citizenship – We recognize that we have an impact on our environment, and pledge to be responsible corporate citizens by adopting practices that lead to a healthier community and work environment.

Code of Ethics

Our college policies, procedures, decisions and actions are based on the following ethical principles:

- Responsibility
- Fairness
- Honesty
- Mutual Respect
- Integrity

A Message from Our President

Welcome to Great Bay Community College with our two campuses in Stratham and Portsmouth. We are the only public community college serving Rockingham and Strafford counties, and we are honored to serve the educational needs of the Seacoast communities. As a diverse institution of higher education we provide access to educational opportunities that meet your individual interests and aspirations.

There are many exciting things happening at our College. As part of our strategy to become a leading community college in New England, we have adapted a new mission and new name that better represent our comprehensive nature and our geographic area. The Great Bay has long been a proud symbol of cultural and economic development that reaches into the many Seacoast communities that we serve. Soon we will be moving to a new campus at Pease International Tradeport in Portsmouth that will contain exceptional student services, and classrooms and labs outfitted with the latest technologies to allow for innovative teaching and learning. We will continue working with industry to create innovative programs that meet industry needs and also offer strong job placement in high earning careers. We will also continue to foster partnerships with 4-year colleges such as UNH to strengthen transfer opportunities for the growing number of our students who want to pursue a bachelor's degree. Finally, we continue to experiment with ways to integrate and encourage civic engagement and community service as part of our learning process; and we continue to look for ways that will allow us to be better caretakers of our environment.

As industries disappear and new ones evolve, the future requires that you become a life long learner. Attaining an adequate level of educational development is key to effectively competing in local and global economies. At Great Bay Community College, we have some of the most qualified faculty and some of the best student services to enhance your academic experience. Some of these services include placement testing, orientation, a summer bridge program, advising, tutoring, student surveys, and disability services. One of the greatest experiences we offer is that many of our classes enroll below twenty students and allow for individualized attention.

So, if your current job is not meeting your intellectual demands, or if your current set of skills is putting you at a disadvantage in your career path, come and join the ranks of the many successful graduates of Great Bay Community College. Our low cost tuition, flexible schedules, support program and transfer opportunities are all incentives for you to join us and take flight toward a brighter future.

Sincerely,

Will Arvelo
President

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Notice of Nondiscrimination

Great Bay Community College does not discriminate in the administration of its admissions and educational programs, activities, or employment practices on the basis of race, color, religion, national origin, age, sex, disability, veteran status, sexual orientation, or marital status. This statement is a reflection of the mission of the Community College System and Great Bay Community College and refers to, but is not limited to, the provisions of the following laws:

- Title VI and VII of the Civil Rights Act of 1964, as amended.
- The Age Discrimination Act of 1967 (ADEA)
- Title IX of the Education Amendment of 1972
- Section 504 of the Rehabilitation Act of 1973
- The Americans with Disabilities Act of 1990 (ADA)
- Section 402 of the Vietnam Era Veteran's Readjustment Assistance Act of 1974
- NH Law Against Discrimination (RSA 354-A)

Inquiries regarding discrimination may be directed to Sharon Cronin, Great Bay Community College at 603-775-2376 or scronin@ccsnh.edu, to Sara A. Sawyer, Director of Human Resources for the Community College System of New Hampshire, 26 College Drive, Concord, NH 03301, 603-271-6300. Inquiries may also be directed to the US Department of Education, Office of Civil Rights, 33 Arch St, Suite 900, Boston, MA 02110-1491, 617-289-0111, FAX: 617-289-0150, TDD:877-521-2172, or Email: OCR_Boston@ed.gov; the NH Commission for Human Rights, 2 Chennell Drive, Concord, NH 03301, 603-271-2767, FAX: 603-271-6339; and/or the Equal Employment Opportunity Commission, 475 Government Center, Boston, MA, 02203, 617-565-3200 or 1-800-669-4000, FAX: 617-565-3196, TTY: 617-565-3204 or 1-800-669-6820.

Accreditation Statement

The Great Bay Community College is accredited by the New England Association of Schools and Colleges (NEASC), Commission on Institutions of Higher Education.

Inquiries regarding accreditation status by NEASC should be directed to the administrative staff of the institution.

Individuals may also contact:
New England Association of Schools and Colleges/Commission on Institutions of Higher Education
209 Burlington Road
Bedford, MA 01730-1433
(781) 271-0022
E-mail: cihe@neasc.org
Web Site: www.neasc.org

Specialized Accreditations:
Automotive Technology - National Automotive Technician Education Foundation (NATEF)
Business Programs - Association of Collegiate Business Schools and Programs (ACBSP)
Nursing – National League for Nursing Accrediting Commission (NLNAC), full accreditation; New Hampshire Board of Nursing and Nurse Registration, full accreditation
Surgical Technology – Commission on Accreditation of Allied Health Education Programs (CAAHEP)
Veterinary Technology – Committee on Veterinary Technology Education and Activities (CVTEA)

2008-2009 Academic Calendar

FALL 2008

Sept. 1	Labor Day Holiday - College Closed
Sept. 2	Classes Begin – Fall Semester
Sept. 9	Last Day to Withdraw with Full Refund
Sept. 19	Last Day to Resolve "I" Grades from Summer Term
Oct. 3	Last Day to Withdraw with a Grade of "W" for First 8-week Classes
Oct. 6	Last Day to Withdraw for 12-week Classes
Oct. 13	Columbus Day – Classes/Faculty Day of Responsibility
Oct. 13	Last Day to Withdraw With a "WP/WF" Grade for the First 8-week Classes
Nov. 3	Last Day to Withdraw with Full Refund for Second 8-week Classes
Nov. 6	Last Day to Withdraw with Grade of "W" for 16-week Classes
Nov. 10	Last Day to Withdraw with a Grade of "W" for 12-w Classes
Nov. 11	Veteran's Day Holiday – College Closed
Nov. 26	Last Day to Withdraw with a Grade of "W" for Second 8-week Classes
Nov. 27 & 28	Thanksgiving Holiday – College Closed
Dec. 8	Last Day to Withdraw with a Grade of "WP/WF" for All Classes in Session
Dec. 19	Classes End – Fall Semester

SPRING 2009

Jan. 12	Classes Begin – Spring Semester
Jan. 19	Martin Luther King, Jr./Civil Rights Day Holiday – College Closed
Jan. 20	Last Day to Withdraw with Full Refund
Jan. 30	Last Day to Resolve "I" Grades from Fall Semester
Feb. 9	Last day to withdraw with full refund for 12-Week classes
Feb. 13	Last day to withdraw with "W" from First 8-week classes
Feb. 16	Presidents' Day Holiday – College Closed
Feb. 23	Last day to withdraw with "WP/WF" grade from First 8-week Classes
Mar. 9-13	Spring Break
Mar. 23	Last day to Withdraw with full refund from Second 8-week classes
Mar. 25	Last Day to Withdraw with Grade of "W" from 16-week classes
Mar. 31	Last day to withdraw with "W" grade for 12-week classes
Apr. 16	Last day to withdraw with "W" grade for Second 8-Week classes
Apr. 24	Last day to withdraw with "WP/WF" from classes in session
May 7	Classes End – Spring Semester
May TBA	College Commencement – Date(s) to be Determined

SUMMER 2009

May 25	Memorial Day Holiday
May 26	Classes Begin – Summer Term
June 12	Last Day to Resolve "I" Grades from Spring Semester
July 3	Independence Day Holiday – College Closed
Aug. 13	Last day of 2008-2009 AcademicYear

Admission Requirements

The successful Great Bay Community College student has a good background in math, science, and English and is highly motivated, since many students must balance the demands of an academic program with family and work responsibilities. Admission to the College is based on a number of considerations, no one of which is the determining factor of acceptance. Students admitted into a program are required to submit a nonrefundable advanced tuition deposit of $100.00 within two weeks of acceptance (no later than May 1st for Fall semester). This deposit will be applied to the tuition for the semester in which the student is matriculated and confirms that the student has accepted the College's offer of admission and permits the student to register for classes. Registration in high demand or limited enrollment programs will be processed in the order in which they are received until seats are filled.

COLLEGE APPLICATION PROCESS

Prior to being granted admission to the College:

1. Submit an application for admission with a nonrefundable $10.00 application fee
   *Former Running Start students who apply may waive the $10 application fee
2. To be eligible for admission to the College all students must be a High School graduate or equivalent. Documentation of high school completion will be required by producing one of the following documents:
   - Official High School transcript with a date of graduation
   - High school equivalency certificate or GED, including scores.
   - Home schooled students will be required to produce specific documentation for admission, please contact the Coordinator of Admissions to determine the specific documents you will need.
   - Permanent Residents of the United States must submit a copy of their residency status with their application for admission. (Green Card)
3. Satisfy high school course requirements noted under Admissions Requirements for a specific program of study.
4. Perform satisfactorily on entrance exams required by academic programs to which admission is desired.
5. Arrange for a personal interview as required by some academic programs.
6. Submit recommendations from school personnel, employers or other professionals, if required.

Please view the College catalogue for specific admissions requirements for your program of choice.

Some programs have a maximum number of seats available and otherwise qualified candidates may be denied admission based on date of application, enrollment and space limitations.

Note: It is the responsibility of the applicant to request that official transcripts or GED be mailed directly to the Admissions Office. The high school transcripts or GED must be received prior to consideration of the application.

READMISSION TO THE COLLEGE

Matriculated status is maintained by taking at least one course per academic year; otherwise a candidate will be required to reapply for admission and abide by any new admission and academic requirements. Some classes or programs with limited enrollment may not be available. Requirements for graduation are defined by the program of study to which students have been admitted at the time of readmission.

Send application and transcripts to:

Great Bay Community College
Admissions Office
277 Portsmouth Avenue
Stratham, NH 03885-2297

INTERNATIONAL STUDENT APPLICANTS

Great Bay Community College is authorized under Federal law to enroll non-immigrant students. High demand programs with limited enrollment may not be available to international students. We recommend confirming that the program is open to international students prior to applying. International applicants seeking a Certificate of Eligibility (I-20) for F-1 status must submit the following documentation:

1. An application for admission with a nonrefundable $10 application fee.
2. Official secondary school transcripts, translated into English, listing all courses taken, grading system, and grades earned.
3. If the applicant has completed college-level courses, an official college transcript, translated into English, listing all courses taken, course descriptions, grades earned, and grading system.
4. Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL) and earn a score of 500 or better, a computerized test score of 173 or an Internet based score of 61 or better.
   For information regarding the test contact: TOEFL, Educational Testing Service, Rosedale Road, Princeton, NJ 08541 USA, (609) 921-9000, www.toefl.org.
5. Letter from the financial institution that holds the funds of the person financially responsible for the student's educational and living expenses. The statement must be on official letterhead, listing the sponsor's name and the amount of money available for the student. The document must be in English and if the currency held is not in US dollars the exchange rate must be listed.
6. Affidavit or letter of support from the person who will be financially responsible for the student. This letter should include the student's name and his/her intent to attend Great Bay Community College, as well as the amount of money available for the student's education and living expenses. The letter must be signed by the sponsor and must be in English.
7. If the applicant is currently in this country and making application, the student must also submit copies of current passport and immigration documents including Visa, Duration of Status (D/S) stamp on I-20. We will also need his/her address in the country that (s)he plans to return to once (s)he graduates from this College.
8. Applicants (or their spouses) must have enough money available in an account to cover a minimum of one year of expenses that include: out-of-state tuition, fees, living expenses, and books. All of the above documentation must be submitted and the student offered admission before a Certificate of Eligibility (I-20) for an F-1 Visa will be issued. All F-1 students must be full-time (12 credit hours or more) each semester (except summer) in order to maintain their visa status. International students must meet with the International Student Counselor upon arrival in the Center for Academic Planning and Support (CAPS).

SENIOR CITIZENS

Adult learners aged 65 and over and who are NH residents may enroll in credit courses at a tuition cost of 50% at Great Bay Community College two days prior to the start of classes if space is available. Lab and other fees must be paid by the student. Full tuition, lab, and other fees will be charged for all non credit, enrichment, professional development, and recertification classes.

CLASS SCHEDULES

Class schedules, noting specific times and days, are developed on a semester-by-semester basis and are published in the Course Scheduler. Classes are held during the day, evening, weekend and online Students completing program requirements may be asked to take classes at any of those times.

Financial Aid

The Financial Aid Office at Great Bay is located in the main office:
277 Portsmouth Avenue, Stratham NH 03885.
Phone: (603) 775-2313 Fax: (603) 772-1198
Email: seacoastfinaid@ccsnh.edu
Online Financial Aid Handbook: http://www.ccsnh.edu/links.html
Great Bay Community College Financial Aid Website: http://www.greatbay.edu/faoverview

DISCLAIMER
All financial aid information and policies are subject to change at any time.

OVERVIEW
Financial aid provides funds for direct (tuition and fees) and indirect (books, supplies, equipment, and a reasonable allowance for living expenses and transportation) college expenses. The funds come in three different forms: grants, which do not have to be repaid; loans, which do have to be repaid; and part-time jobs from which the student earns an hourly wage. Students awarded financial aid may receive any or all of these forms of aid.

A student starts the financial aid application process by filing the Free Application for Federal Student Aid (FAFSA). The FAFSA form can be completed online at http://www.fafsa.ed.gov. **Our Federal School code is 002583**.

A new FAFSA must be filed each year. The financial aid year begins with the summer term at Great Bay Community College. The 2008-09 FAFSA is the application for aid for summer 2008, fall 2008, spring 2009. The 2009-10 FAFSA is the application for aid for summer 2009, fall 2009, spring 2010.

The preferred filing date is March 1st for the upcoming financial aid year. Students who meet this filing date may be considered for additional institutional funds and state grants. If you do not make the preferred filing date, the following should be used as a guide so that your financial aid may be in place before you start classes.

Begin Enrollment	FAFSA	File By
Summer 2008	2008-09	May 1, 2008
Fall 2008	2008-09	June 1, 2008
Spring 2009	2008-09	October 1, 2008
Summer 2009	2009-10	May 1, 2009
Fall 2009	2009-10	June 1, 2009
Spring 2010	2009-10	October 1, 2009

ELIGIBILITY REQUIREMENTS
To be eligible for the aid programs listed below, a student must be a U.S. citizen or eligible noncitizen, have a high school diploma or GED, and be admitted to an eligible program.

For most programs, a student must have financial need, as determined by the federal need analysis calculation, based on the information provided on the FAFSA. Several loan options exist for students who do not demonstrate financial need. For some grants and most loans, a student must be enrolled at least half-time (6 credits). Students who accept loans must complete loan counseling and sign a promissory note. To receive aid in future semesters, a student must meet qualitative and quantitative standards for satisfactory academic progress. These standards are described below and in the college's Financial Aid Handbook, available online at http://studentfa.ccsnh.edu. The website address is mailed to each student who receives a financial aid award.

SOURCES OF FINANCIAL AID

The Pell Grant is a federal grant, designed to assist financially eligible students with the cost of attending college. A Pell Grant does not have to be paid back. To receive a Pell Grant, the student must meet all the eligibility requirements listed above and be an undergraduate who does not have a bachelor's degree. If a student receives a Pell Grant and withdraws from college before completion of 60% of the semester, the student may be responsible for repaying monies to the college and/or the Federal Government.

The Supplemental Educational Opportunity Grant (SEOG) is for students who demonstrate exceptional financial need. The SEOG does not have to be paid back. To receive an SEOG, a student must meet all the eligibility requirements listed above, and be an undergraduate who does not have a bachelor's degree. Limited funds are available and are awarded on a first-come; first-serve basis to students enrolled at least half-time (6 credits). Awards range from $100 to $1,000 per year. If a student receiving a SEOG withdraws from college before completion of 60% of the semester, the student may be required to forfeit monies to the college and/or the Federal Government.

Federal Work-Study Program (FWSP) gives students an opportunity to earn money for educational expenses by working at a part-time job. Students typically work as lab, library, and office aides, under the supervision of a faculty or staff member; off-campus positions are also available. Students are paid at least the current federal minimum wage and are required to sign a confidentiality agreement and to perform assigned work in a responsible and professional manner. Students must meet their course requirements prior to working a work-study job. In most cases, work-study hours are limited to 12-15 hours per week. Work-study recipients must meet all the eligibility requirements listed above, including demonstrated financial need.

Perkins Loans are low-interest loans, made directly through the college with funds from the federal government and the repayment of previous borrowers. Students may borrow up to $3000, depending on the availability of funds. Repayment begins and interest accrues six months after the borrower is no longer a half-time student. Students must meet the eligibility requirements listed above, including demonstrated financial need, and must be enrolled at least half-time (6 credits). Students receiving a Perkins loan will be required to do loan counseling and to sign a promissory note. If a student receiving a Perkins loan withdraws from school before 60% of the semester is completed, the student may be required to repay monies to the college.

Stafford Loans are low-interest loans made to students by private lenders. 1st Year Students (31 or less credits achieved) may borrow up to $3,500 per academic year. 2nd Year Students (32 or more credits achieved) may borrow up to $4,500 per academic year. Repayment begins six months after the borrower is no longer a half-time student. In the case of subsidized loans, interest begins to accrue six months after the borrower is no longer a half-time student.

- Subsidized Stafford Loans do not accrue interest while the student attends college.
- Unsubsidized Stafford Loans do accrue interest while the student attends college.

All Stafford borrowers must meet all the eligibility requirements listed above, be enrolled at least half-time (6 credits), do loan counseling and sign a promissory note. Subsidized Stafford loans are only awarded to students demonstrating financial need on the FAFSA. Unsubsidized loans are offered regardless of financial need.

The Federal Parent Loans for Undergraduate Students (PLUS) program provides funds to the parents of dependent students, for educational purposes. Parents may borrow up to the student's cost of attendance, less any financial aid. The student who is a dependent of the borrower must meet all the eligibility requirements listed above and must be enrolled at least half-time (6 credits). The borrower will be required to sign a Promissory Note.

New Hampshire Incentive Program (NHIP) provides grants for New Hampshire residents attending college within or outside the state of New Hampshire. Applicants must be at least half-time students (6 credits) and must meet the eligibility requirements listed above, including demonstrated financial need. The application deadline is May 1 prior to the start of the academic year.

Alternative Loans are student loans made by private lending institutions. Alternative loans are in the student's name; a cosigner is frequently required. Once a complete application has been received, the lender will perform a credit check and inform the student if the loan is approved, the interest rate of the loan, and whether a cosigner will be required. Just like other student loans, alternative loans must be repaid.

For a complete list of financial aid forms as well as information about scholarships and other funding sources, visit:
http://www.greatbay.edu/faoverview

OTHER FINANCIAL AID POLICIES

- **Returns of Federal Title IV Funds:** Returns of Federal Title IV Funds for financial aid students who withdraw, officially or unofficially, from all of their courses for a semester or from the college prior to the 60% point in a semester, are guided by special return policies as designated by the United States Department of Education. The exact amount required to be returned will vary depending on the amount of grant and loan funds the student received and at what point in the semester the student withdrew. In addition, the student will be liable for the balance owed the college for tuition and fees. Specific return policy information is available through the Financial Aid Office, and published in the Financial Aid Handbook at **http://www.ccsnh.edu/links.html**
- **Course Repeat:** If a student requires repetition of a course, Financial Aid will cover only one repeat per course.
- **Satisfactory Academic Progress:** Financial Aid recipients must make Satisfactory Academic Progress in their current educational program to retain financial aid eligibility. The standards for satisfactory academic progress are both qualitative and quantitative, and are measured against a student's cumulative grade point average (CGPA) and his/her "incremental" progress in terms of completing a minimum amount of work at stated intervals. When a student is reviewed for satisfactory academic progress, all enrollment periods for the current program are included in the review. This includes enrollment periods during which the student did not receive financial aid and enrollment periods during which the student did receive financial aid. Satisfactory Academic progress is reviewed by the Financial Aid Office at the end of each semester. More detailed information on Satisfactory Academic Progress is published in the Financial Aid Handbook, at **http://www.ccsnh.edu/links.html**

Tuition Rates and Fees

IN-STATE STUDENTS (New Hampshire Residents)
* $175.00 per credit

A member of the Armed Forces of the United States stationed in this state under military orders, or stationed in a contiguous state but temporarily living in NH, shall be entitled to classification for himself/herself, spouse and dependent children as in-state for tuition purposes so long as said orders remain in effect and residence in New Hampshire is continued.

NEW ENGLAND REGIONAL STUDENTS
(CT, MA, ME, RI, VT)

Student must be matriculated in a program, and must indicate eligibility on the application for admission to the College.

* $262.00 per credit

OUT OF STATE STUDENTS
* $400.00 per credit

The tuition rate is subject to the approval of the Board of Trustees and is subject to change without notice.

CREDIT BY EXAMINATION: A fee of $25.00 per credit, plus all direct costs associated with providing a laboratory portion of an exam, will be charged to a student wishing to receive credit by examination.

CREDIT FOR PRIOR LEARNING/EXPERIENTIAL LEARNING: Students will be assessed a fee based on 50% of the current tuition rate on the total credits awarded (e.g., for 12 credits awarded: 0.50 x current tuition rate x 12 credits).

NURSING CLINICAL SURCHARGE: All nursing students taking clinical courses will be charged a nursing clinical surcharge of $350 per semester. This surcharge is designed to assist in covering the increased expenses associated with clinical classes. This fee is in addition to the lab fee. Explanation: The New Hampshire Board of Nursing adopted a change in the chapter 600:11 of administrative rules. This chapter dictates the number of students that may be supervised by one faculty member in a clinical setting. The rule changed the student/faculty ratio from 10:1 to 8:1, which has impacted clinical supervision costs. The Board of Nursing governs the instruction offered to nursing students and the Community College System must comply with their rules which took effect June 26, 1998.

PROTESTED CHECKS: A fee of $25 or 5% of the face value of the check, whichever is greater, plus any bank fees, will be charged for any check protested or returned for nonsufficient funds.

LIBRARY FINES: Students will be assessed a fine of $.25 per item/per day for all overdue library materials.

ACADEMIC INSTRUCTION FEE A fee will be charged for all Laboratory/Clinic/Practicum/Co-op/Internship or other similar experiences. This fee is calculated by subtracting the number of lecture hours from the number of credit hours and multiplying the remainder by $44 for each course. This fee will be added to the normal tuition charge for that course. (See example.) Fee will be charged to all students with no exceptions.

EXAMPLE	Lec	Lab	Credit
BIOL110 A&P I	3	3	4
(4 credits - 3 lecture hours = 1 x 44 = $44)			

COMPREHENSIVE FEE
$5 per credit - This fee is charged for every credit in each credit-bearing course regardless of the number of credits taken. Online courses will be assessed a Comprehensive Student Service fee.

COLLEGE COSTS/EXPENSES 2008-2009

***Tuition Per Semester**	
New Hampshire Resident	$175.00 per credit
New England Regional Student Program (NERSP)	$262.00 per credit
Out-of-State or International Students	$400.00 per credit

Fees (required)	
Placement Testing (Accuplacer)	$ 15.00
Orientation Fee	$ 30.00
Application Fee	$ 10.00
Nursing Clinical Surcharge (per semester)	$350.00
Academic Instruction Fee (formerly lab fee) (May be charged for noncredit classes)	$ 44.00 per credit
Student Comprehensive Fee	$ 5.00 per credit
Graduation Fee	$ 100.00
(Additional degrees or certificates in the same semester)	$ 10.00 each
Transcript Fee	$ 3.00
Transcript Fee if faxed	$ 8.00
Deferred Payment Fee	$ 30.00
Late Payment Fee	$ 50.00

BOOKS AND SUPPLIES (estimated and dependent on program)	
Texts and Writing Materials	$ 700.00
Student Accident Only Coverage / 12 Months	$ 151.00
Student Accident & Sickness Coverage / 12 Months	$ 492.00
Student & Family Accident Only Coverage / 12 Months	$ 604.00
Student & Family Accident & Sickness Coverage / 12 Months	$3542.00
Automotive Tools and Materials (non-lab could be less)	$2600.00
Nursing Uniforms, Accessories, Supplies	$ 150.00
NCLEX (Nursing) Licensing Exam	$ 250.00
Program Assessment Examination (Surgical Technology)	$ 35.00
Certification Exam (Surgical Technology)	$ 90.00
Technology Student Liability Insurance (For Nursing, Surgical & Veterinary Technology programs)	$ 20.00

NLN Preadmission RN Examination	$ 70.00
Criminal Background Check Fee	$ 60.00
Veterinarian Tech Radiation Badge Fee	$ 110.00

***Tuition rate is subject to approval of the Board of Trustees and is subject to change without notice.**

Payment of Tuition Deposit and Orientation Fee
Applicants accepted as students must pay a non-refundable tuition deposit of $100 upon notification of acceptance (by May 1st for Fall semester). The deposit reserves a place for the student and is applied toward the first semester's tuition. An Orientation fee of $30.00 is required in the semester that the student matriculates.

Tuition Deposit
A non-refundable tuition deposit of $100.00 will be required from all matriculated* students. The President or his/her designee reserves the right to waive the fee for students in certain circumstances (e.g., financial hardship, obstacle to disbursing financial aid). The deposit will be applied to the tuition for the semester in which the student is matriculated and is non-refundable. The tuition deposit is not transferable to another semester unless an exception is made by the President or his/her designee. One hundred dollars of any payment towards a student's first matriculated semester may be designated as the non-refundable tuition deposit. A change of major may also require an additional non-refundable deposit.

*A matriculated student is defined as one who has been formally accepted into a degree, certificate, professional certificate, or diploma program.

Payment of Tuition and Fees
Billing for tuition and fees is coordinated through the College's Business Office. Bills are mailed approximately 30 days prior to the beginning of each semester. Payment or arrangement for payment must be made ten (10) business days before the semester starts to be officially considered registered. For late registration, payment in full must be made upon registration. Discover, Visa/MasterCard, check, or cash are accepted as payment. Students awaiting scholarships or financial aid awards to cover tuition may request a deferred payment through the Business Office subject to the approval of the President. Payment plans are available at the College business office through FACTS Tuition Management. If payment or arrangement for payment is not made, students are not considered officially registered and will be administratively withdrawn, but remain responsible for tuition and fees.

NOTE: A student may be academically withdrawn during the semester for nonpayment, and will be responsible for all tuition and fees.

Collection Clause
The following clause is included on college forms, with areas for student signature, signifying their understanding of their financial obligations.

> *"I understand by registering for courses at Great Bay, I am financially obligated for ALL costs related to the registered course(s). Upon a drop or withdrawal, I understand I will be responsible for all charges as noted in the student catalog and handbook. I further understand that if I do not make payment in full, my account may be reported to the credit bureau and/or turned over to an outside collection agency. I also understand I will be responsible for the costs of the outside collection agency, any legal fees, and any bounced check fees under RSA 6:11, which will add significant cost to my existing account balance:"*

Veterans
The Registrar verifies veteran registrations two weeks after classes begin. Veterans are responsible for payment of tuition and fees pending the receipt of benefits.

TUITION REFUND POLICY
Credit Courses
All refunds require that the student complete an official withdrawal form. Students who officially withdraw from the college or an individual course by the end of the eighth (8th) calendar day of the semester will receive a 100% refund of tuition, less non-refundable fees. This policy applies to all semester length and alternative semester formats. Students in classes which begin after the designated start of the semester will have 8 calendar days from the start of the class to withdraw for a full refund. Exception: students in courses that meet for two weeks or fewer must drop by the end of the first day of the class in order to get a 100% refund. Students registered for non-credit workshops/professional training through the Business and Training Center must withdraw in writing at least three business days prior to the first session to receive a full refund of tuition and fees. Refunds take approximately four to six weeks. If the college cancels a class, tuition and lab fees will be refunded.

The College President or designee may grant a tuition refund or tuition credit under extenuating circumstances on a case-by-case basis, such as military activation, administrative error or documented long term illness. In order to receive a tuition credit, supporting information such as physician's note, hospital confirmation, military assignment, etc. must be provided. Students wishing to be considered for an exception must still complete the add/drop form. The complete procedures for students with extenuating circumstances can be obtained in the Office of the Vice President of Student Services.

Return of Title IV Funds: Mandated by Law
Students who withdraw from school before the 60% point in a semester will have to repay a portion or all of their Federal Pell Grant, Federal SEOG grant, and Federal Perkins Loan funds to the United States Department of Education. In terms of Federal Family Education Loans (Stafford student loans) the unearned portion of the loan money will be returned to the student's lender. The exact amount required to be returned will vary depending on the amount of grant and loan money the student received and at what point in time the student withdraws from the College.

In addition, the student will be liable for the balance owed the College for tuition and fees. The student will receive a revised statement of account for the expenses incurred which will include the reduction and or loss of Federal Title IV funds.
Students who choose to withdraw from the College must complete a College Withdrawal Form. This form must be signed by the student and various campus offices and then be returned to the Registrar's office.

Academic Policies

I. STUDENT ACADEMIC CLASSIFICATIONS

Matriculated student: a student who has been accepted/admitted to a certificate or degree program on a full-time or part-time basis. Matriculated status is maintained by taking at least one course per academic year; otherwise a candidate will be required to reapply for admission and abide by any new academic requirements in effect at that date. Each student is expected to demonstrate orderly progress in completing his/her educational objective at Great Bay.

To help clarify each student's enrollment status at the college, students are assigned to one of the following categories:
1. Full-time student - a person who is enrolled in 12 or more semester credit hours.
2. Part-time student - a person who is enrolled in less than 12 semester credit hours.

Non-matriculated student: a student who is taking either credit or noncredit courses, but has not been formally admitted to a certificate or degree program.

Requirements for graduation are defined by the program of study to which students have been admitted at the time of matriculation.

II. DEGREE REQUIREMENTS

Associate in Arts Degree (A.A.)
The Community College System of New Hampshire offers two types of Associate in Arts degrees; one which focuses on a general liberal arts education and the other which is developed for specialized transfer designed by the offering college.

The Associate in Arts Degree program requires a minimum of 64 credits as follows:

Associate in Arts Degree: General Liberal Arts education
(See Program of Study section within Liberal Arts for specific Great Bay degree requirements)

English Composition	3-4	credits
English Electives	3-4	credits
Humanities/Fine Arts/Foreign Language	9	credits
Mathematics	6-8	credits
Lab Science	8	credits
Social Science	9	credits
Liberal Arts Electives	15	credits
Open Electives*	9-12	credits
Total Credits	**64**	**credits**

*A computer literacy course may be included within the open elective area.

Associate in Arts Degree: Specialized Transfer
Great Bay offers specialized Liberal Arts transfer degrees in American Studies, Biotechnology, Business, and Teacher Preparation. (See the Program of Study section for specific degree requirements.)

English Composition	3-4	credits
English Electives	3-4	credits
Foreign Language/Humanities/Fine Arts	9	credits
Mathematics	6-8	credits
Lab Science	8	credits
Social Science	9	credits
Electives in specialized area of study	20	credits
Liberal Arts or Open Electives*	2-5	credits
Total Credits	**64**	**credits**

* A computer literacy course may be included within the open elective area.

Associate in Science Degree (A.S.)
The Associate in Science (A.S.Degree Programs) shall provide a minimum of 32 credits of specialized study in courses clearly identifiable with the technical skills, proficiency, and knowledge required for career competency. A minimum of 24 credits in General Education is required.

Courses fall into the following areas:

1.	English Composition and Literature	6	credits
2.	Science	3-4	credits
3.	Math	3	credits
4.	Social Science	3	credits
5.	Foreign Language/Humanities/Fine Arts	3	credits
6.	Liberal Arts Electives	6	credits

Associate in Applied Science Degree (A.A.S.)
The Associate in Applied Science (A.A.S.) Degree programs shall provide a minimum of 32 credits of specialized study in courses clearly identifiable with technical skills, proficiency, and knowledge required for career competency. A minimum of 21 credits in General Education is required.

Courses fall into the following areas:

1.	English Composition and Literature and/or Communication	6	credits
2.	Science	3-4	credits
3.	Math	3-4	credits
4.	Social Science	3	credits
5.	Foreign Language/Humanities/Fine Arts	3	credits
6.	Liberal Arts Electives	3	credits

Math and English Requirements for Graduation
To earn an Associate degree, students will be required to complete successfully one or more college-level math classes and two college-level English courses as specified by the particular program and curriculum to which the student has been accepted. Students lacking basic arithmetic and algebra skills and writing and reading skills may achieve those competencies through developmental courses offered at the college. See page 16 for placement testing information.

Elective Course Information
In addition to the required courses in a student's program, students may be given elective options. Each program/discipline offers a different set of electives, so please refer to each individual program for specific options. The following information will aquaint students with the variety of elective categories and the selection of elective courses. All academic subject codes and course numbers refer only to Great Bay courses.

English Elective: any course with the academic subject code of ENGL and a course number of at least 100.

Social Science Elective: any course with the academic subject code of AN, ECON, GEOG, HIST, POL, PSYC, SOC, and a course number of at least 100.

Foreign Language/Humanities Elective/Fine Arts Elective: any course with the academic subject code of ARTS, AMER, ASL, FREN, HIST120, HIST130, HUMA, PHIL, SPAN, and a course number of at least 100. ENGL Literature Courses, other ENGL courses: ENGL210, ENGL213, ENGL214.

Math Elective: any course with the academic subject code of MATH and a course number of at least 100.

Science Elective: any course with the academic subject code of BIOL, CHEM, ESCI, PHYS and a course number of at least 100.

Liberal Arts Elective: any course listed under the categories of English elective, Social Science elective, Foreign Language/Humanities/Fine Arts elective, Math elective or Science elective with a course number of at least 100.

Business Elective: any course with the academic subject code of ACCT, BUS, ENT, FINC, MKTG and a course number of at least 100.

Open Elective: any course that the college offers with a course number of at least 100.

III. CERTIFICATE REQUIREMENTS

Professional Certificates

Professional Certificates are granted in selected programs with a defined curriculum having a minimum of 32 and a maximum of 36 semester hours of credit. A professional certificate also consists of a minimum of 12 credits of general education credits and is designed to facilitate transfer into an Associate Degree if the student decides to continue.

Certificates

Regardless of their duration or composition, certificate programs emphasize specific skills and outcomes required for employment or career advancement. There are no specific General Education requirements, except to meet the stated competencies.

More information regarding specific certificate requirements can be found in individual programs of study descriptions.

IV. COMMENCEMENT REQUIREMENTS

A minimum cumulative grade point average of 2.0 is required to receive a degree or certificate from Great Bay. In addition, a student must earn a minimum number of college credits as identified by each curriculum. All outstanding monies owed to the College must be paid before the degree or certificate is awarded. Students are urged to work closely with their academic advisors to ensure they are making satisfactory progress toward fulfillment of graduation requirements.

Intent to Graduate

Candidates for graduation from all programs should contact the Registrar in January to complete an Intent to Graduate form. Upon submission of the form and payment of the graduation fee, a degree audit is initiated to determine eligibility to graduate. Commencement exercises are held each May. Students who are within 6 credits of program completion may participate in the ceremony if they demonstrate the ability to earn the requisite coursework in the subsequent summer semester. Students who do not complete the course requirements by the end of the summer semester have to resubmit the Intent to Graduate form and pay the graduation fee again.

V. STUDENT RIGHTS

The college shall provide an environment that fosters academic freedom, ensures the integrity of the academic process, and protects the principle of intellectual diversity. The classroom is a forum for exposing students to scholarly viewpoints. Students will be graded not on the basis of their political, religious or ideological beliefs, but on the basis of their reasoned answers and appropriate knowledge of the subjects and disciplines they study and in accordance with the academic standards set forth in the course syllabus.

VI. ACADEMIC RECORDS

Attendance

It is the responsibility of Great Bay students to attend all classes, laboratory sessions, and clinical/co-op affiliations. Students must recognize that absence will interfere with academic success in their program of study. The instructor will be responsible for informing students of his/her individual attendance policy at the beginning of each course.

Auditing Courses

A student may enroll on an audit basis subject to individual course attendance requirements and tuition. The status of audit is granted to a student only after consultation with the Vice President of Academic Affairs and the course instructor. The decision to audit must be made at the time of registration and cannot be reversed. Audit courses carry no credit toward graduation requirements.

Change of Program

Students wishing to change their program should submit a change of program form to the Admissions Office. Credit will be transferred only for those courses that apply to the new program. Some programs with limited enrollment may not be available for change of program, but may require submitting a new application for admission. ***Requirements for graduation are defined by the program of study to which students have been admitted at the time of change of program.***

Changing Course Requirements

The college is constantly reviewing and upgrading the content of programs offered to assure that each graduate receives current knowledge and training to perform competently in a chosen field. To accomplish this, the college reserves the right to modify course requirements based on its educational and professional objectives and the needs of its students.

Course Repeat Policy

For purposes of calculating the cumulative grade point average (CGPA), when a student repeats a course at the same Community College System of New Hampshire institution, the grade achieved in the most recent course will be the grade used in the CGPA calculation. All previous grades will remain on the transcript but not used in the calculation. Only those repeated courses completed at the student's college of matriculation will be used in the calculation of the CGPA; repeated courses completed at an institution outside of the Community College System of New Hampshire and transferred into the student's college of matriculation will not be used in the calculation of the CGPA.

Third and subsequent attempts to repeat a course will require the approval of the department chair of the program/discipline in which the course resides in consultation with the instructor. ***IMPORTANT NOTE:*** Financial aid will cover only one repeat per course.

Grading

Students are assigned grades based upon evaluations of their work. Grades are given at the end of each semester and are based on criteria listed on an individual instructor's syllabus, but generally include quizzes, tests, and projects and participation. Standards for grades are listed below. Clinical grades are recorded on a pass/fail basis and are not part of the grade point average.

Letter	Numerical Grade	Quality
A	93.33-100.00	4.0
A-	90.00-93.32	3.7
B+	86.67-89.99	3.3
B	83.33-86.66	3.0
B-	80.00-83.32	2.7
C+	76.67-79.99	2.3
C	73.33-76.66	2.0
C-	70.00-73.33	1.7
D+	66.67-69.99	1.3
D	63.33-66.66	1.0
D-	60.00-63.32	0.7
F	Below 60.00	0.0

P	Passing	0.0
NP	Not Passing	0.0
AF	Administrative Failure	0.0
AU	Audit	0.0
CS	Continuing Study	0.0
I	Incomplete	0.0
W	Withdraw	0.0
WP	Withdraw Passing	0.0
WF	Withdraw Failing	0.0

Explanation of Grades: P, NP, AF, AU, CS, I, W, WP, WF

P: Pass (not calculated into GPA)

NP: No Pass; unsatisfactory (not calculated into GPA)

AF: Instructor or administrator initiated withdrawal at any time for reasons other than poor grade performance - e.g., failure to meet attendance requirements, as published in the instructor's syllabus, violation of the Student Code of Conduct, disruptive behavior, etc. The grade may also be issued if a student registered in a clinic, practicum, internship or lab is deemed unsafe or performing in an unsatisfactory manner as determined by an evaluation by a faculty member/agency supervisor in accordance with department criteria and procedure. Calculated in GPA as an "F."

AU: A course taken as an audit does not earn credit and cannot be used to meet graduation requirements. Admission by permission of the instructor. Not all courses can be taken for audit. Students must enroll in the course as auditing at the time of registration.

CS: Continuing Study. Intended for students who have demonstrated progress and a commitment to succeeding in the course, but who need more time to achieve competencies. "CS" grade can be applied to courses below the 100 level only. Does not affect GPA and does not fulfill prerequisites for college-level courses. Students must reregister and subsequent tuition costs apply.

I: Incomplete grade. Indicates that a student has not completed a major course assignment due to extraordinary circumstances. It is not used to give an extension of time for a student delinquent in meeting course responsibilities. The "I" grade is not calculated into the GPA. However, all work must be completed by the end of the third week of the subsequent semester or the grade defaults to an F. See full Incomplete Grade Policy.

W: Student-initiated withdrawal from a course at any time prior to the 60% point of the course. Does not affect GPA. Can be initiated by the instructor if notified by the student of extenuating circumstances that the student is unable to initiate the process (e.g., catastrophic illness or injury, job transfer to another state).

WP: Student-initiated withdrawal from a course after the 60% point of the course and before the last 10 days of the semester; student has a passing grade at time of drop, as determined by the instructor. Does not affect GPA. Can be initiated by the instructor if notified by the student of extenuating circumstances that the student is unable to initiate the process (e.g., catastrophic illness or injury, job transfer to another state).

WF: Student-initiated withdrawal from a course after the 60% point of the course and before the last 10 days of the semester; student has a failing grade at time of drop, as determined by the instructor. Calculates in GPA as an F. Can be initiated by the instructor if notified by the student of extenuating circumstances that the student is unable to initiate the process (e.g., catastrophic illness or injury, job transfer to another state).

Grade Point Averages

Scholastic standing at the end of each semester is determined via the grade point average (GPA), which is computed by dividing total semester points (grade equivalent multiplied by credit hours) by total credits attempted. The cumulative grade point average (CGPA) is determined at the end of the second and subsequent semesters by dividing cumulative points by the total credit hours attempted, taking into account all previous work completed. Refer to the Student Handbook for additional information pertaining to calculating or determining GPAs and CGPAs.

Incomplete Grades
An Incomplete Grade (I) indicates that a student has not completed a major course assignment (usually a final exam or culminating final assessment) due to extraordinary circumstances, such as serious illness, death in the family, etc. The grade is applied only in those instances where the student has a reasonable chance of passing. It is not used to give an extension of time for a student delinquent in meeting course responsibilities.

The work must be completed by the student through formal arrangement with the instructor no later than:

- the end of the third week in the Spring semester for a grade issued in the Fall semester
- the end of the third week in the Fall semester for a grade issued in the Summer term
- three weeks from the earliest start date of the summer term for a grade issued in the Spring semester

Should the student fail to complete the work within the designated period, the grade will automatically become an F. Exceptions to the above deadlines may be made by the Vice President of Academic Affairs.

"I" grades will not be included in the computation of grade point average. An "I" grade may affect a student's financial aid. Students should contact the Financial Aid Office on their campus for further information.

Residency Requirement
In order to establish residency in an institution, the following is required:

A. For an Associate Degree, a minimum of 16 semester credits must be completed either as a full-time student, a continuing education division student, or a combination of each from credit courses offered directly by and under the full control of the institution concerned. At least 8 credits must be taken in advanced level courses in the student's major.

B. For Diploma or Professional Certificate, a student must complete at least 9 credits or 25% of the credits, whichever is larger, required for the Diploma or Professional Certificate at the institution from which it is awarded.

C. For a Certificate, a student must complete at least 6 credits or 25% of the credits, whichever is larger, required for the Certificate at the institution from which it is awarded.

VII. ADDING/DROPPING COURSES

Before adding or dropping a class or classes, students should consult their Academic Advisor and/or instructors responsible for those classes.

Adding a Course
A course may be added at any time prior to the tenth class day of a semester or other prorated timeline. Such an addition may be added only with the approval of the instructor(s) involved, the student's academic advisor, and formal notification to the Registrar's Office by submitting the ADD/DROP form provided by that office. Students may be denied the opportunity to add a course during the ten-day period if the instructor, advisor, or department chairperson believes the missed coursework would jeopardize their potential for success. Exceptions to this policy require the approval of the Office of Academic Affairs.

All course or section changes must be made within the first two weeks of class and must adhere to the formal add/drop process. There is no registration after the add/drop period for each course time frame

Dropping a Course
The student should initiate the official drop procedure after consultation with his/her faculty advisor. Simply ceasing to attend classes or notifying the instructor does not constitute officially dropping a course.

If a student wishes to withdraw prior to the 60% mark of the course, the instructor's signature is not required. After the 60% mark, the instructor must issue a grade of either WP or WF and sign the Add/Drop form.

If a student decides to drop a class, he/she must formally withdraw by the dates specified in the academic calendar. This is accomplished by filling out an official Add/Drop form from the Registrar's Office.

Refunds are only given when students fill out the official drop form in accordance with the refund policy within established dates of the individual semester.

When a student drops a class...

1. Before the eighth (8) day of the semester, the student will receive no grade in the course, and no notation will appear on his/her academic record.
2. Up to the 60% point of the course, the student will receive a "W" grade on his/her transcript.
3. After the 60% point of the course and before the final ten (10) days of the semester, the student will receive Withdraw/Pass (W/P) or Withdraw/Fail (W/F) on the transcript. The WP is not calculated in the GPA. The WF is calculated in the GPA as an "F".
4. When there are fewer than ten (10) class days remaining in the semester, the student will receive an appropriate grade other than W/P or W/F, and that grade will be computed on the transcript in the student's grade point average.

Re-admission to the College
Students who have withdrawn from the college may apply for readmission within the guidelines of the individual program policies. Also, if matriculation requirements have not been maintained, re-admission will also be necessary. Contact the Admissions Office for more details.

Students who have been suspended from their program of study are no longer considered matriculated at the College. See Academic Appeal Procedure for details on appealing a suspension. Students may continue to take courses at the college on a non-matriculated basis if space is available.

Academic Amnesty
A student who has previously attended Great Bay Community College and is admitted at a later time may be eligible for Academic Amnesty, which provides for the following:

A. All grades taken during the student's previous time at the college will no longer be used to calculate the student's new cumulative GPA. However, grades C- and above taken during the student's previous time at college will be used to meet course requirements (where appropriate), subject to the approval of the Vice President of Academic Affairs or his/her designee.

B. Even though previous grades will not be used to calculate the new cumulative GPA, all previous grades will remain on the student's transcript. In order to be eligible for Academic Amnesty, a student must meet all of the following conditions:

1. The student has not taken any courses at the college for a period of at least 3 years from the last semester of attendance.
2. The student applies for Academic Amnesty at the time of admission.
3. The student has never before received Academic Amnesty.
4. The student achieved a cumulative GPA below 1.7 during previous attendance.

Withdrawal from the College
A student who finds it necessary to withdraw from the college is strongly encouraged to complete the established process, which includes completion of an official Withdrawal Form (available from the Registrar). Withdrawing students are also required to see the business office to settle any unpaid balances or arrange for any refunds.

VIII. ACADEMIC PLACEMENT POLICY

Any student admitted into a degree program at Great Bay Community College will be required to take placement tests in reading, writing, mathematics, and computer skills. The goal of placement testing is to identify areas of strength and weakness so that students are appropriately placed into math, English, and computer courses. Placement testing may also be required for other courses that are impacted by math, writing, reading, and technology competencies. In some cases, placement testing may determine acceptance into a program. Students who are applying to a certificate program may have testing requirements specific to that certificate. Testing requirements are located in Admissions, Academic Affairs, and the Center for Academic Planning and Support (CAPS).

Great Bay Community College's placement policy may be waived, in full or part, for those individuals who have met one or more of the following conditions:

• Earned a minimum score of 500 on the SAT Critical Reading, SAT Math, and/or SAT Writing (with an essay score of 8 or higher).

• Completed a computer-based placement test (CBT) within the past two years at Great Bay Community College or another accredited postsecondary institution.
• Completed a college-level math, English or computer course at an accredited institution with a C or better.

The online placement tests (ACCUPLACER*) are administered by the Center for Academic Planning and Support (CAPS) and can be done on a drop-in basis during the Center's open hours. ACCUPLACER is a computer-based assessment that is adaptive in nature, carefully selecting questions based on prior responses to get the most information in the least amount of time. College advisors will use placement scores along with other important information to develop an academic schedule that is right for each student. Students who elect not to take the placement test, or to enroll in courses that are incompatible with placement or advisor recommendations, will be required to sign a waiver form.

Any student who has a disability that might interfere with his/her ability to take the assessment independently may request special testing accommodations from the Coordinator for Disability Services. Students who are nonnative speakers of the English language may access a variation of the placement test (LOEP) that will determine course placement based on assessed levels of English proficiency.

** ACCUPLACER is a product of The College Board, a division of the Educational Testing Service (ETS)*

IX. ENGLISH DEPARTMENT POLICIES

PLACEMENT POLICY

ENGL 098 is the first in a sequence of developmental courses designed to build the requisite skills for success in ENGL 110. The prerequisite for ENGL 099 is placement or a grade of "C" or better in ENGL 098. In order to move directly from ENGL 098 to ENGL 110, the following conditions must be met: minimum grade of B in ENGL 098 plus instructor approval OR Accuplacer placement in ENGL 110 or ENGL 110 with tutorial.

COLLEGE COMPOSITION I POLICY

Students must pass the research component of ENGL110 College Composition I in order to pass the course.

X. ADVANCED STANDING

A matriculated student who is able to present evidence supporting education in one or more courses applicable to the student's program of study may request that those credits/experiences be evaluated and applied to graduation requirements. Four methods of gaining advanced standing are as follows:

1. Transfer of credit from another institution
2. College Level Examination Program (CLEP)
3. Credit by Examination (Internal)
4. Credit for prior learning experience

1. Transfer of Credit from Another Institution. Students may transfer credits earned at other accredited institutions for coursework required by their Great Bay Community College major program. It is the student's responsibility to furnish the college with a official transcripts of academic courses from each college they have attended and a catalog from each institution attended with course descriptions for which transfer credit is sought. Grades of "C" or better in courses judged by the college to be equivalent in nature and content to Great Bay Community College offerings will be accepted. Final determination of transferability rests with the Vice President of Academic Affairs. Students seeking a degree/diploma at Great Bay Community College must fulfill residency requirements. A student must have a minimum of 64 credits in order to complete a degree and must complete all required courses for his/her academic program.

Transfer of a course to this institution does not guarantee transfer of that same course to subsequent institutions. See individual academic program descriptions for specific program transfer policies.

2. College Level Examination Program (CLEP)

Students with previous academic experiences in specific subject areas may choose to earn credits by taking a nationally standardized exam known as CLEP. Great Bay is an approved testing site for CLEP, providing examinations in the areas of Composition and Literature, Foreign Languages, Social Sciences, History, Science, and Mathematics. A complete list of the CLEP exams accepted for credit by Great Bay, along with corresponding course names and credits, is available in CAPS (Center for Academic Planning and Support).

Successful completion of a CLEP exam is treated as a transfer credit. Students will need to request that a copy of their scores be sent to Great Bay for review. This request is made to The College Board and can be done during or after the exam. Acceptance of CLEP exams for transfer credits will be based on the following criteria:

- The student has earned a passing score as defined by The College Board and the college.
- The student has been accepted into a program.
- There is a course within the student's program of study that is equivalent to the CLEP exam.

Although CLEP credits count towards graduation, CLEP scores are not calculated into a student's GPA or in any way interpreted as a grade. Additionally, CLEP credits may not be applied towards Great Bay's twenty-five percent residency requirement. Students may not transfer CLEP credits for a course they have successfully completed or for a course that is more advanced than the subject of the exam. Any student who fails an Great Bay course and wishes to take a CLEP exam in lieu of retaking the course must realize that the original grade received will remain on his/her transcript and will be counted in the CGPA.The CLEP exam score does not replace a grade for an Great Bay course. Students should speak with their academic advisor if they have questions regarding this process. CLEP exams are administered on the computer (CLEP CBT) through the Center for Academic Planning and Support. Individuals needing testing accommodations or optional essays must allow a minimum of two weeks prior to testing to process these requests. For more information, contact CAPS: (603) 775-2374.

3. Credit by Examination

A matriculated student who has earned a Cumulative Grade Point Average (CGPA) of 2.0 or above presenting evidence supporting previous experience or prior educational preparation in a particular subject area may seek to obtain credit for a course by requesting and completing an examination which covers the instruction and/or laboratory content of the course. If successful, the appropriate credit hours are applied to the student's academic record. Not all courses are appropriate for credit by examination. Individual colleges and departments will be responsible for determining if a course is eligible for credit by examination. A student is eligible for a maximum of 16 credits through credit by examination. Credit will not be given for grades below C. A student receiving a grade below C is ineligible for another special examination in that course. Students who have previously taken a course and failed it are not eligible for an examination for credit in that course.

The student should complete the form available in Academic Affairs and then meet with an appropriate faculty member to discuss obtaining credit by examination. Final approval rests with the Vice President of Academic Affairs or his/her designee. No exam is to be issued until all fees are paid and all approvals have been obtained. *The date for the exam shall be determined by the instructor administering the exam, but shall not take place more than 30 days after the date of the instructor's approval.*

4. Credit for Prior Learning - Experiential Learning

Credit for prior learning offers students the opportunity to demonstrate the knowledge they have gained through life experiences and apply this knowledge towards credit in a degree or certificate program. A student must be matriculated in a degree or certificate program and have earned a cumulative grade point average of 2.0 or above to be eligible to apply for experiential credit. Not all programs provide the experiential credit option; students should consult with their academic advisor.

A request for Credit by Prior Learning should initiate with the faculty advisor or faculty member who normally teaches the course for which the student wishes to receive credit. After initial discussion, the student should submit the appropriate approval form available in the Academic Affairs Office. Upon approval, the student must develop a portfolio that demonstrates achievement of the course objectives and competencies. The portfolio would minimally contain a cover letter and resume, extensive work experience explanations, letters from employers, certificates of accomplishment, samples of work, as well as any other information deemed appropriate. The responsibility of proof will be on the student requesting evaluation. The portfolio is then reviewed by an appropriate faculty member, the department chairperson, and the Associate Vice President of Academic Affairs.

XI. TRANSFER TO OTHER INSTITUTIONS

Transfer policies vary from institution to institution. When transfer to another institution is sought, the number of transfer credits granted for courses completed at Great Bay is determined entirely by the institution to which the student transfers.

Transcripts

Transcripts must be requested in writing. Copies of official transcripts are provided for a $3.00 per copy fee; $8.00 per transcript is charged if the transcript is to be faxed to the recipient. There is no fee to send a transcript within the Community College System of New Hampshire. A student's transcript is private information. No third party may receive a copy of a student's transcript without the student's written consent. Student accounts must be paid in full in order to receive a transcript

XII. ACADEMIC HONOR CLASSIFICATIONS

President's List: Any student enrolled in a degree program carrying a minimum of 12 semester credits and earning a grade point average of 3.70 or higher for a given semester will be placed on the President's List for that semester.

Vice President's List: Any student enrolled in a degree program carrying a minimum of 12 semester credits and earning a grade point average of 3.30 – 3.69 for a given semester will be placed on the Vice President's List for that semester.

Graduation Honor: Students who graduate within the appropriate range of cumulative grade point averages are designated with the honor list below:

3.30 – 3.59	Cum Laude (with Honors)
3.60 – 3.89	Magna Cum Laude (with High Honors)
3.90 – 4.00	Sum Cum Laude (with Highest Honors)

XIII. ACADEMIC STANDING CLASSIFICATIONS

Academic Standards: Students falling below the following standards will be designated as not meeting satisfactory academic progress. Failure to meet satisfactory progress will result in either Academic Probation or Academic Suspension.

Academic Probation Definition: a warning which indicates the student may not be on track to graduate because of poor academic performance. The student may remain in the program, but his/her academic progress will be monitored.

Students not meeting the criteria below will be placed on Academic Probation:

1-13 Credits Accumulated:	below 1.50 CGPA
14-27 Credits Accumulated:	below 1.70 CGPA
28-40 Credits Accumulated:	below 1.80 CGPA
41+ Credits Accumulated:	below 2.00 CGPA

Academic Suspension Definition: the student may no longer remain in the program and may not re-apply for admission for a minimum of one semester. Students who do not meet satisfactory progress for Academic Probation for three consecutive semesters will be placed on Academic Suspension

OR

Students not meeting the criteria below will be put on Academic Suspension:

1-13 Credits Accumulated:	below 0.50 CGPA
14-27 Credits Accumulated:	below 1.10 CGPA
28-40 Credits Accumulated:	below 1.25 CGPA
41+ Credits Accumulated:	below 1.50 CGPA

Financial Aid may be in jeopardy if a student fails to achieve satisfactory academic progress as defined above.

Academic Appeal Procedure

Students who receive letters establishing any of the above classifications have the right to an appeal. All appeals must be made in writing and submitted to the Vice President of Academic Affairs by the designated date on the letter of notification. The appeal must clearly state the basis for the student's request. A student who is suspended will receive a petition for reinstatement which will outline that appeal process. The student will have an opportunity to present his/her case to the Academic Standing Committee. A written decision will be sent to the student within 48 hours.

Grade Appeal Policy

Any appeal of a grade must be initiated by the student with the instructor before an ensuing semester has elapsed. Students should be advised that in most instances a grade may be changed only by the instructor. Only in a case of obvious computational error or blatant abuse of the grading prerogative, can the VPAA, the only other individual on campus empowered to change a grade, alter a student's grade.

Students who believe they have valid grounds for a grade appeal will use the following process to resolve the issue:

1. Meet with the instructor
The student shall contact the faculty member and schedule a meeting to discuss the grade appeal and attempt to resolve the conflict. The faculty member and student shall meet within the next five (5) work days.

2. Meet with the Program Director/Department Head
If the issue was not resolved in Step 1 above, the student has three work days from the date of the faculty member's decision to file a written appeal with the faculty member's Program or Department Head, or with the Vice President of Academic Affairs if the faculty member is also the Department Head or Program Director. Within three work days the Department Head or (VPAA) will mediate the dispute either through discussion with the instructor, or with the student in the company of the faculty member. If no resolution is reached, proceed to step 3 below.

3. Meet with the Vice President of Academic Affairs (VPAA)
If the issue is not resolved in Step 2 above, the student has three work days to file a written appeal with the Vice President of Academic Affairs. The VPAA will meet with all parties concerned within the next three work days to attempt to resolve the dispute. The VPAA will have three work days from the last meeting to render a decision on the grade appeal. The decision of the VPAA is final.

Note: During the summer, when faculty are not on campus, students may begin the grade appeal process with the Office of Academic Affairs. Every attempt will be made to have the faculty member contact and meet with the student within the specified time. On occasion, however, these times may need to be adjusted.

Academic Warning
The instructor may give a student an academic warning at any time if the student is failing or in danger of failing a course.

XIV. ACADEMIC HONESTY

True learning can exist only in an environment of intellectual honesty. As future professionals students have a particular responsibility to themselves and society to conduct their academic studies with integrity. Great Bay Community College must refuse to allow plagiarism and cheating; all of us must work to create an environment in which intellectual curiosity and honesty are valued.

Refer to the Student Handbook for definitions of cheating and plagiarism. Violations will be referred to the Academic Affairs Office for Judicial Review. Instructors are empowered to impose sanctions as outlined in the Student Handbook.

XV. ACADEMIC PRIVACY

Family Education Rights and Privacy Act (FERPA) In compliance with the Family Rights and Privacy Act of 1974 (The Buckley Amendment), it is the policy of the College to protect the educational/academic records of its learners, former learners, and alumni. All personally identifiable information in a learner's educational record is considered confidential. FERPA rights apply at the point of matriculation or registration, regardless of minor status. The identifying status is the process which makes the individual a student at this college.

The federal law includes provisions for disclosure of Directory Information by educational institutions. The college considers the following to be Directory Information: Student's name, telephone number, city/town, e-mail address, major field of study, enrollment status (e.g. full-time or part-time), degrees, awards, honors. IF YOU DO NOT WISH DISCLOSURE OF ANY OR ALL OF THE CATEGORIES OF IDENTIFIABLE DIRECTORY INFORMATION, YOU MUST NOTIFY THE REGISTRAR IN WRITING PRIOR TO THE CLOSE OF THE LAST DAY TO ADD.

Please consider very carefully the consequences of any decision by you to withhold any category of general Directory Information. Should you decide not to release general Directory Information, any future requests for such information from non-institutional persons or organizations will be refused, except as provided by law.

The college will honor your request to withhold general Directory Information, but cannot assume responsibility to get in touch with you for subsequent permission to release it. Regardless of the effect upon you, the college assumes no liability for honoring your instructions that such information be withheld.

Copies of the Family Educational Rights and Privacy Act of 1974, Part 99 of Title 45, dealing with Privacy Rights of Parents and Students, may be obtained from the Vice President of Student Affairs or the Office of the Vice President of Academic Affairs.

Student Records
A. Students have the right to review the contents of their records. Students will be given access to their own records within a reasonable period of time, but in no case shall access be withheld for more than 45 days after the request has been made. The Registrar is authorized to release this information. Students wishing access to their records must contact the Registrar personally. In cases involving the possibility of misinterpretation of data, the Vice President of Academic Affairs or his/her qualified designee shall interpret the data to the student.

B. Students shall have the opportunity for a hearing to challenge the contents of their college records to ensure that they are not inaccurate, misleading, or in violation of their privacy or rights. This challenge must be made in writing to the Vice President of Academic Affairs.

C. Students may authorize the release of their records to intended persons or institutions by completing the .Authorization to Release Records form. No access or release of any personally identifiable records or files on students will be allowed to any individual, agency or organization without prior written consent of the student, except as follows:

1. To internal and external officials directly involved with a legitimate educational interest.

2. To authorized Federal and State officers as identified in Section 438 (b) 3) of Public Law 93- 380.

XVI. ADDITIONAL ASSOCIATE DEGREES

Students may earn additional Associate Degrees or Certificates within programs either by concurrent completion of the requirements of the several degrees or by subsequent study after the first degree is received. The requirements for earning additional degrees are as follows:

1. Complete all requirements of each program of study, including general education requirements; and

2. Earn a minimum of 15 additional credits at the college beyond those required for the first and subsequent degrees.

Students must be matriculated in both degree programs or degree/certificate programs.

XVII. INDEPENDENT STUDY

Opportunities for credit-bearing Independent Study are available to matriculated students who wish to explore areas of a discipline not covered in the normal curriculum but related to the student's program. Independent Study is not available to non-matriculated students. Matriculated students must have a minimum CGPA of 2.0 to be eligible for an Independent Study. The intent of the Independent Study is to expand a student's learning experience beyond the normal program curriculum. Typically undertaken for 1-2 credits, an Independent Study may not be done in lieu of any course existing in Great Bay Community College's catalog. The final approval rests with the Vice President of Academic Affairs.

XVIII. DIRECTED STUDY

Under certain circumstances a matriculated student may take a course in a semester when the course is not offered. A directed study allows a matriculated student to pursue the published learning objectives/outcomes for a course independently under the guidance of a qualified faculty member. A matriculated student must have a minimum CGPA of 2.0 to be eligible for a Directed Study.

The student must demonstrate compelling reasons why the course could not be taken in a subsequent semester or was not taken in the semester when it was originally offered in the curriculum. Barring exceptional circumstances, a directed study will not be granted for a course currently being offered. The final approval rests with the Vice President of Academic Affairs.

XIX. COMPUTER USE POLICY

Summary of Acceptable Use Policy for Computing Resources for Great Bay Community College.

This document contains guidelines regarding the use of computing and networking facilities located at or operated by the college. The definition of Great Bay Community College computing facilities includes any computer, server or network system or system element provided or supported by the college. Use of the computer facilities includes the use of data/programs stored on the college computing equipment, data/programs stored on magnetic tape, floppy disk, CD-ROM or other storage media that is owned and maintained by the college. The "user" of the system is the person using the systems from any connection point (e.g. a keyboard) locally or by remote access, requesting an account (or accounts) or logging on to an existing account in order to access any college asset. The purpose of these guidelines is to ensure that all students and

authorized visitors use the college's computing facilities in an ethical and lawful manner. The college computing system is a state-owned system, and network monitoring is used to ensure reliable performance and the integrity of the network.

1. The college's computers are for non-sensitive and non-confidential use only. Students are warned that there is no inherent security in the system and should not use college systems for any work that should be protected.
2. Individual users are responsible for maintaining their own data. The college is NOT responsible for the integrity of any student data stored on servers or systems maintained by the institution.
3. Users should report any weaknesses in the college's computer security and any incidents of possible misuse or violation of this agreement to the proper authorities by contacting the college's IT Department. Users shall not attempt to access any data or programs contained on the Great Bay network, or any other network accessed, for which they do not have authorization.
4. Users shall not make unauthorized copies of copyrighted software, except as permitted by law or by the owner of the copyright.
5. Users shall not make copies of system configuration files for their own or others' unauthorized personal use.
6. Users shall not purposely engage in activity with the intent to: harass other users; degrade systems performance; deprive an authorized college user access to a college resource; obtain extra resources beyond those allocated; circumvent the college's computer security measures or gain access to a college system for which proper authorization has not been given.
7. Fraudulent, harassing or obscene messages and/or materials shall not be downloaded, viewed, sent to/from or stored on college systems.
8. To ensure systems and software compatibility and to reduce chances of malicious code infections, users shall not download, install or run any applications programs without first consulting the course instructor.
9. Users will not run from any college system any software which reveals weaknesses in the security of a system or that can be used as a hacking tool, unless within the guidelines and under the supervision of a college course. For example, college users shall not run password-cracking programs on college computers.

Noncompliance with these requirements constitutes a violation and will be reported to the Chief Campus Officer and the IT Department of Great Bay Community College. Violations will be referred to a judicial committee. Serious violations may result in civil or criminal prosecution.

Use of the college's computing facilities constitutes implicit acceptance of and agreement with the Acceptable Use Policy for Computing Resources for Great Bay Community College found in the Student Handbook.

XX. STUDENT EMAIL POLICY

Upon registering, students are assigned a student email address which supersedes any existing personal email address stored in the college system's records. The college student email is the primary communication vehicle between the student and all college departments and courses. Any email notices and communications from the college will be directed to a student's college email account only. Any message sent to or from a personal email account is subject to quarantine and/or removal from the CCSNH email server.

XXI. ACADEMIC OPPORTUNITIES

The college is able to provide special academic initiatives designed to enrich student's educational experiences.

HONORS PROGRAM

The college's honors program is designed to challenge the level of the student's performance in the classroom. Courses within the honors program will incorporate greater complexity and sophistication in thinking and will be assessed with a higher level of intellectual outcomes.

Developmental courses, courses that do not count toward graduation requirements, or are generally not transferable will not be considered for the honors program. Honors courses or components will be indicated by an honors designation on a transcript. They do not carry extra credit.

Honors Coursework

All decisions on whether to develop and offer honors coursework in a department or discipline will be made by the department. Honors program courses are not intended to have a different set of objectives from similar courses in the discipline. Each department of academic discipline will develop criteria for differences between the honors' curriculum and assessment and regular course curriculum and assessment.

Honors Coursework Placement/Eligibility

A. Incoming first-year students wishing to enroll in honors coursework must:

1. Score above '80' in the reading portion of the Accuplacer Placement Test
2. Score above '90' in the writing portion of the Accuplacer Placement Test
3. Score above an '11' on the writing sample of the Accuplacer Placement Test

B. Current students wishing to enroll in honors coursework must adhere to the above scores or have a cumulative grade point average at Great Bay Community College of 3.5 or higher.

C. Transfer students wishing to enroll in honors coursework must have a minimum of 12 transfer credits and a cumulative grade point average from the transferring institution of 3.5 or higher.

Once a student is designated as "honors eligible", he/she may enroll in one of two potential honors curriculum models:

1. Honors Sections of Courses: Sections of courses designated as "Honors" will be noted in the semester course schedule with the regular course number followed by an "H". For example, an honors section of College Composition I would be noted as ENGL110H. Additionally, the word "Honors" will appear in the title of the course. For example, ENGL110H will appear with the title College Composition I - Honors.

Decisions on whether honors courses will run will be based on the same criteria used to determine course viability. Honors sections of courses must provide a curriculum committee documented Course Content Outline and Assessment Addendum that indicates the criteria for honors in that course. A copy of the approved outline and addendum are kept on file in the Academic Affairs Office.

2. Honors Components of Regular Courses: A second option exists for students to pursue an honors component within a regular course. Typically, these are courses that do not have a high number of sections available each semester. For example, there is typically only one section of HIST201, History of New England, offered in a given semester. With departmental approval, a student is able to pursue an honors component to a section of the existing section of HIST201.

Students wishing to pursue an honors component of a regular course must complete an Honors Component Approval Form and an Honors Component Contract. The ability of a student to pursue an honors component of a regular course must receive departmental approval and cannot be appealed.

LEARNING COMMUNITIES

A learning community is a combination of courses in different disciplines which are organized around a common theme or a specific cohort group.

- The connection between the subject matter in the separate courses is emphasized so that information and skills learned in one class can be applied to the other courses.
- The same students enroll in all the courses in a learning community. As a result, the same students and teachers are together in two or more classes each week. They get to know each other more than students in regular classes and sometimes work together on various projects and help each other learn.
- At the end of the semester, each student gets a grade for each of the courses that are part of the learning community.
- In a variety of college settings and in a number of forms, Learning Community approaches have been shown to increase student retention and academic achievement, increase student involvement and motivation, improve students' time toward degree completion, and enhance educational development.

SERVICE LEARNING

Service learning combines community service with academic instruction. Students enrolled in courses with a "service-learning" component as part of the academic experience are guided through a critical analysis of what they observe in the field and what is presented in class.

This "service-learning" approach enhances the breadth and depth of student learning in at least three domains:

- Academics/higher order cognitive skills
- Life skills
- Sense of civic responsibility and ability to be an effective member of the communities where they will reside after graduation.

The service-learning program focuses on promoting service learning as an effective teaching strategy within the existing curricula of the college. Course learning outcomes are the basis for integrating projects that serve the college or the community at large. In order to preserve the academic integrity of a service learning opportunity, students are not graded on simply "putting in the hours". Rather, they are graded on specific assignments and/or projects that demonstrate learning from the service-learning experience. Some courses will provide built-in experiential projects; others will require the student to identify his/her own project. Service-learning activities have been demonstrated as positive learning experiences for both students and faculty. Courses with required Service-learning components are labeled SL.

XXII. TRANSFER OPPORTUNITIES AND ARTICULATION AGREEMENTS

As a comprehensive community college, Great Bay has developed partnerships with public and private four-year institutions both in and out of New Hampshire. These partnerships include a range of articulation agreements such as dictionaries of transferable courses and their equivalencies, sample plans of study toward a particular major, 2+2s, which allow Great Bay students junior status and/or dual admission. Great Bay students have successfully transferred into the following colleges which represent only a sample of transfer opportunities.

- Daniel Webster College
- Endicott College
- Franklin Pierce College
- Granite State College
- Keene State College
- Plymouth State University
- Rivier College
- Rochester Institute of Technology
- Southern New Hampshire University
- University of Massachusetts – Lowell
- University of New Hampshire
- University of Southern Maine

Alliance with Franklin University (Online Education) - Great Bay participates in the Community College Alliance with Franklin University, one of the nation's leading online educational institutions. The partnership allows students who have completed their Associate Degree, and a core of general education and major-specific "bridge" courses at Great Bay, to then earn a Bachelor's Degree with 40 to 50 more online credits from Franklin. Students can obtain more information and a Franklin University application form through the Center for Academic Planning and Support.

UNH Connection Program

The University of New Hampshire Connection Program is specifically designed to prepare students for successful transfer to one of the University System of New Hampshire colleges. One of the goals of the program is to facilitate access to the exceptional academic opportunities available to students at Great Bay Community College and at University System of New Hampshire schools. Advantages of the program include lower tuition costs, transfer-focused advising, opportunities for students to achieve academic readiness, and a streamlined application process.

For more information on any of these transfer opportunities, contact the Career and Transfer Services Coordinator: (603) 775-2377.

Academic Support Services

Center for Academic Planning and Support
Academic planning and support services are available to both student and community members through the Center for Academic Planning and Support (CAPS). Services include: new student advising, peer and professional tutoring, computerized instruction, workshops, disability and ESOL support services, international student advising, career exploration, academic and transfer counseling and assessment. Students are encouraged to visit the Center for Academic Planning and Support during their first week of classes to familiarize themselves with CAPS services and staff. There is no charge to students enrolled in credit-bearing courses. Community members may access the Center on a fee-per-service basis.
Hours of Operation:

Stratham	
Monday - Thursday	8:00 a.m. to 8:00 p.m.
Friday	8:00 a.m. to 4:00 p.m.
Saturday	10:00 a.m. to 2:00 p.m.**

(**Fall and Spring semesters only)
Weekly hours are posted at the start of each semester.

For more information, or to receive a brochure, call (603) 775-2373 or visit the Center's website: www.greatbay.edu/caps.

Academic Advising and Counseling
The goal of advising is to assist students in creating academic plans that will lead to the successful realization of their educational goals. Through conversation, assessment, goal setting, and strategic planning, students are empowered to create academic schedules that reflect their interests, skills, and obligations to family, work, and/or community.
The process of advising at Great Bay Community College is characterized by communication and connection between the student and his/her advisor. It is through a mutual exchange of questions and information that ideas and solutions are generated. The advisor-advisee relationship is potentially one of the most significant partnerships a student will experience while at Great Bay. Students are encouraged at all times to seek out their advisor to ask questions, share concerns, get help, plan for the future, or simply to "check-in".

New students are advised by CAPS (Center for Academic Planning and Support) and returning students, those who have attended one or more semesters, are advised by their program faculty advisor. CAPS will assist new students in connecting with their faculty advisors during their first semester, either at New Student Orientation or later in the semester. In some cases, CAPS will continue to work cooperatively with the student and his/her program faculty to address key issues e.g., visa and legal status, academic skill building, career choices, transfer options, disability support, study and organizational skills, financial aid, cultural counseling, and life management. When necessary, students are referred to outside agencies for further assistance.

Project Success
Project Success is a program designed to provide career assessment, personal and academic support, and community access to needed services for single parents, displaced homemakers, and single pregnant women enrolled in career and technology programs at Great Bay Community College. Funded by the Carl C. Perkins Vocational Educational Grant, eligible students may receive funds to help with books, tuition, fees, and supplies. Weekly small group meetings are required. For more information regarding the application process, contact the Project Success Director at CAPS: (603) 775-2375 or visit our website http://www.greatbay.edu/caps.

Career Development
The Center for Academic Planning and Support (CAPS) provides students with career counseling, career advisement, help choosing a major, and employment-seeking strategies. CAPS houses a computerized interest profiler CHOICES, which allows students to explore different career paths and educational opportunities and to make informed decisions based on numerous factors including interest, ability, and salary requirements. CAPS also maintains an online job database for student and community use. Students and graduates are also encouraged to access the community "One-Stops" (NH Works) for additional job search assistance. For more information, contact CAPS: (603) 775-2373.

Tutoring Services
Both peer and professional tutors are available in many subject areas to help students complete their coursework successfully. Tutoring is free for Great Bay students in credit-bearing courses and may be accessed by the community on a fee-per-service basis. Tutoring options include: Math and Writing Centers; tutor-facilitated study groups; one-to-one tutoring; small group tutoring; online help; and video and software programs. Schedules for tutoring are posted each semester in CAPS and on the CAPS website by the tutor coordinator. The tutor program trains and certifies its tutors via the College Reading & Learning Association (CRLA) national standards. For more information about receiving tutoring or becoming a tutor, contact CAPS at (603) 775-2373.

Disabilities Support Services
Community College System of New Hampshire (CCSNH) Disabilities Services Mission Statement:
It is the mission of CCSNH Disabilities Services to provide equal educational access, opportunities, and experiences to all qualified students with documented disabilities who register with the college's Disabilities Services Office. Reasonable accommodations are provided to students to allow them to achieve at a level limited only by their abilities and not by their disabilities. Assistance is provided in a collaborative way to help students develop strong and effective independent learning and self-advocacy skills, as they assume responsibility for reaching their academic goals.

In compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act of 1990, the College does not discriminate against students with disabilities in terms of program admission and/or opportunities for academic success. Students are entitled to equal access to programs and services for which they are otherwise qualified.

Although students are not obliged to disclose their disability, in doing so they become eligible to receive support services that promote retention and success. As each student's needs are unique, the provision of services is designed individually each semester. Reasonable accommodations are determined by the nature of the disability, requirements of the curriculum and specific classes, and timeliness of the request.

To access services students must provide recent documentation of their disability to the Coordinator of Disability Support Services. All information is kept confidential. For more information or to schedule an appointment, contact the Center for Academic Planning and Support (CAPS) at (603) 775-2376 or visit our website at www.greatbay.edu/caps.

Grievance Policies and Procedures Appeal Process for a Student Denied Disability Services:
Students denied disability services may submit a written appeal of the decision. Appeals should be sent to the Director of the Center for Academic Planning and Support (CAPS) and to the Vice President of Academic Affairs (VPAA) within ten (10) working days of receipt of the decision from the Disabilities Counselor. The Director and VPAA will research the appeal and provide a decision to the student within ten (10) working days of receipt of the appeal letter.

If the student does not agree with the decision of the Director of CAPS and the Vice President of Academic Affairs, the student may submit a written appeal to the President of Great Bay Community College. The original documentation and recommendation of the Disabilities Counselor will be reviewed by the President (or designee), who will communicate his/her decision in writing within fifteen (15) working days of receipt of the written appeal. The student may then appeal this decision to the Chancellor of the Community College System of New Hampshire, if desired.

Inquiries may also be directed to the US Department of Education, Office of Civil Rights, 33 Arch Street, Suite 900, Boston, MA 02110-1491; (617) 289-0111; TDD: (877) 521-2172; email: ocr_boston@ed.gov.

English as a Second Language (ESL) and International Services
ESL and international students are provided with academic support and advising services. For ESL students this includes individual help and computer assistance to improve skills in oral and written communication, reading, study skills, and test preparation, tutoring in academic subjects, and both formal and informal language proficiency evaluation. For international students this includes advising on immigration status, employment eligibility, health insurance, travel, taxes, and legal referral. Students are encouraged to discuss cultural, social, and professional concerns with the ESL/International counselor. Besides classes, Great Bay also has many organizations and activities in which all students can participate to promote cross-cultural understanding. For more information, contact CAPS: (603) 775-2372.

Workshops
Workshops occur throughout the year in a variety of topic areas: career, academic, transfer, and life management. A monthly technology series of one-hour workshops are offered throughout the fall and spring semesters and are designed to teach basic skills in the use of the computer and computer applications. Workshops are free to students and open to the community through the purchase of a Community Access Card. For more information, contact CAPS: (603) 775-2373.

Student Services

LEARNING RESOURCE CENTER

Library Services
The Library supports the teaching and learning activities of Great Bay Community College and provides informational services for New Hampshire residents. A full range of library services is available, including: circulation of our 14,852 volume library and 178 current periodical subscriptions for browsing and research, remote access to information provided by 39 databases and 7,000 electronic books, instructor reserves, informational research reference, bibliographic instruction, photocopying, fully loaded media carts, information via free access to the Internet and interlibrary loan.

Hours and Locations
The Stratham Library is open Monday through Thursday from 8 am to 8 pm, on Friday from 8 am to 4 pm, and on Saturday from 10 am to 2 pm. The Portsmouth Library shares space with CAPS in room C3. Computers are available to gain access to electronic resources.

Reference Help
Librarians have professional expertise in helping students find and use information. Librarians are familiar with library assignments handed out in classes and also offer instruction in the print and electronic research process. Students can access assistance at the library circulation desk, by phone, by live-person chat, or via email. Questions can be e-mailed to reference@ccsnh.edu.

Online Access
Using library workstations or their own computers off campus, students can access the online catalog, locate full-text periodical articles, search electronic reference sources, or search the Internet.
Begin at the library home page **http://www.library.ccsnh.edu**. Only current students can access reference databases from off campus. Call the Library at (603) 775-2210 for further assistance in remote use.

Academic Programs Material
Library materials include reference resources, circulating books; electronic books; online full-text databases of periodicals and reference materials; online and print periodicals; local, state, and national newspapers; and a wide variety of audiovisual materials such as videos, DVDs, and CDs. All media materials and the equipment to use them are available for use

in the libraries. In addition, there is a reserve collection of materials, placed on reserve by instructors for specific classes. Reserves may be in print or audiovisual format. From library workstations, students can also access Blackboard, web email, and the Internet.

Thousands of periodicals and newspapers are available in print or online. Many online indexes offer the full text of periodical articles that students may print, download, or send via email. Librarians can show students how to use these resources.

Saving Documents, Printing, E-mailing, and Copying
Current Great Bay Community College students may print 10 pages per day from library workstations; however, students are encouraged to bring formatted 3.5-inch disks or jump drives to the Libraries for downloading information. Students may also email information from many library resources to themselves. Libraries also have photocopiers for use. Copies are $.10 each.

Material from Other Libraries
Students needing material that is at another Community College System of New Hampshire campus can request that it be sent through interlibrary loan. Students may make a request themselves online through the card catalog or ask a library staff member to make the request.

Great Bay Community College students, under a reciprocal agreement, have access to the resources of the University System libraries. These include the libraries at UNH Manchester and Durham, Keene State, Plymouth State and Granite State College. Students, with a valid picture student ID, may go to these libraries and borrow materials directly at no charge. Please be aware that if materials are not returned to any University System library, students will be responsible for the full replacement cost of the items plus any applicable fees. This will result in a charge being placed on the student's account at Great Bay Community College and will need to be paid before registering for classes, receiving grades, transcripts or graduating. Students also have access to The Stratham Public Library (Wiggin Memorial Library).

Fines
Fines for all items are 25 cents/day. A hold will be placed on student records if materials are not returned or fines are not paid. This hold must be cleared before a student can check out more materials, register for classes, receive grades, graduate, or obtain transcripts.

Access, Use, and Check-out Procedures for Library Materials
Students need a current Great Bay Community College photo ID to check out library materials. Books are loaned for three weeks. Loan periods for other materials vary and may include room-use-only restrictions.

Information Technology Services (IT)
Classroom computers and College technology systems are maintained and updated by the College's Information Technology department. IT staff work directly with faculty and Department Chairs to support the learning needs of a diverse student population. Many classrooms are outfitted with SMART Boards and hook-ups for mobile teaching labs. Wireless networks exist for instruction, meetings, and special events. Open computer labs are located in the library and in the CAPS Department for students to work on assignments and access online learning environments such as Blackboard. Information Technology specialists also partner with Disability Services to review, purchase, and implement assistive technology for students with disabilities.

TRiO/Student Support Services (TRiO/SSS)
TRiO/SSS is a federally-funded grant program located at the Stratham campus. The program's mission is to support students who are low income, first-generation college students (neither parent graduated with a Bachelor's degree before the student reached his/her eighteenth birthday) or students with disabilities. Students must be accepted in an academic program, enrolled in at least six credits, and have applied for financial aid in order to receive services.

TRiO/Student Support Services include:
- Academic support
- Career counseling
- Cultural trips
- Transfer college exploration
- Workshops on study skills and resume writing
- Personal counseling
- Mentoring

Students can obtain applications for the TRiO/SSS program through the Admissions office or by contacting the TRiO/SSS program directly at (603) 775-2319 in Stratham.

Bookstore
The college maintains an on-campus bookstore stocked with textbooks, supplies, novelty items, and college clothing articles. The college contracts with a private vendor to run the bookstore. Students who have questions about pricing, books, or any issues should direct their inquiries directly to the bookstore at (603) 778-6218. Students can also purchase text books on line. The Bookstore can be accessed through the college web site.

Bus Service
Great Bay Community College students ride COAST Bus Service in the Seacoast area free with their valid College ID Card. Bus service is available Monday-Friday. Schedules are available in the Student Services Office.

Cafeteria
The college cafeteria is located on the main floor. Students can buy hot or cold foods, drinks, and pastries. The cafeteria hours are posted each semester. Meals are available at reasonable prices, and vending machines are also available. The college contracts with a private vendor to run the cafeteria.

Housing and Living Expenses
The college does not maintain residence halls or assume responsibility for housing. Students are advised to check on campus to see if any information about local housing options have been made available or have been posted. Arrangements and contracts for housing are solely between the student and the landlord.

Insurance
A special accident and illness insurance policy is available to all students enrolled with the CCSNH. Enrollment information is provided through a mailing during the summer months or at new student orientation. The basic policy covers illness and accidents occurring in and out of school. Other details are available within the policy information. The college is not liable for personal injuries incurred by students who are in attendance. Students are encouraged to either provide their own coverage or purchase the insurance provided by the System.

All Nursing and Allied Health Students who have a clinical must have accident and illness insurance, as well as professional liability coverage. Information regarding this professional liability coverage is available in the Nursing Department.

All students who wish to participate in intercollegiate athletics must produce evidence of enrollment in an accident insurance policy.

Student Handbook
The college's student handbook is available to all students on the college website as well as on-campus through the Student Services Office or the Center for Academic Planning and Support (CAPS). The student handbook documents academic and student policies and procedures. Students are responsible for being familiar with the information in the student handbook.

Student Life Mission Statement
Student life implements programming, events, and cultural experiences in order to provide students with:

- A voice in determining their future
- Leadership development
- Exposure to new experiences
- A sense of self
- Opportunities for play and recreation
- Experiences that build a connection to campus and a respect for diversity
- An understanding of the importance of civic engagement

Fully aware that the value of the College experience for each student is greatly affected by personal needs and interests, the administration and faculty of the College regard student life as an integral part of the total education program. Students at our College are encouraged to take advantage of the social, athletic and community service activities offered. The College believes the rewards of meaningful relationships, development of skills gained through participation as a student leader, and the many benefits of athletic activity are an important part of the collegiate experience.

Athletics
College participation in intercollegiate competition will be determined by enthusiasm and interest generated within the student body and varies from year to year. Club sports are formed as an alternative in some instances. The Student Senate and the College sponsor all activities. Students must be enrolled and in good standing to be eligible to participate in any athletic program. Also, students must have on file a doctor's statement of that student's satisfactory physical condition as well as proof of health and accident insurance coverage for league play.

Campus Activities Board (CAB)
A Campus Activities Board serves on both of the Stratham & Portsmouth campuses. CAB sponsors and supports activities, which reflect the mission of Student Life and are open to the entire student body. Examples of past CAB events have been Welcome Week, drive-in movie night, final stress busters, Boston theatre trips, Boston Red Sox games, trivia contests, concerts, comedians, paintball, bingo and the children's holiday party. CAB regularly sponsors a variety of entertainment, novelty events, and educational speakers.

Clubs
Students are encouraged to pursue other interests, both social and academic, at the College through participation in the variety of student organizations. The clubs available may be different each year due to student interest. Curriculum-related groups, such as the Student Nurses' Association, Early Childhood Education Club, History Club, Surgical Technology Student Association, Digital Art and Media Club, Teacher Prep Club, Veterinary Tech Club and the International Society of Pharmaceutical Engineers are currently active on campus. Other student organizations found at the College include TRiO Club, Alternative Spring Break (ASB) Club, International Student Club, Eagles Basketball Club and Gamer's Club.

Community Service
Students at Great Bay Community College are involved in community-service projects both on campus and in the local community. Recent projects have included: Hunger and Homelessness Awareness Week, Fall Clothing Drive, Holiday Toy Drive, Family Holiday Party, and Food Drives as well as holding several Red Cross Blood Drives throughout the year. Students of the College do community service with a variety of community organizations. In addition, there are Alternative Spring Break service trips for students through Habitat for Humanity or other service organizations. In the past, students have been offered leadership positions through the National Service Program, AmeriCorps. AmeriCorps Student Service Leaders receive an educational stipend of over $1,000 upon completion of 300 hours of service. Positions are limited and an application process is required.

Phi Theta Kappa
Stratham & Portsmouth campuses are home to The Alpha Upsilon Phi Chapter of Phi Theta Kappa, the national honor society for two-year colleges. PTK recognizes scholarship, leadership, and service at the College. Invitations for membership are extended twice a year to Associate Degree candidates who have at least a 3.5 cumulative grade point average (minimum of 15 credits earned at Great Bay) and have demonstrated leadership and service. Students must maintain a 3.0 CGPA once they are inducted into the organization.

Kappa Beta Delta
Kappa Beta Delta (KBD) is a national honor society for two-year college business students. The purposes of this Society are to encourage and recognize scholarship among students pursuing Associate Degrees in business, management, and administration. The society also encourages personal and professional improvement through service. New inductees must be enrolled in a business program, have a GPA of at least a 3.7, and have at least 6 credits of business courses. The inductees must also be recommended by their advisor. Once the students are inducted, they must maintain a GPA of 3.0. KBD is accredited by the Association of Collegiate Business Schools and Programs (ACBSP). ACBSP develops, promotes, and recognizes best practices that contribute to continuous improvement of business education and accredits qualified business programs.

Student Senate
The Student Senate serves as the governing group for the student body. Senate allocates funds to recognized student groups, acts as the student voice, and forms committees to work on projects that improve the student experience on campus. With the Department of Student Life, Senate supports the success of all of the student groups through leadership and community-building activities.

The Student Senate elections are held early in the fall. Representatives must be matriculated students in good standing. Senate meetings are held bi-weekly. Check the campus calendar for time/day/location. Although only representatives can vote on proposals, these meetings are open to all members of the student body and input is welcome.

Student Ambassador Program
The Student Ambassador Program is designed to provide the Admissions Office and the College in general with a body of volunteers who are trained and prepared to represent the College at functions that involve the outside community. These functions could include Campus tours, Information nights, Orientations, Open Houses, Counselor Breakfasts, and a variety of other outreach activities. These volunteers are selected from the general student body through recommendations and a selection process made by faculty and staff.

The Vanguard
The College publishes The Vanguard, a literary publication to showcase student writing. Students from all campus sites and curriculums are invited to contribute materials to be included. The editorial staff is comprised of students.

BUSINESS & TRAINING CENTER
Businesses, nonprofits, and community groups in and around the Seacoast rely on the Business & Training Center (BTC) for customized and off-the-shelf training solutions. Management and, supervision skills, Value Stream Mapping, Six Sigma and ISO certification/recertification are just a few of the specialized programs BTC offers. Software applications and many other productivity enhancing skills training is also available - for general enrollment or custom designed for specific industry needs.

The Business & Training Center faculty, staff and consultants bring a depth and breadth of experience and expertise to help you evaluate your needs and deliver training solutions to improve productivity and performance. We can assess the format best suited for your situation. Customized & specialized training sessions, or even full certificate or Associate Degree courses and programs can be delivered at your business site or our training facilities.
Programs include:

- Leadership and coaching
- Technical and business communication
- Microsoft ® Office Applications
- Desktop Publishing and Multimedia
- Occupation-Specific Database Applications
- Accounting for Nonfinancial Professionals
- Volunteer Management Certification
- Automotive Service Technologies
- Biotechnology
- Advanced Manufacturing
- Information Systems Technology
- Customer Service
- Blueprint Reading
- Special Education Certification

Contact the Business & Training Center at (603) 559-1580.

PROJECT RUNNING START
The New Hampshire Project Running Start Program is a unique higher-education initiative for high school students. Specifically, this program enables high school students to enroll in selected college courses offered by Great Bay Community College at a significant reduction in tuition. College courses are offered during the day at high schools throughout New Hampshire.

The Project Running Start program promotes a very special - and important - partnership with secondary schools. This partnership will play a significant role in promoting access to higher education and lowering the costs associated with obtaining a college education.

Program Goals

The Project Running Start Program is focused on the following goals:

- Reduce the cost of higher education.
- Encourage more young learners to seek a higher education.
- Accelerate the process of higher education.
- Enroll more young students in the CCSNH.
- Retain more residents in the New Hampshire public higher education system.

Benefits for Students

- Students receive college credit and appropriate high school credit.
- Students will graduate high school with a college transcript of earned credits.
- Students are recognized as Great Bay students with access to many college resources.

Assessment Testing

Students will have the opportunity to take Accuplacer assessment testing offered at the high school or college. This assessment is required of any student who wishes to enroll in a College Composition course.

Cost

The cost to enroll in a Great Bay course through Project Running Start is $100 per course, plus books and supplies (if not provided by the high school). This represents a substantial savings in college tuition costs.

Faculty Information

All teaching faculty come from the ranks of the secondary schools and meet or exceed the hiring qualifications for Great Bay faculty. There is no adjunct salary compensation for Project Running Start faculty. Great Bay will support professional development opportunities for Running Start faculty (e.g., faculty mentors, Great Bay Community College symposia, and other college activities). Great Bay will also issue one course voucher for every college course that is taught. These course vouchers cover the cost of tuition (fees excluded) and are intended for the use of Running Start faculty. Running Start faculty may elect to transfer their voucher.

Transfer Opportunities

Project Running Start alumni have successfully transferred credits to the following colleges and universities: Allegheny College, American University, Assumption College, Barnard College, Bentley College, Boston College, Boston Architectural Center, Boston University, Bryant College, Bucknell University, Castleton State College, Central Connecticut State College,, Chester College, Clark University, Clarkson University, Coastal Carolina University, Colby Sawyer College, Daniel Webster College, Elmira College, Embry-Riddle Aeronautical University, Emmanuel College, Endicott College, Fairfield University, Florida Tech, Franklin Pierce College, George Washington University, Hofstra University, James Madison University, Johnson & Wales, Keene State, Liberty University, Lyndon State College, Maine College of Art, MacIntosh College, Marquette University, Merrimack College, Middlesex Community College, New England College, Great Bay, Northeastern, Northern Essex Community College, Norwich University, Ohio Wesleyan University, Penn State, Plymouth State University, Providence College, Purdue University, Quinnipiac University, Rivier College, Rochester Institute of Technology, Sacred Heart College, St. Anselm College, St. Joseph's College, St. Lawrence University, Salve Regina College, Southern NH University, Southern Vermont College, Stonehill College, Suffolk University, SUNY Cortland, Syracuse University, Trinity College, University of Connecticut, University of Maine, University of Massachusetts, University of Connecticut, University of Miami, University of New England, University of New Hampshire, University of Rhode Island, Virginia Tech, Wentworth Institute of Technology, Western New England College, Worcester Polytechnic Institute, and many others. This list represents only a sample of transfer opportunities.

Transferability policies vary from college to college and are dependent on a variety of factors such as major course of study.

For Further Information

Contact the Running Start Coordinator or your local high school regarding courses offered for college credit through the Running Start Program.

Core Attributes

Institutional Objective:
This institution holds the belief that the academic program of each student (in completion of the requirements of the major and the general education requirements) provides the opportunity to develop core attributes that support both personal and professional growth and goal achievement.

Human Relationship Skills: The application of values, collaboration skills, standards, ethical judgment , and appreciation of diversity required for personal and professional interaction.

Communication Skills: The ability to express ideas and share knowledge in a clear, focused, and organized manner.

Critical Thinking: The ability to analyze, synthesize, and evaluate information in a logical and coherent manner.

Global Perspectives: The ability to examine a concept in contexts and from perspectives other than one's own.

Quantitative Reasoning: The application of computational methods and numerical data interpretation to solve problems.

Scientific Processes: The application of scientific methods to gain knowledge and examine the laws, theories, and processes of physical and biological phenomena.

Technical Skills: The theoretical and applied knowledge for career entry and continued professional development

Study Skills: The application of strategies, resources, and attitudes to find solutions and gain knowledge.

Accounting

Associate in Science

Accounting is a field of study that offers challenging and meaningful work, a great deal of opportunity, good working conditions, and a rewarding salary. The future is bright for accountants, as there is a significant projected growth and replacement rate in the number of jobs through the year 2010 according to the U.S. Department of Labor. Opportunities exist in public accounting, private industry, government, nonprofit, and international accounting fields. There are many different types of jobs that accountants can perform, including cost accounting, tax accounting, internal and external auditing, management accounting, consulting, general accounting, analysis, corporate controllership, vice president of finance, etc. Furthermore, accounting is a very secure field that usually encounters a low percentage of layoffs during times of economic downturn.

Accounting is the language of business and it ensures the nation's firms are run more efficiently, its public records kept more accurately, and taxes are paid on time. Accounting personnel analyze, classify, record, summarize, and report transactions in businesses. Accounting is relied upon by investors and managers for accurate and timely reporting of business results.

The Accounting curriculum is continually modified and updated to keep pace with ever-changing rules, laws, and technology. The accounting program focuses on providing the student with the accounting skills needed to perform the job, as well as the analytical skills needed to evaluate situations and understand general business needs. The Accounting degree provides a foundation in economics, law, management, finance, and information technologies. Accounting graduates are prepared for employment in entry-level accounting/bookkeeping positions or can transfer to a four-year institution in pursuit of a bachelor's degree. The Accounting degree transfers in its entirety to many four-year colleges. Southern New Hampshire University accepts all accounting credits from Great Bay and awards scholarships to Great Bay accounting graduates based on academic performance. Plymouth State University accepts accounting graduates in an honor transfer program, provided a 3.0 CGPA is maintained while at Great Bay. UNH-Manchester accepts transfer credits into their Bachelor's of Arts-Business Degree.

The Business Studies Department is accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

Accounting Transfer Credit Policy: In addition to Great Bay transfer credit policies, appropriate transfer credits for accounting courses may be accepted within a ten year time frame.

DEGREE PROGRAM - FIRST YEAR

Fall Semester		TH	LAB	CR
ACCT113	Accounting and Financial Reporting I	3	0	3
BUS114	Management	3	0	3
ENGL110	College Composition I	4	0	4
*INT101	College Success Seminar	1	0	1
**MATH131	College Algebra I	3	0	3
*** CIS110	Introduction to Computers	2	2	3
	Total	16	2	17

Spring Semester		TH	LAB	CR
ACCT123	Accounting and Financial Reporting II	3	0	3
ECON134	Macroeconomics	3	0	3
MATH202	Probability and Statistics	4	0	4
	English Elective	3	0	3
	Science Elective	3	0	3
	Total	16	0	16

DEGREE PROGRAM - SECOND YEAR

Fall Semester		TH	LAB	CR
ACCT213	Cost Accounting I	3	0	3
ACCT216	Software Systems Applications	2	2	3
ACCT223	Intermediate Accounting I	3	0	3
BUS211	Business Law	3	0	3
ECON135	Microeconomics	3	0	3
MKTG125	Principles of Marketing	3	0	3
	Total	17	2	18

Spring Semester		TH	LAB	CR
ACCT215	Cost Accounting II	3	0	3
ACCT233	Intermediate Accounting II	3	0	3
ACCT243	Federal Income Taxes-Individual	3	0	3
BUS210	Organizational Communications	3	0	3
BUS221	Business Finance	3	0	3
	Foreign Language/Humanities/Fine Arts Elective	3	0	3
	Total	18	0	18

TOTAL CREDITS – 69

*INT102 (2 credits) and INT103 (3 credits) also meet the INT101 course requirement.

**or any math course numbered 131 or higher will meet the MATH 131 course requirement.

*** or higher numbered computer (CIS) course. CIS156 is recommended.

ACCOUNTING CERTIFICATE

		TH	LAB	CR
ACCT113	Accounting and Financial Reporting I	3	0	3
ACCT123	Accounting and Financial Reporting II	3	0	3
ACCT213	Cost Accounting I	3	0	3
ACCT215	Cost Accounting II	3	0	3
ACCT216	Software Systems Applications	2	2	3
ACCT223	Intermediate Accounting I	3	0	3
ACCT233	Intermediate Accounting II	3	0	3
ACCT243	Federal Income Taxes-Individual	3	0	3
BUS221	Business Finance	3	0	3
*** CIS110	Introduction to Computers	2	2	3

TOTAL CREDITS – 30

*** or higher numbered computer (CIS) course. CIS156 is recommended.

Automotive

Associate in Applied Science

Toyota Partnership

Automotive technicians are trained to diagnose and repair the complex electronic and computerized systems in modern vehicles and to cope with the fast-changing professional demands of the automotive service industry. The Automotive Technology program at Great Bay combines theory, extensive laboratory experience, and cooperative work experience, as well as courses in technical math, English, physics, social sciences, and humanities to develop entry-level technicians with professional skills and attitudes. Students gain experience with Toyota vehicles and procedures and benefit from the Automotive Technology program's participation in the T-TEN (Toyota Technical Education Network) Partnership. Cooperative work experience at a participating Toyota dealership is required for the Associate Degree program; T-TEN students need to maintain a 2.3 CGPA to be eligible for their co-op. The Automotive Technology/T-TEN program at Stratham is certified by the National Automotive Technician Education Foundation, the educational arm of the National Institute for Automotive Service Excellence.

Automotive Technology Transfer Credit Policy: In addition to Great Bay transfer credit policies, transfer credit for automotive coursework will be evaluated by the Automotive Department Chairperson for currency and applicability.

Admission Requirements: A valid driver's license. Accuplacer placement test indicating college level English and math skills is required to register for Automotive Technology courses.

Additional Expenses: Tools: up to $1,200. Summer Co-op: 6 credits, tuition and lab fees. Successful completion of a hands-on comprehensive final exam is required for graduation. Recommended Background: high school algebra, physics.

DEGREE PROGRAM - FIRST YEAR

Fall Semester		TH	LAB	CR
AU 100	Intro to Automotive Technology (P)	1	2	2
AU 111	Engine Repair Theory (P)	3	0	3
AU 113	Engine Repair Lab T (P)	0	4	1
*** CIS 110	Introduction to Computers	2	2	3
ENGL 110	College Composition I	4	0	4
MATH 131	College Algebra I	3	0	3
	Total	13	8	16

Spring Semester		TH	LAB	CR
AU 121	Automotive Electrical Systems Theory (P)	3	0	3
AU 123	Automotive Electrical Systems Lab T (P)	0	6	2
AU 126	Automotive Brakes Systems Theory(P)	2	0	2
AU 128	Automotive Brakes Systems Lab T (P)	0	3	1

MATH141	Technical Mathematics	3	0	3
	English Elective	3	0	3
	Total	11	9	14

Summer Semester		TH	LAB	CR
AU 135	Automotive Co-op (P)	0	40	6

DEGREE PROGRAM - SECOND YEAR

Fall Semester		TH	LAB	CR
AU 211	Automotive Electronics Theory (P)	2	0	2
AU 213	Automotive Electronics Lab T (P)	0	3	1
AU 216	Manual Trans/Driveline Theory (P)	2	0	2
AU 218	Manual Trans/Driveline Lab T (P)	0	3	1
AU 226	Climate Control Systems Theory (P)	1	0	1
AU 228	Climate Control Systems Lab T (P)	0	3	1
PHYS135	College Physics I	3	3	4
	Social Science Elective	3	0	3
	Total	11	12	15

Spring Semester		TH	LAB	CR
AU 221	Automatic Transmission Theory (P)	2	0	2
AU 223	Automatic Transmission Lab T (P)	0	3	1
AU 230	Engine Performance Theory (P)	5	0	5
AU 232	Engine Performance Lab T (P)	0	6	2
AU 235	Steering and Suspension Theory (P)	2	0	2
AU 237	Steering and Suspension Lab T (P)	0	3	1
	Foreign Language/Humanities/Fine Arts Elective	3	0	3
	Total	12	12	16

TOTAL CREDITS – 67

*** or higher numbered computer (CIS) course.

AUTOMOTIVE TECHNOLOGY CERTIFICATE

		TH	LAB	CR
AU 100	Introduction to Automotive Technology	1	2	2
AU 111	Engine Repair Theory	3	0	3
AU 113	Engine Repair Lab T	0	4	1
AU 121	Automotive Electrical Systems Theory	3	0	3
AU 123	Automotive Electrical Systems Lab T	0	6	2
AU 126	Automotive Brakes Systems Theory	2	0	2
AU 128	Automotive Brakes Systems Lab T	0	3	1
AU 135	Automotive Co-op (P)	0	40	6
AU 211	Automotive Electronics Theory (P)	2	0	2
AU 213	Automotive Electronics Lab T (P)	0	3	1
AU 216	Manual Trans/Driveline Theory (P)	2	0	2
AU 218	Manual Trans/Driveline Lab T (P)	0	3	1
AU 226	Climate Control Systems Theory (P)	1	0	1
AU 228	Climate Control Systems Lab T (P)	0	3	1
AU 221	Automatic Transmission Theory (P)	2	0	2
AU 223	Automatic Transmission Lab T (P)	0	3	1
AU 230	Engine Performance Theory (P)	5	0	5
AU 232	Engine Performance Lab T (P)	0	6	2
AU 235	Steering and Suspension Theory (P)	2	0	2
AU 237	Steering and Suspension Lab T (P)	0	3	1

TOTAL CREDITS – 41

Biotechnology

Associate in Science

Our nationally recognized Biotechnology program prepares students with the skills, knowledge, and attributes to enter the biotechnology industry and/or to proceed to further education at four-year universities.

Graduates may be found in biotechnology companies in the following positions: Manufacturing Associate, Quality Control and Quality Assurance Technician, Validation Consultant, and Lab Technician in Research or in Genomics.

Biotechnology is a subject area that has enormous implications for the future of the 21st century. It is predicted that biotechnology will impact our lives in many ways, including diagnosing and treating disease, lengthening the life span, feeding the planet, and remediating the environment.

Biotechnology Transfer Credit Policy: In addition to Great Bay transfer credit policy, appropriate transfer credits for biotechnology and science courses may be accepted within a 10 year time frame.

DEGREE PROGRAM - FIRST YEAR

Fall Semester			TH	LAB	CR
BIOL 108	General Biology I (or BIOL110)		3	3	4
CIS 110	Introduction to Computers		2	2	3
CHEM 115	General Chemistry		3	3	4
ENGL 110	College Composition I		4	0	4
*MATH 151	Intermediate Algebra		3	0	3
		Total	15	8	18

Spring Semester			TH	LAB	CR
BIOL 109	General Biology II (or BIOL120)		3	3	4
BIOL 210	Microbiology		3	3	4
CHEM 116	General Chemistry II		3	3	4
ENGL 215	Writing Technical Documents		3	0	3
	Social Science Elective		3	0	3
		Total	15	9	18

*Higher MATH course may be substituted

DEGREE PROGRAM - SECOND YEAR

Fall Semester		TH	LAB	CR
BTEC 210	Biotech Experience I: Discovery Research	2	9	6
CHEM 120	Organic Chemistry	3	3	4
PHIL 240	Ethics (or Bioethics)	3	0	3
	Foreign Language/Humanities/ Fine Arts Elective	3	0	3
	Total	11	12	16

Spring Semester		TH	LAB	CR
BTEC 220	Biotechnology Experience II: Biomanufacturing	2	9	6
MATH 202	Probability and Statistics	4	0	4
	Technical Elective	3	0/3	¾

Technical Electives for the A.S. Degree in Biotechnology:
Any BTEC, MATH, PHYS, CHEM, CIS courses not already part of the A.S. Degree in Biotechnology or IST, CAD, HVAC, Electronics or Business courses will be accepted as a Technical Elective.

Total	9	9/12	13/14

TOTAL CREDITS - 65/66

BIOTECHNOLOGY ACADEMIC CERTIFICATE

Students with little background in chemistry and not planning to continue to a four-year program may substitute CHEM110 for CHEM 115 and a technical elective for CHEM116

This program is available to any student with a high school diploma or GED. Demonstrated competence in English composition is required.

		TH	LAB	CR
CIS 110	Introduction to Computers	2	2	3
*MATH 131	College Algebra I	3	0	3
BIOL 108	General Biology I (or Microbiology)	3	3	4
CHEM 110	Introduction to Chemistry (or CHEM115)	3	3	4
BTEC 210	Biotechnology Experience I: Discovery Research	2	9	6
BTEC 220	Biotechnology Experience II: Biomanufacturing	2	9	6

*Higher level MATH course may be substituted

TOTAL CREDITS – 26

BIOTECHNOLOGY PROFESSIONAL CERTIFICATE

		TH	LAB	CR
BIOL 108	General Biology I (or BIOL110)	3	3	4
BIOL 109	General Biology II (or BIOL120)	3	3	4
BIOL 210	Microbiology	3	3	4
BTEC 210	Biotechnology Experience I: Discovery Research	2	9	6
BTEC 220	Biotechnology Experience II: Biomanufacturing	2	9	6
CHEM 115	General Chemistry I	3	3	4
CHEM 116	General Chemistry II (or Technical Elective)	3	3	4
CHEM 120	Organic Chemistry	3	3	4

TOTAL CREDITS – 36

BIOTECHNOLOGY CERTIFICATE

This program is available to those students with prior college-level experience in biology and chemistry. Permission of the department is required to enroll.

		TH	LAB	CR
BTEC 210	Biotech Experience: Discovery Research	2	9	6
BTEC 220	Biotechnology Experience: Biomanufacturing	2	9	6

TOTAL CREDITS – 12

BIOTECHNOLOGY (Associate of Arts Option)
This program offers an additional transfer option to the Associate of Science for students who wish to transfer with more general education and core curriculum requirements fulfilled at the transferring institution. Specific courses are prescribed, or recommended, to fulfill the distribution requirements by the department and the transferring institution. See academic advisor for specific program requirements.

Computer Technologies

Associate in Science

The Department of Computer Technologies offers an Associate Degree program for either full-time or part-time study.

The 65-credit degree consists of 26 credits of General Education Core courses, 15 credits of a Technical Core of courses, and a minimum of 24 credits of computer electives. After students complete the core technical courses, it is recommended that students focus on a specific area of technology by taking classes in one of the Certificate disciplines offered in the Computer Technologies program. This will allow the students to gain a breadth and depth of knowledge in a given specialty and ensure that he/she develops a marketable set of skills to offer employers in industry.

If students are seeking to transfer to a four-year program, it is recommended that they consider fulfilling a Liberal Arts Elective requirement with a higher-level MATH course. MATH170 Discrete Mathematics, MATH171 Pre-Calculus and MATH200 Finite Mathematics are suggested as possible options. Students should see their advisors for specific recommendations based on possible future transfer plans.

GENERAL EDUCATION CORE COURSES - 26 CREDITS

Course		Credits
ENGL110	College Composition I	4
*INT101	College Success Seminar	1
**MATH141	Technical Mathematics	3
	English Elective	3
	Science Elective	3

SOC120	Society & Technological Change	3
	Foreign Language/Humanities/Fine Arts Elective	3
	Liberal Arts Elective	6

COMPUTER TECHNICAL CORE COURSES-15 CREDITS

Course		Credits
CIS111	Computer Technologies	3
CIS112	Programming Logic	3
CIS113	Database Design & Management	3
CIS116	Intro to Networking (or IST 122)	3
	Technical Elective: BTEC, BUS, CIS, IST	3

COMPUTER ELECTIVE COURSES: MIN. - 24 CREDITS

The 8 elective computer courses may be taken from the Computer Technologies Department (CIS) or Information Systems Technologies Department (IST). Of these courses, at least 3 courses (9 credits) must be at the 200 level.

DEGREE PROGRAM - FIRST YEAR

Fall Semester			TH	LAB	CR
ENGL110	College Composition I		4	0	4
*INT101	College Success Seminar		1	0	1
**MATH141	Technical Mathematics		3	0	3
CIS111	Computer Technologies		2	2	3
CIS112	Programming Logic		3	0	3
		Total	13	2	14

Spring Semester			TH	LAB	CR
SOC120	Society & Technological Change		3	0	3
	English Elective		3	0	3
	Liberal Arts Elective		3	0	3
CIS113	Database Design & Management		2	2	3
CIS116	Intro to Networking (or IST 122)		2	2	3
	Technical Elective (any level)		2	2	3
		Total	15	6	18

DEGREE PROGRAM - SECOND YEAR

Fall Semester			TH	LAB	CR
Science Elective			3	0	3
Liberal Arts Elective			3	0	3
CIS Technical Elective (any level)			2	2	3
CIS Technical Elective (any level)			2	2	3
CIS Technical Elective (any level)			2	2	3
CIS Technical Elective (any level)			2	2	3
		Total	14	8	18

Spring Semester			TH	LAB	CR
Foreign Language/Humanities/Fine Arts Elective			3	0	3
Technical Elective (BTEC, BUS, CT, IST)			2	2	3
CIS Technical Elective (200 level)			2	2	3
CIS Technical Elective (200 level)			2	2	3
CIS Technical Elective (200 level)			2	2	3
		Total	11	8	15

*INT102 (2 credits) and INT103 (3 credits) also meet the INT101 course requirement.
**or any math course numbered 141 or higher will meet the MATH 141 course requirement.

TOTAL CREDITS – 65

DIGITAL DESIGN & ANIMATION CERTIFICATE

24-Credit Certificate

The Computer Technologies Department offers a Digital Design & Animation Certificate that integrates video, graphics, sound, animation, and programming in a studio-oriented environment.

This hands-on program will introduce the individual components and enable students to develop a portfolio using interactive communication tools and state-of-the-art software. Each student will acquire a well-rounded background while focusing on individual strengths and creativity. Collaboration among students and instructors will heighten the classroom and studio experience. This workshop approach will include interactive group projects enhanced by professional assessment, with emphasis on preparation for career placement.

In addition to College-wide admission requirements, applicants for the Digital Design & Animation Certificate must have the following:

Previous work or course-related experience in keyboarding, computer fundamentals, Microsoft Office and internet technology. If students do not have current experience or degrees, CIS110 will satisfy these eligibility requirements.
Accuplacer scores indicating placement into college level reading, ENGL110 and MATH131. Students who do not place into these courses can be accepted into the program and can begin taking 100 level Certificate courses but will be required to complete college preparatory courses in reading, writing, and mathematics within the first year of their acceptance. Students who have not taken at least 12 credits of college-level courses and earned a minimum GPA of 2.7 will also be required to take INT101 College Success Management within their first semester.

Note: The Digital Design & Animation Certificate is a rigorous program. Students are expected to spend additional time beyond the minimum to complete requirements and achieve success.

Core Requirements

CIS115	Introduction to Graphic Design
CIS124	Web Programming I
CIS125	Introduction to Animation
CIS135	Introduction to Photoshop
CIS264	Adobe Flash

Electives

CIS134	Web Style and Design
CIS145	Introduction to Multimedia
CIS165	Introduction to Video Production
CIS175	Adobe Illustrator
CIS184	Web Site Development
CIS205	Advanced Photoshop
CIS224	Web Programming II
CIS245	Multimedia Applications
CIS265	3D Design and Animation
CIS275	Advanced Video Production

LINUX CERTIFICATE

Linux operating systems are powerful operating systems offering increased stability, higher levels of security, and lower cost than commercial operating systems. The Linux system is particularly attractive to small-and mid-sized businesses. Interest in Linux is high and growing rapidly.

Linux was created using the Open Source model which means that everyone has access to the source code used for the program, can view it, see how it operates, and modify it if they wish. This is in contrast to the proprietary, closed source model used by commercial software developers. There are a variety of applications available for Linux today and many of these open-source applications have been ported to run on a Windows environment as well. These include such programs as Star Office, Open Office, Evolution, Mozilla, Gimp, MySQL and PostresSql. Many of these programs are gaining a large foothold in the business community and the demand for skill and knowledge in this area is high.

The Linux Certificate will provide students with the fundamental skills and knowledge needed to work in a Linux/ Open Source environment. Students enrolled in this Certificate program must have a solid background in computer use and significant experience with at least the Windows or Mac OSX operating system.

CORE REQUIREMENTS - 21 CREDITS

		TH	LAB	CR
CIS113	Database Design and Management	2	2	3
CIS146	Linux I	2	2	3
CIS149	Linux Applications	2	2	3
CIS216	Web Server Administration	2	2	3
CIS246	Linux II	2	2	3
CIS249	Linux Databases	2	2	3
CIS254	PHP and MySQL	2	2	3

PROGRAMMING CERTIFICATE

The Computer Technologies Department offers a Programming Certificate for students who want to develop the technical expertise for a career in backend or middle-tier programming or web application development programming.

The core portion of the Certificate provides students with a solid foundation in programming logic and database design. Students can select focus on Java, C++ or Visual Basic as their development language and then expand on their expertise by selecting electives in a particular area.

Successful completion of this program will allow students to seek employment in entry-level programming, quality assurance, technical support, or technical sales and integration.

In addition to College-wide admission requirements, applicants for the Programming Certificate must have the following:

Previous work or course-related experience in programming. If students do not have current experience or degrees, then CIS 112 will be required to satisfy prerequisite requirements.

Previous work or course-related experience in keyboarding, computer fundamentals, Microsoft Office, and internet technology. If students do not have current experience or degrees, CIS110 will satisfy these eligibility requirements.

Accuplacer scores indicating placement into college level reading, ENGL110, and MATH131. Students who do not place into these courses can be accepted into the program and can begin taking 100-level Certificate courses but will be required to complete college preparatory courses in reading, writing, and mathematics within the first year of their acceptance. Students who have not taken at least 12 credits of college-level courses and earned a minimum GPA of 2.7 will also be required to take INT101 College Success Management within their first semester.

CORE COURSES - 15 CREDITS

		TH	LAB	CR
CIS113	Database Design and Management	2	2	3
CIS124	Web Programming I	2	2	3
CIS224	Web Programming II	2	2	3
CIS 1X8	Introductory Programming course	2	2	3
CIS 2X8	Advanced Programming course	2	2	3

Introductory programming courses include:

- CIS118 Intro to Visual Basic
- CIS148 Intro to Java
- CIS158 Intro to C++

Advanced Programming courses include:

- CIS218 Advanced Visual Basic
- CIS248 Advanced Java
- CIS258 Advanced C++

ELECTIVE COURSES - 9 CREDITS (choose a min. of 3)

Students must take at least one introductory and advanced class in the language of their choice. Once they complete the advanced course, they may select another programming language to learn. All of the programming classes listed as part of the core can also count towards an elective.

		TH	LAB	CR
CIS134	Web Style and Design	2	2	3
CIS146	Linux I	2	2	3
CIS216	Web Server Administration	2	2	3
CIS223	Advanced SQL	2	2	3
CIS233	Oracle	2	2	3
CIS246	Linux II	2	2	3
CIS249	Linux Databases	2	2	3
CIS253	Data Sharing	2	2	3
CIS254	PHP and MySQL	2	2	3
CIS274	XML	2	2	3
CIS291	Advanced Topics	2	2	3

Criminal Justice

Associate in Science

The Criminal Justice degree is designed to prepare students for careers in Law Enforcement, Corrections, Juvenile Justice, or Courts. In addition, it also serves as the academic foundation to transfer on to complete a baccalaureate degree. For those already in service the program provides educational progress for promotion and other career development purposes. The degree of Associate in Science with a major in Criminal Justice will be awarded upon completion of all requirements.

Upon successful completion of the program of study, students should be able to:

- Demonstrate knowledge of current issues, concepts, philosophies, and theories in the field of Criminal Justice.
- Explain and discuss various theories of crime causation and societal response, and the techniques of prevention and treatment of crime.
- Describe the role of the courts in the administration of justice.
- Apply constitutional principles that protect the rights of citizens and regulate criminal justice agencies.
- Identify and discuss procedures necessary to establish a lawful arrest and search, proper judicial procedures, and the admissibility of evidence.
- Explain principles of effective law enforcement and security administration.
- Describe the structure and procedures of juvenile court; the function and jurisdiction of juvenile agencies; and the processing and disposition of juvenile cases.
- Articulate the role of corrections in the criminal justice system.
- Think logically and critically in order to formulate, present, and defend logical arguments.
- Comprehend information presented in written or spoken form, and communicate clearly and effectively in both written and oral form.
- Apply the knowledge of ethical principles with the high standards expected of criminal justice practitioners.

Health and Internship Considerations

Applicants should be aware of the basic health and fitness requirements for many careers in the criminal justice field. Prospective students with special needs or limitations that may affect their internship placement and/or potential employability are encouraged to discuss their career goals during the interview with department member prior to admission.

The college must ensure that individuals (customers, employees, etc.) at internship and service learning sites are not placed adversely affected by students during learning experiences. Therefore, students participating in internship and field experiences must demonstrate the emotional stability required to exercise sound judgment, accept direction and guidance from a supervisor or faculty member and establish rapport and maintain sensitive interpersonal relationships with employees, customers and clients.

Character Expectations

Applicants should be aware that background checks are completed by potential employers prior to obtaining any position with arrest or detention powers, and typically, even before being accepted for an internship. Applicants who have been in difficulty with the law may not be employable, or even eligible for an internship. Because future goals may be compromised, applicants are advised to discuss any concerns with the Department Head.

DEGREE PROGRAM - FIRST YEAR

Fall Semester			TH	LAB	CR
SOC125	American Justice System		3	0	3
CRJ 121	Criminal Procedure		4	0	4
ENGL110	English Composition		4	0	4
CIS110	Introduction to Computers		3	0	3
PHIL240	Ethics		3	0	3
		Total	17	0	17

Spring Semester		TH	LAB	CR
CRJ123	Criminal Law	4	0	4
CRJ210	Juvenile Justice Administration	3	0	3
PSYC 110	Psychology	3	0	3

POL220	Public Administration	3	0	3
SOC110	Introduction to Sociology	3	0	3
	Total	16	0	16

DEGREE PROGRAM - SECOND YEAR

Fall Semester		TH	LAB	CR
CRJ150	Criminology	3	0	3
CRJ205	Police Operations	3	0	3
CRJ215	Corrections Operations	3	0	3
MATH131	College Algebra I	3	0	3
PSYC 205	Crisis Intervention	3	0	3
	General Elective	3	0	3
	Total	18	0	18

Spring Semester		TH	LAB	CR
BIOL108	Human Biology	3	2	4
CRJ225	Drug Abuse and the Law	3	0	3
CRJ230	Justice and the Community	3	0	3
ENGL210	Communications or English Elective	3	0	3
CRJ270 or CRJ275	Senior Project Criminal Justice Internship	(3-0-3) or (0-9-3)		
	Total			16

TOTAL CREDITS - 67

Early Childhood Education

Associate in Science

The Early Childhood Education program provides students with the knowledge and skills necessary to create a positive learning environment for young children. Teachers who work in high quality programs for children understand how young children grow and learn and are able to provide materials and activities that are developmentally and interest appropriate.

The college must ensure that students enrolled in any ECE program demonstrate emotional stability to withstand the ever-changing circumstances and the ability to respond quickly and appropriately as events require. Students are also expected to have the maturity to accept direction and guidance, exercise sound judgment, maintain confidentiality and sensitive interpersonal relationships with teachers, fellow students, children and families. Students enrolling in any program other than the certificate, must have an admission interview to review technical standards and ensure they are able to meet NH Child Care Licensing Bureau requirements for health and successfully pass the criminal background requirements. Prospective students with special needs requiring accommodations that may affect their practicum placement or employment options are advised to discuss specific career objectives with the program coordinator during the admissions process. Students should expect to take hybrid and on line classes as part of their course work.

EARLY CHILDHOOD EDUCATION TECHNICAL STANDARDS

Technical Standards have been established to provide insight to students as to the skills and abilities required to function successfully in the ECE program and eventually the profession. Applicants who do not feel they can successfully meet these should contact the ECE program coordinator before applying to the program. All students desiring to complete practicum courses are required to submit the Health Form provided by the New Hampshire Bureau of Childcare Licensing Rules. The health form must indicate the student is mentally and physically fit to work with young children.

Students enrolling in the early childhood education program must have sufficient strength, stamina, and motor coordination to perform the following:

1. Stand for sustained periods of time, walking, running, bending, sitting on the floor and on child-size furniture to meet the child's needs and accomplish tasks.
2. Frequent lifting, moving and transferring children, especially infants and toddlers.
3. Sufficient visual and hearing acuity to ensure a safe environment and the ability to respond quickly in the event of an emergency.
4. Sufficient verbal ability to express and exchange information and ideas as well as to interpret important instructions to children, coworkers and parents.
5. Ability to work with frequent interruptions, to respond appropriately in unexpected situations, and to cope with extreme variations in workload and stress levels.

Early Childhood Education Transfer Credit Policy: In addition to Great Bay transfer credit policies, transfer of courses in early childhood education more than 10 years old will be evaluated by the program coordinator on an individual basis.

GENERAL EDUCATION REQUIREMENTS - 26 CREDITS

		TH	LAB	CR
ENGL 110	College Composition I	4	0	4
MATH 131	College Algebra I	3	0	3
INT 101	College Success Seminar	1	0	1
PSYC 110	Introduction to Psychology	3	0	3
PHIL 240	Ethics	3	0	3
SOC 250	Multi Ethnic Cross-Cultural Relations	3	0	3
	English Elective	3	0	3
	Science Elective	3	0	3
	Foreign Language/Humanities/ Fine Arts Elective	3	0	3

EARLY CHILDHOOD EDUCATION CORE REQUIREMENTS - 30 CREDITS

		TH	LAB	CR
ECE 100	Early Childhood Growth and Development	3	0	3

ECE 104	Foundations of Early Childhood Education	3	0	3
ECE 109	Art, Music, Drama, Movement in Early Childhood Education	3	0	3
ECE 112	Learning Environments in Early Childhood	2	3	3
ECE 116	Child Health, Safety and Nutrition	3	0	3
ECE 203	Language Arts In Early Childhood	3	0	3
ECE 206	Supporting the Special Needs Child	3	0	3
or				
EDU101	Introduction to Exceptionality	3	0	3
ECE 200	Math and Science in Early Childhood Ed.	3	0	3
ECE 214	Appropriate Guidance and Discipline for Young Children	3	0	3
or				
EDU215	Behavioral Challenges in the Classroom	3	0	3

EARLY CHILDHOOD EDUCATION ELECTIVE COURSES (MINIMUM 3 CREDITS) (Choose one course)

		TH	LAB	CR
ECE 204	Developmentally Appropriate Curriculum for infants and Toddlers	3	0	3
ECE 250	Child Care Administration	3	0	3
ECE107	Family Child Care Business Management	3	0	3

EARLY CHILDHOOD EDUCATION PRACTICUM REQUIREMENTS

		TH	LAB	CR
ECE 202	Practicum I: Student Teaching	1	9	4
ECE 212	Practicum II: Professional Development	1	9	4

TOTAL CREDITS – 64

EARLY CHILDHOOD EDUCATION CERTIFICATE

Spring Semester		TH	LAB	CR
ECE 100	Early Childhood Growth and Development	3	0	3
ECE 104	Foundations of Early Childhood Education	3	0	3
ECE 112	Learning Environments	2	2	3
ECE 116	Child Health, Safety and Nutrition	3	0	3
ENGL110	English Composition	4	0	4

TOTAL CREDITS - 16

FAMILY CHILD CARE PROVIDER 100% ONLINE CERTIFICATE PROGRAM

The Early Childhood Education Program offers a 12-credit online Certificate program for Family Child Care Providers designed to meet the training requirements specified by the New Hampshire Childcare Regulations. All four courses are offered in a 100% online format to accommodate the unique scheduling needs of in-home child care providers. All four courses can be applied directly to the Advanced Certificate or Associate Degree program requirements if the student decides to pursue further education in the Early Childhood Program. Not all courses are available through the Stratham campus.

See the ECE program coordinator for more information. Students must have reliable Internet access and basic computer skills in order to be successful in these courses.

Required Courses:

Course		Credits
ECE 100	Child Growth and Development	3
ECE 116	Child Health Safety and Nutrition	3
ECE 106	Curriculum & Environment for Family Child Care	3
ECE 107	Family Child Care Business Management	3

TOTAL CREDITS - 12

ECE SPECIAL EDUCATION OPTION

Teachers and paraprofessionals are increasingly working in inclusive settings and are responsible for meeting students' Individualized Educational Plans. They are members of the IEP or IFSP teams and need adequate training to effectively work with children with unique learning characteristics. A Certificate option in Early Childhood Special Education is available to individuals interested in working as a paraprofessional in Early Intervention or Early Childhood Special Education and Inclusionary classrooms.

Birth-Grade 3 Option:

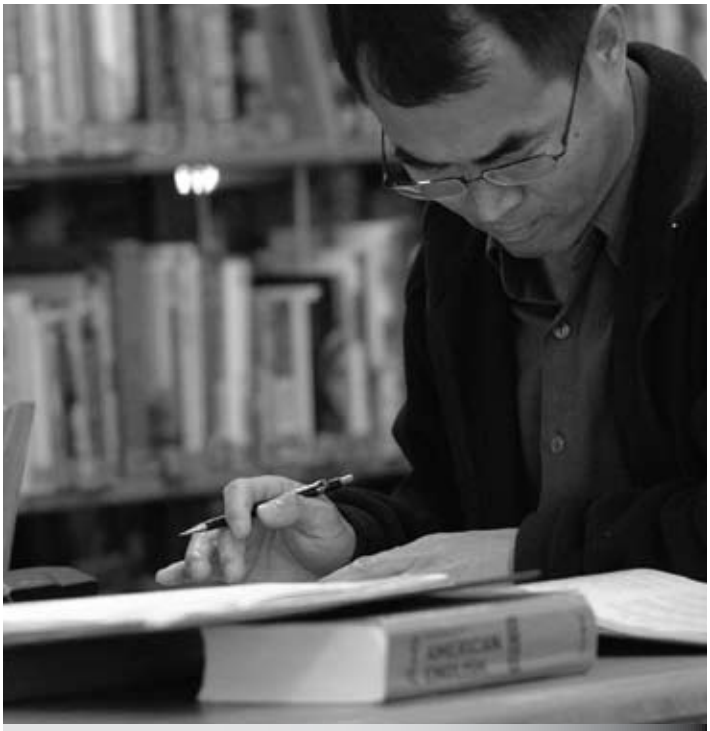
Course		Credits
ECE 100	Child Growth and Development	3
ECE 104	Foundations of Early Childhood Education	3
PSYC 110	Introduction to Psychology	3
ECE 112	Learning Environments	3
ECE 206	Supporting the Special Needs Child	3
EDU 215	Behavioral Challenges in the Classroom	3
EDU 220	Families and Professionals in Special Education	3
EDU 225	Curriculum Planning and Implementation for Children with Unique Learning Characteristics	3

TOTAL CREDITS - 24

EARLY CHILDHOOD EDUCATION - Advanced Certificat

		TH	LAB	CR
ECE 100	Early Childhood Growth and Development	3	0	3
ECE 104	Foundations of Early Childhood Education	3	0	3
ECE 112	Learning Environments	2	2	3
ECE 116	Child Health, Safety and Nutrition	3	0	3
ENGL 110	College Composition I	4	0	4
ECE Electives		12	0	12

TOTAL CREDITS - 28



General Studies

Associate in Science

The General Studies program is designed to support the diverse needs of our community and provide pathways for skilled workers to move to an Associate Degree level by offering credit for the recognized technical specialties. The program allows students to build on the success of their technical expertise by choosing technical electives that compliment their Technical Specialty. These will be chosen in consultation with a program advisor. The General Studies Degree is intended to be an individualized program of study in an area other than the current degree programs of the college.

Students coming from the Portsmouth Naval Shipyard or other recognized apprenticeship programs or students with a certificate in a technical field from this college or another college (in an area that we do not offer an Associate Degree) may complete an associates degree and students with industry training and certification equivalent in hours to 24 credits and documented by certification exams may be granted credit for the Technical Specialty core.

General Studies Associate in Science

Technical Specialty Core **20-24 Credits**
(Awarded for Completed/ Industry Training/Certification; US Department of Labor Registered Apprenticeships; CCSNH Certificate programs which are not in an area that we offer an Associate Degree. Documented by Certification exams, Certificates that show number of hours completed and grades, Apprenticeship Transcripts)

Related Technical Elective Courses **12-16 Credits**
(Course selections must follow program pre-requisite requirements)

Students will take 12-16 credits depending on how many credits are awarded for their Technical Core.

Open elective	3 Credits
Liberal Arts	
ENGL110 College Composition I	3-4 Credits
ENGL 210 or 215	3 Credits
Lab Science	4 Credits
Humanities/Fine Arts	3 Credits
Social Science	3 Credits
Math	3 Credits
Liberal Arts	6 Credits

TOTAL CREDITS - 64

Homeland Security

Certificate

The market for homeland security jobs is growing at all levels in the public and private sectors. Earning a Certificate in Homeland Security at Great Bay can provide emergency response professionals the skills and expertise necessary to effectively plan, prepare, and respond for a potential terrorist attack. Students pursuing a Criminal Justice degree may also take the Homeland Security Certificate to enhance their potential employment opportunities.

Upon completion of the homeland security certificate at Great Bay, graduates will be able to:

- Examine the historical and evolving concept of homeland security within the broader political and national security system of the contemporary nation-state.
- Recognize the detailed mitigation, planning, response, and recovery phases to and from a homeland security incident.
- Differentiate among the various homeland security threats to include those that are man-made, technological, and natural.
- Discuss the strategic, operational, and tactical threats presented by chemical, nuclear, and biological agents to include agent characteristics and delivery systems.
- Distinguish among and assess the various homeland security approaches, techniques, and processes, such as analytics, indications, warnings, and forecasting.

- Explain the key administrative and command and control elements of the evolving homeland security relationships among the intelligence community, Department of Homeland Security, interagency processes and institutions; federal, state, and local intergovernmental relations; and a comprehensive U.S. homeland security strategy
- Be able to assess the risk of threat and utilize crisis management strategies to develop a plan and minimize organization and community vulnerability.

		TH	LAB	CR
HLS110	Introduction to Homeland Security	3	0	3
HLS115	Crisis Planning, Operations, and Management	4	0	4
HLS120	Introduction to Terrorism	3	0	3

Students must select two additional courses from the following list:

		TH	LAB	CR
CRJ121	Criminal Procedure	4	0	4
CRJ123	Criminal Law	4	0	4
CRJ150	Criminology	3	0	3
POL220	Public Administration	3	0	3
IST161	Introduction to Information Assurance	2	2	3

TOTAL CREDITS 15-17

Hospitality Management

Associate in Science

The Hospitality Associate of Science Degree is responsive to the region's position as one of the tourism centers of NH, and the Hospitality industry has been identified as a high growth area. It is designed to give students a solid foundation in hospitality operations and management, as well as allow students to transfer to four-year institutions in the field of business or hospitality management. Relevant course development is aligned with the National Restaurant Association - Educational Foundation's certification program. Upon completion of the requisite courses, students who so chose could take standardized tests provided by the Educational Foundation, and, upon passing, receive certification in sanitation and beverage management.

The focus of the program leads students to management careers and opportunities in a wide range of hospitality fields: hotel and resorts, restaurants and food service, travel and tourism, meetings and conventions, and recreation facilities, to name a few. Applied learning experiences, study of hospitality trends and theories, and courses in business management, computer applications, and Liberal Arts provide students with a comprehensive learning experience that prepares them for their future aspirations

Occupations in Hospitality Resort Management would include:

- Hotel Reservations
- Hospitality Sales
- Hotel and Restaurant Management
- Marketing
- Management and Supervision
- Hotel Front Desk Clerk
- Event Planning
- Hotel Operations
- Entrepreneurship opportunities
- Private club management

DEGREE PROGRAM - FIRST YEAR

Fall Semester		TH	LAB	CR
HOSP110	Introduction to Hospitality Management	3	0	3
BUS114	Management	3	0	3
*CIS110	Introduction to Computers	2	2	3
ENGL110	College Composition 1	4	0	4
**INT101	College Success Seminar	1	0	1
***MATH131	College Algebra	3	0	3
	Total	16	2	17

Spring Semester		TH	LAB	CR
ACCT113	Accounting and Financial Reporting 1	3	0	3
ECON134	Macroeconomics	3	0	3
MKTG125	Principles of Marketing	3	0	3
HOSP225	Hotel, Restaurant & Travel Law	3	0	3
SOC250	Multi-Ethnic Cross Cultural Relations	3	0	3
	Science Elective	3	0	3
	Total	18	0	18

*or higher CIS course (CIS156 is encouraged)
**INT102 (2 credits) and INT103 (3 credits) also meet the INT101 course requirement.
**or any math course numbered 131 or higher will meet the MATH 131 course requirement

DEGREE PROGRAM - SECOND YEAR

Fall Semester		TH	LAB	CR
ECON 135	Microeconomics	3	0	3
HOSP210	Customer Service	3	0	3
HOSP220	Sanitation and Purchasing	3	0	3
HOSP200	Beverage Management	3	0	3
Humanities/Fine Arts/Foreign Language Elective		3	0	3
	Total	15	0	15

Spring Semester		TH	LAB	CR
HOSP215	Planning Meetings & Conventions	3	0	3
HOSP230	Restaurant Development & Strategic Planning	3	0	3
HOSP280	Hospitality Industry Internship	3	0	3
	Liberal Arts Elective	3	0	3
	English Elective	3	0	3
	Total	15	0	15

TOTAL CREDITS 65

Information Systems Technology

Associate in Science

The Department of Information Systems Technology provides a powerful combination of career changes, career enhancements, and career opportunities with the Associate in Science in Information Systems Technology Degree. The demand for IT professionals in areas of computer hardware repair, computer networking, networking security, and operating systems management is rising. IT professionals are being sought after with higher salaries as an incentive. Continuing education opportunities are available for IST graduates through current articulation agreements with four-year colleges.

INFORMATION SYSTEMS TECHNOLOGY CERTIFICATE

The 24-credit IST Certificate is designed to prepare the student for a place in the Information Technology workplace with a 24-credit milestone.
The eight-course requirement is flexible, with a maximum of fifteen 100-level credits in courses with IST designations and a minimum of nine 200-level credits in courses with IST designations. The IST Certificate prepares the student to begin a career in Information Technology with valuable skills and with the chance to prepare for a future academic degree. The eight-course sequence of the IST Certificate program provides some preparation for industry-recognized certifications such as the CompTIA A+, CompTIA Net+, CompTIA Security+, Cisco Certified Network Associate (CCNA), FOA Certified Fiber Optic Technician (CFOT), FOA Fiber To The Premises (FTTx), and the Microsoft Certified Professional (MCP). Students may then choose to finish the Associate in Science Degree and further their education at a four-year college. Students who already have a degree may choose this Certificate to redirect their expanding networking skills and prepare them for the rapidly changing and ever-challenging world of Information Technology.

The IST Certificate provides a 24-credit milestone for students who are retraining or preparing for a quick entry into the IT profession. The eight-course sequence of the IST Certificate program provides some preparation for industry-recognized certifications such as the Comptia A+, Comptia Net+, Comptia Security+, Cisco Certified Network Associate (CCNA), and the Microsoft Certified Professional (MCP).

This combination of the IST Certificate and industry-recognized certifications open career opportunities as well as roll seamlessly into the Associate in Science in Information Systems Technology Degree program.

Up to nine credits may be taken under the CIS designation and applied to the IST Associate in Science Degree or IST Certificate programs.

Information Systems Technology Transfer Credit Policy: Both the IST Associate in Science Degree program and the IST Certificate are designed to offer students the opportunity to expand their experiences in related topics. All IST transfer credits will be decided by the IST chairperson or his/her designee.

GENERAL EDUCATION CORE COURSES (AS DEGREE) 26 CREDITS

		Credits
ENGL110	College Composition I	4
ENGL215	Writing Technical Documents	3
MATH141	Technical Mathematics	3
PHYS135	College Physics I	4
	Social Science Elective	3
	Foreign Language/Humanities/Fine Arts Elective	3
	Liberal Arts Elective	6

INFORMATION SYSTEM TECHNOLOGY CORE COURSES (AS DEGREE) - 39 CREDITS

At least 18 credits must be at the 200 level. Up to 9 CIS credits may be applied at either the 100 or 200 level in fulfillment of IST degree requirements.

		Credits
IST112	Applied Logic	3
IST113	IT Essentials PC Hardware and Software	3
IST114	IT Network Operating Systems	3
IST122	Network Fundamentals	3
IST123	Routing Protocols	3
IST141	Fundamentals of UNIX	3
IST151	Windows Network Operating System	3
IST161	Introduction to Information Assurance	3
IST200	Communications Electro-optics	3
IST211	PC Technician	3
IST218	Networking Remote Access	3
IST220	Advanced Routing	3
IST221	MultiLayer Switching	3
IST222	LAN Switching & Wireless	3
IST223	Accessing the WAN	3
IST227	Internetwork Troubleshooting	3
IST228	Network Implementation	3
IST251	Windows NOS Services	3
IST257	Windows NOS Administration	3
IST262	Advanced Network Security	3
IST264	Configuring PIX Security Appliance	3
IST275	Network Protocols & Services	3
IST281	Internship	3
IST291	IST Project	3

TOTAL CREDITS 65

Liberal Arts

Associate in Arts

The Associate of Arts degree program of study provides a solid foundation in arts and sciences, allowing students to transfer with confidence to Baccalaureate programs at four-year colleges and universities. A wide variety of course choices exists for students to explore content areas in arts and sciences. American Studies courses offer an interdisciplinary approach to topics related to American society. English selections include writing courses, literature, communications, and technical writing. Social Science selections include anthropology, economics, history, geography, political science, psychology, and sociology. Foreign Language selections include American Sign Language, French, and Spanish. Humanities selections include courses in western civilization, humanities, literature, philosophy, communications and creative writing course, and American Studies. Fine Arts selections include arts courses in drawing. Math courses offer traditional theoretical and applied courses. Science selections include biological sciences, chemistry, and physics. Students wishing to focus their Liberal Arts studies in a specific discipline are able to concentrate their 24 Liberal Arts elective credits in that discipline. Each student's program is developed in consultation with a Liberal Arts faculty advisor.

In addition to fulfilling the mission of Baccalaureate transfer, the program will also provide the core of general education requirements for all degrees at this College.

LIBERAL ARTS CONCENTRATIONS
The following focused Associate of Arts concentrations provide the opportunity for students to transfer to specific Baccalaureate degrees at four-year institutions:

Liberal Arts/American Studies
Liberal Arts/Biotechnology
Liberal Arts/Business
Liberal Arts/Teacher Preparation

LIBERAL ARTS DEGREE
The primary objective of the Liberal Arts Degree program is transfer with a solid foundation in Arts and Sciences. The program is representative of the first two years of a baccalaureate program as well as the general education requirements for an Associate Degree in a specific field. Its academic format emphasizes access to various disciplines of knowledge, critical thinking the principles and techniques of research within academic subject areas. Students will find the program flexible enough to allow them to select courses based on the requirements of the four-year colleges to which they plan to transfer or use their course selections to clarify their educational goals and to explore career opportunities and interests. This broad experience
provides students with the academic exposure relevant to intellectual, personal, and social growth.

Liberal Arts Transfer Credit Policy:
In addition to Great Bay transfer credit policies, Liberal Arts and Science courses will be considered for transfer regardless of when they were taken as long as they meet minimum grade requirements. See individual department policies for program exceptions on general education requirements. In the case of English and math courses, if there is uncertainty whether coursework currency affects the students' ability to be successful in a subsequent course, a student will be asked to take portions of the Accuplacer Placement Test to verify the skill level of the course being considered for transfer credit.

Transfer of a course to this institution does not guarantee transfer of that same course to subsequent institutions.
SAT testing may be required by some transfer institutions.

LIBERAL ARTS DEGREE PROGRAM OF STUDY

CORE REQUIREMENTS - 41 CREDITS

	Credits
ENGL 110 College Composition I	4
ENGL 214 College Composition II	3
*INT 101 College Success Seminar	1
Lab Science Elective (BIOL, CHEM, PHYS)	8
Math Elective (at least one 4 credit math course)	7
Humanities/Foreign Language/Fine Arts Elective (AMER, ARTS, ENGL Literature, or ENGL 210, 213, HUMA, PHIL, FREN, SPAN, ASL, HIST 120,130)	9
Social Science Elective (AN, ECON, HIST, GEOG, POL, PSYC, SOC)	9

(Only courses above the 100 level can be applied towards the degree.)

*INT102 (2 credits) and INT103 (3 credits) also meet the INT101 course requirement.

ELECTIVE REQUIREMENTS - 24 CREDITS

Liberal Arts and Sciences Electives (American Studies, Art, English, Geography, History, Humanities, Languages, Math, Social Sciences, Sciences) and can include three Open Electives as appropriate to other programs' prerequisites. Electives must include at least 3 Liberal Arts and Science courses at the 200-level. A computer literacy course can be included within the open-elective area.
TOTAL CREDITS – 65

LIBERAL ARTS/AMERICAN STUDIES
Associate in Arts

American Studies, a concentration within Liberal Arts, is the interdisciplinary study of the United States and all its local, national, and global contexts. Drawing from a variety of content areas and methodologies, American Studies focuses on particular American moments, places, and ideas, such as baseball, literature, malls, jazz, amusement parks, historical sites, comic books, gravestones, automobiles, fashion, and landscapes in order to pursue questions, such as "What is American culture? What does it mean to be American? Who, What, and Where is 'American'?" And what is at stake when we ask these questions? The degree program is designed to provide students with the rigorous interdisciplinary training necessary to transfer into baccalaureate programs in not only American Studies, but related fields as well, such as English, History, Political Science, Education, Sociology, Anthropology, and others. Students with degrees in American Studies have found jobs in a wide variety of fields such as publishing, education, communications, government, public service, public relations, marketing, management, law, and social welfare to name a few.

**Transfer of a course to this institution does not guarantee transfer of that same course to subsequent institutions.*

With the exception of AMER110 Introduction to American Studies, ENGL110 College Composition I, and INT101 College Success Seminar (all of which would be recommended for first semester of the student's first year), and ENGL127 Intro to Literary Analysis (recommended to be taken prior to the American literature survey courses), there is no specified order or schedule of courses for program majors.

CORE REQUIREMENTS - 41 CREDITS

		Credits
**INT 101	College Success Seminar	1
ENGL 110	College Composition I	4
ENGL 214	College Composition II	3
ENGL 127	Introduction to Literary Analysis	3
Lab Science Elective		8
Math Elective (at least one 4-credit math course)		7
Humanities/Foreign Language/Fine Arts Elective		6
Social Science Elective		9

**It is recommended that students make elective choices based upon particular 4-year colleges' transfer requirements and general education cores.*

**INT102 (2 credits) and INT103 (3 credits) also meet the INT101 course requirement.

AMERICAN STUDIES CONCENTRATION - 24 CREDITS

		Credits
AMER 110	Introduction to American Studies	3
AMER 210	American Studies Seminar	3
AN 101	Anthropology	3
ENGL 209	American Literature through the Civil War	3
ENGL 220	American Literature After the Civil War	3
HIST 202	US History Through 1870	3
HIST 204	US History 1870 to the Present	3
POL 110	American Government	3

TOTAL CREDITS - 65

LIBERAL ARTS/BUSINESS STUDIES
Associate in Arts

The Department of Liberal Arts and the Department of Business Studies offers an Associate in Arts in Liberal Arts with a specialization in Business Studies degree.

This degree offers graduates an opportunity to gain a general perspective of business fundamentals while taking liberal arts courses.

The Liberal Arts Business Studies degree is designed to facilitate transfer to a four-year institution for continued study in either liberal arts or business administration. Additionally, the program prepares students for entry-level jobs in the business world. This degree provides the framework needed for successful business careers in management, high-tech industries, manufacturing, banking, health care, communications, service industries, and non-profit organizations.

Liberal Arts/Business Transfer Credit Policy: In addition to Great Bay transfer credit policies, appropriate transfer credits for business courses may be accepted within a ten-year time frame.

DEGREE PROGRAM - FIRST YEAR

Fall Semester		TH	LAB	CR
ACCT 113	Accounting and Financial Reporting I	3	0	3
BUS 114	Management	3	0	3
BUS 110	Introduction to Business	3	0	3
*CIS 110	Introduction to Computers or higher level CIS course	2	2	3
ENGL 110	College Composition I	4	0	4
**INT 101	College Success Seminar	1	0	1
	Total	16	2	17

Spring Semester		TH	LAB	CR
ACCT 123	Accounting and Financial Reporting II	3	0	3
ENGL 214	College Composition II	3	0	3
ECON 134	Macroeconomics	3	0	3
MKTG 125	Principles of Marketing	3	0	3
***MATH 131	College Algebra I	3	0	3
	Business Elective ****	3	0	3
	Total	18	0	18

*or higher CIS course (CIS156 is encouraged)
**INT102 (2 credits) and INT103 (3 credits) also meet the INT101 course requirement.
***or any math course numbered 131 or higher will meet the MATH 131 course requirement.

DEGREE PROGRAM - SECOND YEAR

Fall Semester		TH	LAB	CR
ECON 135	Microeconomics	3	0	3
MATH 200	Finite Mathematics	4	0	4
PHIL 240	Ethics	3	0	3
	Lab Science Elective	4	0	4
	Foreign Language/Humanities/Fine Arts Elective	3	0	3
	Total	17	0	17

Spring Semester		TH	LAB	CR
	Lab Science Elective	4	0	4
	Foreign Language/Humanities/Fine Arts Elective	3	0	3
	Business Elective ****	3	0	3
	Business Elective ****	3	0	3
	Social Science Elective	3	0	3
	Total	16	0	16

**** Business elective may be any 200-level ACCT, BUS, MGT, MKTG course.

TOTAL CREDITS - 68

LIBERAL ARTS/TEACHER PREPARATION
Associate in Arts

The Liberal Arts/Teacher Preparation degree is designed to allow students to transfer to a four-year degree program to become teachers. The program allows students to experience elementary, middle, and secondary education, and has a common first year of coursework. In the second year, students choose courses in any one of the following areas: math, science, social science, English, foreign languages, and elementary education. Completion of these elective courses will demonstrate content expertise required to become eligible for certification once the baccalaureate degree is completed. Elective courses are selected in consultation with the student's advisor. Students are expected to declare their area of focus prior to the beginning of the second year of the program. This degree also meets the requirements for paraprofessionals seeking an Associate Degree in fulfillment of national and state guidelines. All students will be required to take the Praxis I exam prior to completion of their first year. An interview with the program faculty advisor is also required as part of the admission process.

Liberal Arts/Teacher Preparation Transfer Credit Policy: In addition to Great Bay transfer credit policies, appropriate education courses will be accepted if taken within a five-year period. Exceptions to this policy, based on professional experience, may be granted at the discretion of the department chair. Proper documentation will be required to initiate this process.

TECHNICAL STANDARDS

Technical Standards have been created as a guideline for completion of the Teacher Preparation Program and for success as an educator in a public school setting. For state certification as an educator, students are required to pass the Praxis I and Praxis II exams; to undergo a criminal records check and fingerprinting. Individuals are encouraged to contact the State Department of Education for further requirement details. Students' seeking a career in the field of education should possess strong written and verbal communication skills, enjoy working with children, be able to adapt to a variety of situations, and collaborate effectively with others. Students are encouraged to meet with their advisor to discuss any questions regarding these matters.

DEGREE PROGRAM - FIRST YEAR

Fall Semester		TH	LAB	CR
EDU 101	Introduction to Exceptionalities	3	0	3
EDU 104	Foundations of Education	3	0	3
ENGL 110	College Composition I	4	0	4
CIS 110	Introduction to Computers or EDU 205	2	2	3
*INT 101	College Success Seminar	1	0	1
PSYC 110	Introduction to Psychology	3	0	3
	Total	16	2	17

Spring Semester		TH	LAB	CR
AN 101	Introduction to Anthropology	3	0	3
EDU 201	The Teaching and Learning Process	3	0	3
PSYC 210	Human Growth and Development	3	0	3
PSYC 230	Educational Psychology	3	0	3
	English Literature Course	3	0	3
	Foreign Language/Humanities/ Fine Arts Elective	3	0	3
	Total	18	0	18

DEGREE PROGRAM - SECOND YEAR

Fall Semester		TH	LAB	CR
	***Educational Transfer Focus Elective	6	0	6
	Lab Science	3	3	4
MATH131	College Algebra I	3	0	3
	Foreign Language/Humanities/Fine Arts Elective	3	0	3
	Total	15	3	16

Spring Semester		TH	LAB	CR
POL110	American Government	3	0	3
	***Educational Transfer Focus Elective	3	0	3
	Lab Science	3	3	4
	**Math Elective	4	0	4
	Foreign Language/Humanities/Fine Arts Elective	3	0	3
	Total	16	3	17

TOTAL CREDITS – 68

* INT102 (2 credits) and INT103 (3 credits) also meet the INT101 course requirement.
**Math Electives can only be Finite Math, Pre-Calculus, Calculus I, Calculus II, and Probability & Statistics.
*** Educational Transfer Focus Electives: Any course offered at the College with the exception of courses on the following list. These courses cannot be used for an Educational Transfer Focus elective: any course with an academic level less than 100, any cooperative course (Co-op), any internship, any practicum, any clinical or clinical affiliation, any externship, any self-assessment course, any senior project course, any internship seminar, any capstone course, any professional seminar, BTEC101.

SPECIAL EDUCATION CERTIFICATE

The Certificate in special education can be earned independently or as part of the Liberal Arts/Teacher Preparation Associate's Degree. This Certificate includes three courses that fulfill the requirements of the Education Focus Transfer electives described above. The Certificate is also useful for currently employed paraprofessionals seeking approval as highly qualified under federal No Child Left Behind requirements. Courses in this Certificate are:

REQUIRED CORE COURSES

		TH	LAB	CR
EDU 215	Behavioral Challenges in the Classroom	3	0	3
EDU 220	Families and Professionals in Special Education	3	0	3
EDU 225	Curriculum Planning and Implementation for Inclusion	3	0	3
PSYC 110	Introduction to Psychology	3	0	3

Early Childhood Education Option - must take all 12 credits

		TH	LAB	CR
ECE 100	Child Growth and Development	3	0	3
ECE 104	Foundations of Early Childhood Education	3	0	3
ECE 112	Learning Environments	3	0	3
ECE 206	Young Children with Special Needs	3	0	3

TOTAL CREDITS – 24

OR

School Age Option – must take all 12 credits

		TH	LAB	CR
EDU 101	Introduction to Exceptionalities	3	0	3
EDU 104	Foundations of Education	3	0	3
EDU 201	The Teaching and Learning Process	3	0	3
PSYC 210	Human Growth and Development	3	0	3

TOTAL CREDITS – 24

Management

Associate in Science

The Associate in Science Degree in Management emphasizes broad management competencies in finance, marketing, human resources, economics, law, and computers. All of these competencies are needed in industry, nonprofit, and service organizations. The study of management focuses on how organizations develop and use strategies to compete in national and global arenas within the increasingly complex and changing socio-cultural, political/legal, economic, and technological environment.

Students in the program are encouraged to relate theoretical learning to practice and establish bridges between the classroom and the work environments. The Associate of Science Degree in Management provides the framework needed for successful management careers in high-tech industries, manufacturing, banking and finance, health care, communications, service industries, and nonprofit organizations.

The Management degree provides students with a solid management foundation in preparation for a career or it offers a base for seamless transfer to a four-year institution in pursuit of a Bachelor's degree. The A.S. Degree transfers in its entirety to many four-year colleges. Southern New Hampshire University awards scholarships to Great Bay Management graduates based on academic performance. Plymouth State University accepts Management graduates in an honor transfer program provided a 3.0 CGPA is maintained while at Great Bay. UNH-Manchester accepts transfer credits into their Bachelors of Arts-Business degree.

The Business Studies Department is accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

Management Transfer Credit Policy: In addition to Great Bay transfer credit policies, appropriate transfer credits for Management courses may be accepted within a ten-year time frame.

DEGREE PROGRAM - FIRST YEAR

Fall Semester		TH	LAB	CR
ACCT113	Accounting and Financial Reporting I	3	0	3
BUS114	Management	3	0	3
*CIS110	Introduction to Computers or higher level CIS course	2	2	3
ENGL110	College Composition I	4	0	4
**INT101	College Success Seminar	1	0	1
***MATH131	College Algebra I	3	0	3
	Total	16	2	17

Spring Semester		TH	LAB	CR
ACCT123	Accounting and Financial Reporting II	3	0	3
BUS211	Business Law	3	0	3
ECON134	Macroeconomics	3	0	3

MATH202	Probability and Statistics	4	0	4
	Science Elective	3	0	3
	Total	16	0	16

*or higher computer course (CIS156 is encouraged)
**INT102 (2 credits) and INT103 (3 credits) also meet the INT101 course requirement.
***or any math course numbered 131 or higher will meet the MATH 131 course requirement.

DEGREE PROGRAM - SECOND YEAR

Fall Semester		TH	LAB	CR
BUS205	Small Business Management	3	0	3
BUS224	Human Resource Management	3	0	3
ECON135	Microeconomics	3	0	3
MKTG125	Principles of Marketing	3	0	3
PHIL240	Ethics	3	0	3
	Total	15	0	15

Spring Semester		TH	LAB	CR
BUS210	Organizational Communications	3	0	3
BUS221	Business Finance	3	0	3
BUS282	Capstone Research	3	0	3
	Business Elective (ACCT, BUS, ENT, FINC, MKTG)	3	0	3
	Foreign Language/Humanities/Fine Arts Elective	3	0	3
	English Elective	3	0	3
	Total	18	0	18

TOTAL CREDITS – 66

MANAGEMENT CERTIFICATE

		TH	LAB	CR
ACCT113	Accounting and Financial Reporting I	3	0	3
ACCT123	Accounting and Financial Reporting II	3	0	3
BUS114	Management	3	0	3
BUS211	Business Law	3	0	3
BUS224	Human Resource Management	3	0	3
CIS110	Introduction to Computers	2	2	3
	Business Elective (ACCT, BUS, ENT, FINC, MKTG)	6	0	6

TOTAL CREDITS – 24

Marketing

Associate in Science

In an era of global, digitized, interactive business environments, Marketing offers one of the best career opportunities for today's business students. Marketing is a broad field which includes activities related to selecting, designing, packaging, pricing, advertising/promoting, selling, distributing, and servicing a product in the domestic and/or international marketplace. It is the driving force in most businesses.

Marketing is critically important to American and international businesses and organizations. Top management in companies realize that understanding the marketplace and consumer wants and needs requires competent marketing personnel, from marketing researchers to creative advertisers. The degree to which a company responds to customer demands greatly impacts an organization's success. Marketing classes integrate theory and practical applications while applying related business knowledge of information technology, accounting, economics and management principles.

The focus of the degree is on the application of current theories and concepts in effectively marketing goods and services to define target customers from a domestic and global perspective. Marketing is critically examined from the perspective of the consumer/client, economy, technology, legal/political issues, and ethical/social responsibility.

Marketing personnel are employed in retail, industrial and commercial firms, schools and hospitals, both locally and internationally. Marketing offers something for every business student-a desk job as a market research analyst, or travel and excitement with the public as a salesperson, retailer, or public relations person.

The A.A.S. degree provides students with a solid marketing foundation in preparation for employment or it offers students a strong educational base which will seamlessly transfer in its entirety to many four-year colleges. Southern New Hampshire University awards scholarships to Great Bay Marketing graduates based on academic performance. Plymouth State University accepts Marketing graduates in an honor transfer program provided a 3.0 CGPA is maintained while at Great Bay. UNH-Manchester accepts transfer credits into their Bachelors of Arts-Business degree.

The Business Studies Department is accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

Marketing Transfer Credit Policy: In addition to Great Bay transfer credit policies, appropriate transfer credits for marketing courses may be accepted within a ten year time frame.

DEGREE PROGRAM - FIRST YEAR

Fall Semester		TH	LAB	CR
MKTG125	Principles of Marketing	3	0	3
ACCT113	Accounting and Financial Reporting I	3	0	3
*CIS110	Introduction to Computers	2	2	3
ENGL110	College Composition I	4	0	4
**INT101	College Success Seminar	1	0	1
***MATH131	College Algebra I	3	0	3
	Total	16	2	17

Spring Semester		TH	LAB	CR
ACCT123	Accounting and Financial Reporting II	3	0	3
BUS211	Business Law	3	0	3
ECON134	Macroeconomics	3	0	3
MATH202	Probability and Statistics	4	0	4
	Science Elective	3	0	3
	Total	16	0	16

*or higher CIS course (CIS156 is encouraged)
**INT102 (2 credits) and INT103 (3 credits) also meet the INT101 course requirement.
***or any math course numbered 131 or higher will meet the MATH 131 course requirement.

DEGREE PROGRAM - SECOND YEAR

Fall Semester		TH	LAB	CR
MKTG210	Advertising	3	0	3
BUS155	Retailing Management	3	0	3
CIS141	Desktop Publishing	2	2	3
ECON135	Microeconomics	3	0	3
ENGL210	Communications	3	0	3
	Total	14	2	15

Spring Semester		TH	LAB	CR
MKTG135	Consumer Behavior	3	0	3
MKTG205	International Marketing	3	0	3
MKTG224	Sales & Sales Management	3	0	3
BUS210	Organizational Communications	3	0	3
BUS282	Capstone Research	3	0	3
	Foreign Language/Humanities/Fine Arts Elective	3	0	3
	Total	18	0	18

TOTAL CREDITS – 66

MARKETING CERTIFICATE

		TH	LAB	CR
MKTG125	Principles of Marketing	3	0	3
MKTG135	Consumer Behavior	3	0	3
MKTG205	International Marketing	3	0	3
MKTG210	Advertising	3	0	3
MKTG224	Sales & Sales Management	3	0	3
BUS282	Capstone Research	3	0	3
CIS110	Introduction to Computers	2	2	3
ACCT113	Accounting and Financial Reporting I	3	0	3
	Business Elective (ACCT, BUS, ENT, FINC, MKTG)	3	0	3

TOTAL CREDITS – 27

Medical Coding

Certificate

Vast amounts of information pass through even the most modest of medical offices. The records of every patient must be converted into a universally recognized set of classifications or codes. The practice of Medical Coding is not only necessary to healthcare providers, but also to health insurance companies. The need to code this information has created an overwhelming and unmet demand for qualified medical coders.

In addition to medical reimbursement, coding is used for planning and research, to track diseases, and by hospital administrators to determine if hospital facilities are being used effectively and to meet the needs of the community. Medical coding requires coders to take information from the patient record and combine it with their knowledge of reimbursement and coding guidelines to optimize physician payment.

Coding and billing skills are so sought after in the healthcare industry, the Bureau of Labor Statistics has projected that careers in Health Information Technology will experience accelerated growth through 2014.

The Medical Coding Program will train participants to code for medical offices, clinics, mental health facilities, and hospitals. Successful completion of this Certificate will prepare students to sit for the National Certified Coding Associate (CCA) examination.

Technical Standards - applicants must have:

1. Basic computer skills
2. Good manual dexterity
3. Sufficient vision for reading information
4. Critical thinking ability
5. College Level reading comprehension - Accuplacer score of 64% or better
6. Ability to communicate well as a professional in a health facility
7. The ability to work independently

Admissions Criteria:

1. Complete an application to the program.
2. Provide an official copy of high school transcripts or GED.

Note: The following eight-week courses, MCOD 210 Medical Coding II and MCOD 212 Medical Insurance Billing are Fall courses only.

Fall Semester				
AH 110	Medical Terminology	3	0	3
CIS 110	Intro to Computers	3	0	3
	Total	6	0	6

Spring Semester I

BIOL 106	Human Body	3	0	3
BIOL 105	Pathophysiology Lab (C)	0	2	1
MCOD 130	Medical Coding I (P)	3	0	3
	Total	6	2	7

Fall Semester II

MCOD 210	Medical Coding II (P)	3	0	3
MCOD 212	Medical Insurance Billing (P)	3	0	3
	Total	6	0	6

TOTAL CREDITS – 19

Nursing

Associate in Science

The Associate Degree Nursing Program is accredited by the National League for Nursing Accrediting Commission (NLNAC) and approved by the New Hampshire Board of Nursing. Upon satisfactory completion of the program, the graduate is eligible to apply to Educational Testing Service (ETS) and the New Hampshire Board of Nursing for the National Council Licensing Examination for Registered Nurses (NCLEX-RN). Prior to meeting all program course requirements, the matriculated Nursing students may be eligible to apply to the NHBON for additional licensure after successful completion (defined as achieving a minimum course grade of "C") of the following Nursing courses:

- Nursing I Licensed Nursing Assistant (LNA)
- Nursing III Licensed Practical Nurse (LPN)

The New Hampshire Board of Nursing's licensing regulations may restrict candidates who have been involved in civil or criminal legal proceedings. Questions about licensing restrictions should be addressed to the New Hampshire Board of Nursing, 21 South Fruit Street, Suite 16, Concord, NH 03301. Questions about the status of accreditation for the Nursing program should be addressed to the National League for Nursing Accrediting Commission, 61 Broadway-33rd floor, New York, NY 10006.

The goal of the Associate Degree Nursing Program is to prepare the student to provide direct care to clients in acute care, long-term care, and other structured settings. As a member of the discipline, the student collaborates with the healthcare team to provide and manage the care of clients. The student utilizes the nursing process as a basis for decision making in caring for well clients and clients with possible or actual health problems.

Learning experiences and clinical practice may vary in time and in locations, including days, evenings, and/or weekends.

The program may be completed on a full-time or part-time basis. Classroom and clinical components of the Nursing courses must be completed concurrently. All nursing courses must be completed within four years of the date of entry into the first nursing course. Students re-entering the program must meet current requirements necessary for graduation. Advanced Placement and transfer are possible through transfer credit and/or Excelsior College testing. Students may enroll in Liberal Arts and Science courses prior to admission to the Nursing program. Enrollment in these courses does not guarantee acceptance into the Nursing program. Students admitted into the Nursing program must take nursing courses in sequence, and must achieve a minimum grade of C (73.33) in all major theory and science courses (Nursing, Anatomy & Physiology I & II, and Microbiology) and a grade of "Pass" in clinical courses in order to continue in the program. Students who do not successfully achieve the minimum grade in the major theory, science and other co-requisite courses as outlined in the program course sequencing will be suspended from the Nursing program.

All nursing students must be CPR-certified before taking any nursing courses and must maintain the certification throughout the program. This program is physically strenuous and requires some heavy lifting. Individuals must be able to meet the general health demands of the program in order to satisfy course/clinical objectives.

Technical Standards

After acceptance and prior to registration, all nursing students must:

1. Submit a report of a current physical examination, including all required health screening and immunizations (as indicated on the Red Cross: CPR for the Professional Rescuer Course or an American Heart Association equivalent.
2. Possess and Maintain personal health and accident insurance

3. Possess and maintain professional liability insurance (available at the College campus)
4. Acquire and maintain certification form the American Red Cross: CPR for the professional Rescuer Course or American Heart Association equivalent.
5. Complete a criminal background check. Students may be required to perform more than one criminal background check throughout the course of the program based on clinical facility requirements. Participation in clinical experiences may be restricted or denied based on results of criminal record check and therefore would affect the ability of the student to meet course objectives and successfully complete the program.
6. Travel policy: transportation to and from the practicum site is the responsibility of the student.
7. Provide documentation that they received the Hepatitis B vaccine or a signed waiver.

Admissions Criteria

A review of all **COMPLETED** Admission files will begin in March. Nursing program applications must be completed by February 28 to be considered for early acceptance in the fall class. If the class is not filled with qualified applicants by that deadline, we will accept completed applications until July 1. After that point the program will be closed.

Nursing candidates must submit or complete the following criteria for admission consideration:

1. High school diploma, GED, or equivalent.
2. Satisfactory completion of high school biology, algebra, and chemistry or equivalent with a grade of "C" or greater or proof of current enrollment.
3. An official transcript of high school and/or post secondary courses to verify prerequisites. Transcripts must have the high school or college seal or stamp to be accepted.
4. Complete the National League for Nursing Preadmission RN examination* with scores of 50 or greater in each of the three areas tested: Math, Science, and Verbal Ability. Applicants are permitted to take this exam once in any 6-month period.
5. Two professional references, work or education related. (Forms provided by college.)
6. Complete an application for the program.

*The NLN Preadmission RN examination is designed to identify areas that may need strengthening before a prospective student begins the major course of study in Nursing. To receive information regarding the NLN Preadmission RN examination or to register for a specific exam date, contact the National League for Nursing Testing Services at https://www.nlnonlinetesting.org/pax/

Nursing Readmission Policy

Students matriculated in the Nursing program who withdraw or do not achieve the required minimum grade in the Nursing or science courses and are not able to continue in the Nursing program may be eligible for readmission consideration. A student may be readmitted to the Nursing program one time only. Students who have failed a Nursing course because of unsafe practice involving actions or non actions are not eligible for readmission to the Nursing program (see Nursing Course Syllabi: Evaluation Methods). Readmissions are contingent upon space availability. The student applying for readmission will be required to meet the curriculum requirements in effect at the time of readmission. In order to be reconsidered for admission, the student must:

Submit a written, dated letter requesting readmission consideration to the Chair of the Department of Nursing. In this letter, briefly and generally outline the reason(s) you were previously unable to continue in the program and identify the Nursing course to which you are requesting readmission.

Students who have requested readmission consideration will be ranked according to their Nursing course average. As space availability is determined, students will be readmitted based on their ranking order. Students will then be notified of the status of their request, in writing by the Admissions Department.

Advanced Placement or Transfer

In addition to the general admission criteria, students seeking advanced placement or transfer must have completed all prerequisite coursework by examination, challenge or transfer credit. Excelsior College examinations are available for the challenge process and are necessary to meet Nursing course requirements as follows:

Advanced Placement: A student must be a currently licensed practical nurse (LPN). In addition, in order to be considered for advanced placement into NURS211, Nursing III, a student must successfully complete the following Excelsior College examinations. A minimum grade of "C" or better is required in all three exams in order to be granted credit:

#488: Essentials of Nursing Care: Health Safety
#489: Essentials of Nursing Care: Health Differences
#490: Essentials of Nursing Care: Chronicity

Students accepted for advanced placement into the senior year are required to take NURS200 Advanced Placement Seminar prior to the start of the senior year.

Transfer: In order to be considered for Transfer from another Nursing program into NURS 112, Nursing II, students must have successfully completed (defined as achieving a minimum course grade of "C") a Nursing Fundamentals course while matriculated in another nursing program within the past two years and the following Excelsior College examination #403: Fundamentals of Nursing

Nursing Transfer Credit Policy: In addition to specific nursing course transfer policies noted above and other Great Bay Community College transfer credit policies, Anatomy & Physiology I and II and Microbiology must be taken within a

10 year period from the time of acceptance into the Nursing program.

DEGREE PROGRAM - FIRST YEAR

Fall Semester			TH	LAB	CR
NURS 111	Nursing I		6	9	9
BIOL 110	Human Anatomy & Physiology I		3	3	4
*INT 101	College Success Seminar		1	0	1
PSYC 110	Introduction to Psychology		3	0	3
		Total	13	12	17

Spring Semester			TH	LAB	CR
NURS 112	Nursing II		4	15	9
BIOL 120	Human Anatomy & Physiology II		3	3	4
PSYC 210	Human Growth & Development		3	0	3
		Total	10	18	16

DEGREE PROGRAM - SECOND YEAR

Fall Semester			TH	LAB	CR
NURS 211	Nursing III		4	15	9
BIOL 210	Microbiology		3	3	4
ENGL 110	College Composition I		4	0	4
		Total	11	18	17

Spring Semester			TH	LAB	CR
NURS 212	Nursing IV		3	18	9
**MATH 131	College Algebra I		3	0	3
	Foreign Language/Humanities/Fine Arts Elective		3	0	3
	English Elective		3	0	3
		Total	12	18	18

TOTAL CREDITS – 68

**INT102 (2 credits) and INT103 (3 credits) also meet the INT101 course requirement.*
***or any math course numbered 131 or higher will meet the MATH 131 course requirement.*

Surgical Technology

Associate in Applied Science

The Associates Degree Surgical Technology Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and approved by the Association of Surgical Technologists (AST). Upon satisfactory completion of the program, students may sit for the national certification exam by taking a nationally administered written exam through the National Board of Surgical Technology and Surgical Assisting (NBSTSA).

Surgical technologists are highly skilled members of the surgical team qualified by classroom education and supervised clinical experience. They work closely with the surgeon, anesthesiologist, registered nurse, and other surgical personnel to deliver the highest level of care for the surgical patient before, during, and after surgery. Duties include passing instruments and assisting the surgeon during surgery. With advance training, surgical technologists may become first assistants and assist in complex surgical procedures such as open-heart surgery. With additional education, they may become surgical nurses or instructors. Some surgical technologists assume management positions in hospital central supply departments or business firms such as sterile-supply services and operating-room equipment distributors. The Surgical Technology program includes classroom courses in liberal arts, basic sciences, and surgical technology, along with clinical laboratory and supervised clinical experiences in community hospital operating rooms. Students may enroll in Liberal Arts and Science courses prior to admission in the Surgical Technology program. Students admitted into the Surgical Technology program must take surgical technology courses in sequence. Students must be able to complete and successfully pass Competency Based Objectives embedded within Surgical Technology courses in order to continue with the program. They must achieve a minimum of “C” in all major theory courses and a “Pass” in all clinical courses in order to continue in the program. All surgical technology students must be CPR certified by the time of their first clinical practicum and maintain certification throughout their senior year. Hospital regulations may restrict candidates from attending clinical practice who have been involved in civil or criminal legal proceedings. Questions may be directed to the student’s assigned clinical site.

Technical Standards
The successful surgical technologist is emotionally and psychologically secure in themselves. He/She is sensitive to the needs of the patient and other team members, is able to set priorities and perform in emergency situations in a quick, accurate detail-oriented manner, be flexible, and possess manual dexterity and physical stamina. The program is physically and mentally strenuous and requires some heavy lifting. Individuals who cannot meet the professional, mental and physical demands may have difficulty meeting course objectives.

Admission Criteria
Because of increased interest in the program, completion of the application process by April 1st is encouraged. Applications after April 1st will be accepted until the program is filled.

Admissions Requirements:

1. Complete an application to the program.
2. Provide an official copy of high school transcripts or GED.
3. Provide two professional references (forms provided by College).
4. Satisfactory completion of high school biology, algebra, and chemistry or equivalent with a grade of "C" or greater or proof of current enrollment. Computer background strongly recommended.
5. A personal interview with the program director is required.
6. Pass the College Accuplacer Exams for Math 131, English 110 and Reading unless the student has successfully completed a college-level English, writing or math course at another college.
7. Upon acceptance, applicants must participate in an operating room tour at a hospital affiliated with the program. This experience will be under the supervision of the program director or designee and will occur prior to the start of the fall semester. Specific dates will be provided to each student.
8. Upon acceptance, applicants must submit a report of a current physical examination including all required health screenings and immunizations.
9. Prior to clinical rotation, applicants must:
    a. Possess and maintain professional liability insurance (available at the College).
    b. Certify in American Heart Association CPR Healthcare Provider or Red Cross equivalent.
    c. An applicant needs to have eye exams before first and after last clinical rotation.
10. Possess/maintain health/accident insurance.
11. Have a Level I criminal background check.

Surgical Technology Readmission Policy
Students matriculated in the Surgical Technology Program for withdrawal or do not achieve the required minimum grade in the Surgical Technology Program or science courses and are not able to continue in the program may be eligible for readmission consideration. A student may be readmitted to the program one time only. Students who have failed a course because of lack of professionalism or unsafe practice involving actions or non-actions are not eligible for readmission to the Surgical Technology Program. Readmissions are contingent upon space availability. The student applying for readmission will be required to meet the curriculum requirements in effect at the time of readmission. In order to be reconsidered for admission the student must:

Submit a written, dated letter requesting readmission consideration to the Chair of the Department of Surgical Technology. In this letter, briefly outline the reasons you were unable to continue in the program and identify the surgical technology course to which you are requesting readmission.

Students who have requested readmission consideration will be ranked according to their surgical technology course average as space availability is determined. Students will then be readmitted based on their ranking order. Students will then be notified of the status of the request in writing by the admissions department.

Advanced Placement or Transfer:
In addition to the general admission criteria, students seeking advanced placement or transfer must have completed and passed with a C grade or better all prerequisite coursework by examination, challenge or transfer credit. In addition to Great Bay Community College transfer credit policies there is a 10-year limitation on accepting the course equivalencies of BIOL 110 and BIOL 120 or by determination of the program director. Students applying to the Surgical Technology Program will be required to have a personal interview with the program director.

Students accepted for advanced placement into the senior year are required to complete a minimum of 25% of the program requirements through Great Bay Community College. At least half of these courses must be surgical technology.

Advanced Placement or Transfer Admission Requirements:
After acceptance and prior to registration, all students must:

1. Submit a report of a current physical examination, including all required health screening and immunizations.
2. Prior to clinical rotation, applicants must:
    a. Possess and maintain professional liability insurance (available at the College).
    b. Certify in American Heart Association CPR Healthcare Provider or Red Cross equivalent.
    c. An applicant needs to have eye exams before first and after last clinical rotation.
3. Possess/maintain health/accident insurance.
4. Have a Level I criminal background check.
5. Provide documentation that they received the Hepatitis B vaccine or a signed waiver.

Travel policy: transportation to and from the practicum site is the responsibility of the student.

DEGREE PROGRAM - FIRST YEAR

Fall Semester		TH	LAB	CR
SURG 111	Introduction to Surgical Technology	3	3	4
SURG 113	The Surgical Patient	3	0	3
AH 110	Medical Terminology	3	0	3
BIOL 110	Anatomy & Physiology I	3	3	4
ENGL 110	College Composition I (C)	4	0	4
	Total	16	6	18

Spring Semester			TH	LAB	CR
SURG 120	Surgical Procedures I		3	3	4
BIOL 120	Anatomy & Physiology II		3	3	4
ENGL 210	Communications		3	0	3
MATH 131	College Algebra I		3	0	3
PSYC 110	Introduction to Psychology		3	0	3
		Total	15	6	17

Summer Semester			TH	LAB	CR
SURG 123	Orientation to Surgical Clinical		0	4	2
		Total	0	4	2

DEGREE PROGRAM - SECOND YEAR

Fall Semester			TH	LAB	CR
SURG 210	Surgical Procedures II		3	3	4
SURG 215	Surgical Clinical I		0	24	8
BIOL 210	Microbiology		3	3	4
		Total	6	30	16

Spring Semester			TH	LAB	CR
SURG 220	Biomedical Instrumentation		2	3	3
SURG 223	Clinical Seminar		2	0	2
SURG 225	Surgical Clinical II		0	24	8
	Foreign Language/Humanities/Fine Arts Elective		3	0	3
		Total	7	27	16

TOTAL CREDITS - 69

Students are encouraged to take Introduction to Computers (CIS110) before entering the program.

Veterinary Technology

Associate in Science

As the field of veterinary medicine becomes increasingly complex, there is a growing need for skilled, educated paraprofessionals who can perform a variety of duties. Veterinary technicians work as a team with veterinarians providing medical, surgical, and laboratory procedures. They offer comprehensive support to clients in office procedures as well as general healthcare to the animal patient.

The Veterinary Technology program is accredited by the American Veterinary Medical Association. The program provides education in the basic sciences and liberal arts as well as in veterinary technology.
Hands-on experience is obtained during clinical affiliations at local animal hospitals. First- year veterinary courses must be successfully completed before registration in the following semesters.

Technical Standards
The program is physically strenuous requiring lifting small animals and working with large animals. Sufficient manual dexterity and vision is necessary to perform clinical and microscopic procedures. Students will be expected to establish priorities, function effectively in emergency situations, comply with safety regulations, and communicate in a professional manner during clinical affiliations. Individuals who cannot meet these standards may have difficulty satisfying course objectives and becoming successful as a Veterinary Technician.

Admissions requirements:
In addition to College-wide admission requirements, applicants to the Veterinary Technology program must have completed high school biology, chemistry, and algebra, provide two professional references, and have an interview with the program director. High school algebra II is recommended. Applicants who are not transferring English and math credits from another institution must complete Accuplacer testing and place into college-level coursework for English, math and reading before taking the Introductory to Veterinary Technology course. Admission to the program for students transferring from another AVMA accredited Veterinary Technology program will be determined by the program director based upon courses that have been successfully completed and space availability.

Because of increased interest in the program, completion of the application process by April 1st is encouraged. Applications will be accepted after April 1st until the program is filled.

Additional Expenses:
Prior to their clinical affiliations, students must possess liability and health insurance (available through the College), have current rabies and tetanus vaccinations, and purchase radiology badges. Health insurance must be maintained throughout the remainder of the program. Transportation to their clinical site is the responsibility of students.

Successful completion of this degree program provides students the opportunity to seek employment in the veterinary hospitals and other related fields. They are also eligible to take the Veterinary Technician National Exam to become certified or licensed. Graduates may find jobs in veterinary hospitals, medical laboratories, pet-related industries, zoos, research facilities, and the pharmaceutical industry.

Veterinary Technology Transfer Credit Policy: In addition to Great Bay transfer credit policies; there is a 10-year limitation on accepting the course equivalencies of BIOL111, BIOL121, and all VETN courses. Exceptions may be made by the Department Chairperson.

DEGREE PROGRAM - FIRST YEAR

Fall Semester		TH	LAB	CR
VETN 110	Introduction to Veterinary Technology	3	0	3
BIOL 111	Veterinary Anatomy & Physiology I	3	3	4
ENGL 110	College Composition I	4	0	4
MATH 151	Intermediate Algebra	3	0	3
**CIS 110	Introduction to Computers	2	2	3
	Total	15	5	17

Spring Semester		TH	LAB	CR
VETN 121	Veterinary Clinical Methods I	3	3	4
BIOL 121	Veterinary Anatomy & Physiology II	3	3	4
*CHEM 110	Introduction to Chemistry	3	3	4
VETN 114	Veterinary Pharmacology	2	0	2
	Total	11	9	14

Summer Semester		TH	LAB	CR
VETN 130	Veterinary Clinical Affiliation I	0	24	4
	Total	0	24	4

**or higher CIS course

DEGREE PROGRAM - SECOND YEAR

Fall Semester		TH	LAB	CR
VETN 210	Veterinary Clinical Methods II	2	3	3
VETN 212	Laboratory Animal Science	2	2	3
VETN 215	Large Animal Management	2	2	3
VETN 220	Veterinary Clinical Pathology I	2	3	3
PSYC 110	Introduction to Psychology	3	0	3
	Total	11	10	15

Spring Semester		TH	LAB	CR
VETN 221	Veterinary Clinical Pathology II	2	3	3
VETN 222	Veterinary Clinical Affiliation II	0	18	6
ENGL 210	Communications	3	0	3
	Foreign Language/Humanities/Fine Arts Elective	3	0	3
	Total	8	21	15

TOTAL CREDITS - 65

**Students planning on transfer to a four-year college may substitute CHEM115*

Course Descriptions

All credit and noncredit courses at Great Bay are assigned a course number. Course numbers begin with a letter code designating the course's academic area. The following course descriptions are arranged alphabetically by academic code, beginning with "ACCT" (Accounting) and ending with "VET" (Veterinary).

Courses with numbers between "0 - 99" are considered developmental and any credit awarded cannot be used toward graduation requirements. Courses with numbers between "100 - 199" are considered beginning-level courses and courses with numbers between "200 - 299" are considered upper-level courses.

Prerequisites for courses are identified after each description and may be waived only by the department chair/program coordinator for the prerequisite course. A Prerequisite Waiver Form must be completed prior to registration. These forms can be obtained in the Registrar's Office. Generally, upper-level courses have prerequisites.

ASSIGNMENT OF CREDITS

A credit hour shall be represented by either:

1. One hour of classroom work per week for each week of the semester; or
2. Two or three hours of laboratory experience per week for each week of the semester; or
3. Three to five hours of clinical experience per week for each week of the semester; or
4. Three hours of practicum, co-op, fieldwork, or internship experience per week for each week of the semester.

COURSE CREDIT HOUR DESIGNATION

Next to each course is the course credit breakdown, shown in three numbers. The first number represents the number of lecture hours per week. The second number represents the number of lab, clinical, co-op, internship, or practicum hours per week, The third number represents the total number of credits.

BIOL	**Anatomy and Physiology**	**3-3-4**
PYSC110	**Introduction to Psychology**	**3-0-3**

Courses that are delivered in alternate time schedules (8 weeks, 12 weeks, etc) will be shown the same as above, but will be scheduled to reflect the equivalency of the total number of hours. For example, PSYC110 offered on an 8 week schedule would meet 6 hours per week and earn the same 3 credits.

ELECTIVE COURSE INFORMATION

In addition to the required courses in a student's program, students are given the choice to select from a variety of elective courses. Each program offers a different set of electives, so please refer to each individual program for specific options.

The following information will acquaint students with the variety of elective categories and the selection of elective courses. All academic subject codes and course numbers refer only to Great Bay courses.

English Elective: any course with the academic subject code of ENGL and a course number of at least 100. Social Science Elective: any of these designations: AN, ECON, GEOG, HIST, POL, PSYC, SOC. Foreign Language/Humanities Elective/Fine Arts: any of these designations: AMER, ARTS, ENGL Lit-

erature, or the following courses ASL, ENGL 113, 210, 213, 214, HUMA, PHIL, FREN, SPAN, and HIST 120, 130. Math Elective: any course with the academic subject code of MATH and a course number of at least 100. Science Elective: any course with the academic subject code of BIOL, CHEM, ESCI, PHYS and a course number of at least 100. Business Elective: any course with the academic subject code of ACCT, BUS, ENT, FINC, MKTG and a course number of at least 100. Liberal Arts Elective: any course listed under the categories of English elective, Social Science elective, Foreign Language/ Humanities/ Fine Arts elective, Math elective or Science elective with a course number of at least 100. Open Elective: any course that the College offers with a course number of at least 100.

Class Schedules

Class schedules, noting specific times and days are developed on a semester-by-semester basis and are published in the Semester Course Schedule. Classes are held during the day, evening, and weekend. Students completing program requirements may be asked to take classes at any of those times.

ACCT113 Accounting and Financial Reporting I 3-0-3

This course is an introduction to accounting as the language of business and the purpose of accounting in business. Students will develop an understanding of the concepts and use of the classification of assets, liabilities, equity, revenue and expense accounts. The student will be introduced to accounting procedures necessary to prepare financial statements utilizing current concepts and accounting principles. This includes journalizing transactions, preparation of a trial balance, accounting adjustments, closing journal entries, inventory, accounts receivable, accounts payable, special journals, payroll, cash receipts, disbursements, and banking procedures.

ACCT123 Accounting and Financial Reporting II 3-0-3

This course consists of a more in-depth study of accounting procedures and concepts. An emphasis is placed on accounts from the balance sheet such as accounts and notes receivable; plant, property and equipment; and current and long-term liabilities. This course will also involve comparing and contrasting sole proprietorships, partnerships and corporations, as well as capital stock and stock transactions. The student will learn to use financial ratios to measure financial strength, profitability and liquidity. Prerequisite: ACCT113.

ACCT213 Cost Accounting I 3-0-3

Cost Accounting is concerned with how accounting data is used within an organization. Managers need information to carry out three essential functions in an organization: (1) planning operations, (2) controlling activities, and (3) making decisions. The student will study what kind of information is needed, where this information can be obtained, and how this information can be used in planning, controlling and decision-making responsibilities. Budgeting, standard cost, cost of goods sold, job order and process costing, cost-volume-profit formulas and equivalent topics are examined. Prerequisite: ACCT123.

ACCT215 Cost Accounting II 3-0-3

This course is designed as a continuation of the concepts covered in ACCT213 where the student was introduced to the recording, classification and reporting of costs management use to plan, control, and make decisions. The student will build on this foundation with a more in-depth analysis and reporting of costs. This analysis and reporting will include performance measures, financial statement analysis, capital budgeting and service department costing methods, as well as a further detailed analysis of activity-based costing and process costing. Prerequisite: ACCT213.

ACCT216 Software Systems Applications 2-2-3

This course offers an introduction to an integrated accounting software package. It includes an evaluation of common software characteristics and features, and the review of internal controls for computerized accounting systems. The student will become proficient in processing transactions in a computerized accounting environment using a popular software package. Modules introduced are general ledger, financial statement preparation, accounts receivable, accounts payable, payroll, inventory, time and billing, fixed assets and depreciation, cost control, budgeting, and reporting. Prerequisites: ACCT123 and CIS110.

ACCT223 Intermediate Accounting I 3-0-3

This course is an extension of topics covered in Accounting and Financial Reporting I and II. Further emphasis is placed on the study and application of generally accepted accounting principles. The student will encounter an in-depth study of ac-

counting concepts, balance sheet, income statement, and retained earnings. Included are detailed applications of accounting theory with the preparation and analysis of the financial statements. The student will also cover an in-depth analysis of cash, receivables, inventory valuation, property, plant and equipment, asset purchase and disposal, depreciation, and time value of money. Prerequisite: ACCT123.

ACCT233 Intermediate Accounting II 3-0-3
This course is a continuation of the intensive examination began in Intermediate Accounting I. It provides a closer look at investments, leases, statement of cash flows, bonds, stock, income taxes, intangible assets, current and long-term liabilities, earnings per share, and stockholders' equity. Guidelines of revenue recognition are discussed and an evaluation of accounting changes and error analysis. Prerequisite: ACCT223.

ACCT243 Federal Income Taxes-Individual 3-0-3
This course provides a detailed presentation of Federal Income Tax Laws focusing on Internal Revenue Service procedures and court rulings as related to the tax preparation of individual taxpayers and sole proprietorships. Applicable tax forms are prepared in conjunction with rules and regulations. Prerequisite: ACCT123.

ACCT244 Federal Income Taxes-Corporations, Partnerships, Estates/Trusts 4-0-4
The student will be exposed to a detailed presentation of the theories and practice of Federal Income Tax Laws for Corporations, Partnerships, Estates and Trusts. Applicable tax forms will be studied in conjunction with rules and regulations. Prerequisite: ACCT123.

AH110 Medical Terminology 3-0-3
This course is designed to provide the student with the ability to communicate in a professional, effective manner in a variety of healthcare settings. Through a realistic approach, the student will learn the basic rules for building and defining medical terms, the correct pronunciation and spelling of medical terms, and the application of medical terminology as it relates to each body system. The student is introduced to various types of medical records and reports encountered in the healthcare setting and provided with the necessary skills to read and interpret these reports. A variety of activities will guide the student in the application of medical terminology as it relates to the clinical world.

AH115 Phlebotomy 3-0-3
This course is designed to provide the student with theoretical and introductory technical skills of a phlebotomist. Discussions include anatomy and physiology of the circulatory system, medical terminology, structures of the healthcare system and laboratory safety, types of laboratory analyses, specimen collection including techniques, equipment, sources of error, and medicolegal issues surrounding the practice of phlebotomy. Prerequisite: Reading Comprehension at the 12th-grade level based on the Accuplacer Test.

AMER110 Introduction to American Studies 3-0-3
This course is designed to introduce students to the topics, materials and methods attendant to an interdisciplinary study of American culture, identity, and experience. Students will develop their critical, writing, and reading skills through a focused inquiry into particular American moments, places, and ideas, and in doing so, begin to address some of the large questions around which American Studies are centered. (Fulfills Humanities requirement.)

AMER210 American Studies Seminar 3-0-3
This seminar is designed to provide a collaborative praxis in which, as a class, students formulate and develop interdisciplinary American Studies research topic/problem. Using the class work as a model, students will then personalize an individual interdisciplinary American Studies research topic/problem and complete that project with peer and advisor support.Though final demonstration of the projects may vary, the project requirements will include: a topic centered on a particular defining moment, idea, or element of American culture; research; critical thinking; communications skills; and the use of at least two methodologies.

AN101 Introduction to Anthropology 3-0-3
This course is designed to be an introductory college course in anthropology. The student will primarily be introduced to cultural anthropology, its key concepts, terminology, theories, and research, with some introduction to physical anthropology and linguistics. The course is designed to nurture students to develop a broader scope of understanding and respect for human variation. (Fulfills Social Science requirement.)

ARTS123 Drawing I 2-3-3
Various drawing media and techniques are explored in this course. Assignments are designed to build drawing observation skills necessary for visual communications. (Fulfills Fine Arts requirement.)

ARTS223 Drawing II 2-3-3
Students will continue developing drawing skills based on the knowledge and training acquired in Drawing I. More complex still-life, portrait, and life figure drawing will be created in classes. Further investigation of drawing materials and an introduction to more mediums will also be covered in this course. Prerequisite: ARTS123. (Fulfills Fine Arts requirement.)

ASL110 American Sign Language I 3-0-3
This is an introductory course that provides nonnative signers with the opportunity to study American Sign Language. Emphasis will be on the development of visual receptive and expressive skills necessary for effective communication with deaf and hard-of-hearing individuals. Through a variety of classroom experiences, students will learn to recognize and produce both manual and non-manual behaviors that reflect an understanding of the language's grammatical, semantic, spatial, and cultural frameworks. (Fulfills Foreign Language requirement.)

ASL120 American Sign Language II 3-0-3
Builds on the skills developed in American Sign Language I. Participants will be introduced to more advanced vocabulary and grammatical features inherent in the language of ASL. Emphasis is on conversational fluency. Students will also explore the historical and cultural evolution of ASL through a variety of learning mediums. Prerequisite: ASL110. (Fulfills Foreign Language requirement.)

AU100 Introduction to Automotive Technology 1-2-2
This course will expose the student to the basics of the automotive industry. Topics will include the evolution of the automobile, safety,
federal regulations, shop operations, vehicle systems, tool usage, measurement systems, and hazardous-waste strategies. Prerequisite: Accuplacer scores indicate placement into college-level English and math.

AU111 Engine Repair (Theory) 3-0-3
AU112 or AU113 Engine Repair (Lab) 0-4-1
Engine Repair covers the theory of operation, diagnosis, and repair of automobile engines. Lab emphasis will be placed on maintenance, evaluation of component condition, and repair of premature failures. Prerequisite: Accuplacer scores indicate placement into college level English and math, Co-requisite: AU100.

AU121 Automotive Electrical Systems (Theory) 3-0-3
AU122 or AU123 Automotive Electrical Systems (Lab) 0-6-2
In this course the student will learn the theory of basic DC electricity and its application to automotive electrical systems. The student will develop diagnostic and repair skills to be used on battery, starting, charging, and ignition systems. Prerequisite: Accuplacer scores indicate placement into college-level English and math; AU100.

AU126 Automotive Brake Systems (Theory) 2-0-2
AU127 or AU128 Automotive Brake Systems (Lab) 0-3-1
This course will cover the basic mechanical and hydraulic principles of brake system operation, as well as the operation of all common types of drum and disk brake systems. Brake hydraulic systems, brake power assist systems, and antilock brake systems will be discussed in detail. The laboratory course will cover the service procedure used to maintain, diagnose, and repair modern hydraulic brake systems, including antilock systems. Emphasis will be on attention to detail and proper service procedures to ensure safe vehicle operation. Prerequisite: Accuplacer scores indicate placement into college-level English and math; AU100.

AU135 Automotive Co-op 0-40-6
The aim of this course is to have the student gain experience in the industry. The student will choose, interview, and work at an automotive repair agency during the summer semester. The agency will provide a direct supervisor who will work with the student and assist the student in learning the most recent service and repair procedures. Student performance will be monitored by the agency supervisor and the college instructors. Prerequisite: Accuplacer scores indicate placement into college-level English and math; AU100.

AU211 Automotive Electronics (Theory) 2-0-2
AU212 or AU213 Automotive Electronics (Lab) 0-3-1
This course teaches the student the principles of automotive electronics and digital technology. The student learns diagnostic and repair routines through the use of current test equipment. Prerequisite: Accuplacer scores indicate placement into college-level English and math; AU100; AU121 and either AU122 or AU123.

AU216 Manual Transmission and Driveline (Theory) 2-0-2
AU217 or Manual Transmission and Driveline (Lab) 0-3-1
AU218
This course will introduce students to the basic operation of manually shifted transmissions and transaxles, as well as drive axles, drive shafts, and clutches. In the laboratory course, the student will learn the procedures involved in diagnosis, disassembly, repair, and reassembly of manual transmissions and transaxles, differentials, clutches, drive axles, and drive shafts. Prerequisite: Accuplacer scores indicate placement into college-level English and math; AU100.

AU221 Automatic Transmission (Theory) 2-0-2
AU222 or Automatic Transmission (Lab) 0-3-1
AU223
Automatic transmission/transaxle will present a comprehensive study
of automatic transmission/transaxle operation covering planetary power-train systems and their hydraulic and electronic controls. Classroom and laboratory experience will be combined to give the student a basic understanding of modern electronic transmission control systems, as well as experience in their service, diagnosis, and repair. Prerequisite: Accuplacer scores indicate placement into college-level English and math; AU100.

AU226 Climate Control Systems (Theory) 1-0-1
AU227 or Climate Control Systems (Lab) 0-3-1
AU228
This course is based on the theory of heat transfer, temperature/pressure relationships, and control systems. Both the cooling system and the refrigeration system are covered in this course. Diagnostic skills will be the focus of the course. Prerequisite: Accuplacer scores indicate placement into college-level English and math; AU100.

AU230 Engine Performance (Theory) 5-0-5
AU231 or Engine Performance (Lab) 0-6-2
AU232
This course is designed to study the integrated systems which control engine functions and provide the best combination of performance, economy, and emission reduction. Classroom and laboratory experience will be combined to give the student a basic understanding of modern electronic control systems, as well as experience in their service, diagnosis, and repair. Prerequisite: Accuplacer scores indicate placement into
college-level English and math; AU100; AU211 and either AU212 or AU213.

AU235 Steering and Suspension Systems (Theory) 2-0-2
AU236 or Steering and Suspension Systems (Lab) 0-3-1
AU237
This course covers operation theory and service practice of modern suspension and steering systems, including detailed study of four-wheel alignment theory and techniques. Emphasis is placed on precision service for safe vehicle operation. Prerequisite: Accuplacer scores indicate placement into college-level English and math; AU100.

BIOL041 Developmental Biology 3-0-3
This course will cover the main points of biology at the high school level. It is meant to replace or supplement a student's background in biology if those students either never passed high school biology, or if they took the course so long ago as to be unprepared for further study of the life sciences. The course will give an overview of cell biology, the biology of organisms, and the biology of populations. These credits do not count toward graduation requirements.

BIOL105 Pathophysiology Lab 0-2-1
This course is an introduction to the various mechanisms by which human disease develops, and the common disorders involving each of the major body systems. This course is to be taken in conjunction with the Human Body lecture course. Pathophysiology Lab is designed for students in the Medical Coding program. Prerequisite/Co requisite: BIOL106

BIOL106 Human Body 3-0-3
This is a one-semester course that introduces the structure and function of the human body. It includes the anatomy and physiology of each of the organ systems of the human body and practical discussions of disease and health. This course may be taken alone, or in conjunction with either BIOL 105 or 107.

BIOL107 Human Body Lab 0-2-1
The Human Body Lab is a series of laboratory experiences designed to enhance and reinforce the concepts of the Human Biology lecture course (BIOL 106). Prerequisite/Co requisite: BIOL106

BIOL108 Biology I 3-3-4
This is a college-level course which covers the principles of cell biology, cellular metabolism, molecular biology, biochemistry and genetics. Prerequisite: Successful completion of high school biology or BIOL041; successful completion of high school chemistry or CHEM043 is recommended but not required.

BIOL109 Biology II 3-3-4
This college-level course covers the biology of organisms, including the four areas of kingdoms, behavior, evolution and ecology. Students need not have taken Biology I in order to enroll in Biology II. Prerequisite: Successful completion of high school biology or BIOL041; successful completion of high school chemistry or CHEM043 is recommended but not required

BIOL110 Human Anatomy and Physiology I 3-3-4
This course is designed to give a student of any health or medical science a thorough background in anatomy and physiology. Current in-depth information is presented on the structure and function of human cells, tissues, and organ systems including the skin, skeletal, muscular, nervous and sensory systems. Laboratory work augments lecture topics and includes exercises in microscopy, the study of fresh and preserved specimens, and exercises in human physiology. Prerequisite: Successful completion of high school biology or BIOL041; successful completion of high school chemistry or CHEM043 is recommended.

BIOL111 Veterinary Anatomy and Physiology I 3-3-4
This course offers an in-depth study of the normal anatomy and physiology of domestic mammals with emphasis on the dog and cat. Major differences with respect to the larger domestic species are also covered. This is the first semester of a two-semester course and covers basic organization, cells, tissues, the integument, skeletal, muscular, and nervous systems. Lab work augments lecture topics and includes the study of microscope slides as well as preserved specimens and models. Prerequisite: Admission to the Veterinary Technology program.

BIOL120 Human Anatomy and Physiology II 3-3-4
A continuation of Human Anatomy and Physiology I. This course includes current in-depth information of the structure and function of the endocrine, digestive, respiratory, blood, cardiovascular, lymphatic, urinary, and reproductive systems. Laboratory work augments lecture topics and includes exercises in microscopy, the study of fresh and preserved specimens, and physiological measurements on the human body. Prerequisite: BIOL110.

BIOL121 Veterinary A&P II (P) 3-3-4
This course offers an in-depth study of the normal anatomy and physiology of domestic mammals with emphasis on the dog and cat. Major differences with respect to the larger domestic species are also covered. This course is a continuation of BIOL111 and covers the endocrine, reproductive, cardiovascular, respiratory, urinary, and digestive systems. Lab work augments lecture topics and includes the study of microscope slides as well as preserved specimens and models. Prerequisite: BIOL111.

BIOL150 Nutrition 3-0-3
This course is a study of normal and medical nutritional therapy, including the digestion, absorption, transport, and metabolism of the macro-and micronutrients throughout the life cycle. Nutritional assessment and care plan processes for various medical nutritional therapies, including cardiac, diabetes, stress and wasting disorders, gastrointestinal, enteral and parenteral feeding routes, energy balance, and weight management will be studied. This course may be taken alone, or in conjunction with BIOL 151.

BIOL 151 Nutrition Lab 0-2-1
Each week selected activities, worksheets and assignments will be completed. These are designed to engage and encourage students to apply what they are learning in Biology 150 lecture in practical and personal contexts. Students will have the opportunity to work in formal cooperative learning groups to complete assignments in lab. The intent of group activity is to foster the learning of each member of the group with other members. Prerequisite/Co requisite: BIOL150

BIOL160 Introduction to Environmental Science 3-3-4
This course is designed to present the basics of environmental science and will focus on the earth as a living planet. Topics covered include: principles of ecology, human population effects, natural resource needs and management, energy resources, pollution/prevention issues, and sustainability. Although primarily a science course, ethical issues related to the above topics will also be explored. Lab exercises are designed to reinforce the material presented in the lecture.

BIOL210 Microbiology: Principles and Practices 3-3-4
This course provides an introduction to the principles and practices of microbiology. Topics covered include: the nature and behavior of microorganisms; principles of growth and reproduction of microorganisms; identification of microorganisms

using staining, pure culture, biochemical and antigenic techniques; and the epidemiology, clinical features, laboratory diagnosis, and appropriate control measures for microbial diseases caused by viruses, bacteria, fungi, protozoa and helminthes. Students are required to have protective eyewear (available in the bookstore) and lab coats for the first lab session.

BTEC101 Biotechnology Explorations 1-0-1
This one-credit course meets two hours a week for eight weeks to uncover the exciting world of biotechnology and its careers for the 21st century. During the course students will explore the following areas of biotechnology: genomics, proteomics and bioinformatics; the search for and use of extremophiles in biotechnology; biopharmaceuticals; agricultural biotechnology; DNA forensics; tissue engineering; and the business end of biotechnology including venture capital, the stock market, and patent law.

BTEC205 Bioethics 3-0-3
Biotechnology is any technique that uses living organisms (or parts of organisms) to make or modify products to improve plants and animals or to develop microorganisms for specific uses. This course will address the sociological, ethical, and legal issues arising from biotechnology. This new field is known as bioethics. During the first four weeks of the course, students will develop a tool kit based on sociological, ethical, and legal thought. During the remainder of the course, students will read bioethical cases, analyze them as to their social, ethical, and legal implications, and argue their opinions as they apply these tools to answer bioethical questions.

BTEC210 Biotechnology Experience I: Discovery Research 2-9-6
This course is the first of two experiential, cornerstone courses in Biotechnology. The course begins by introducing the student to the field of biotechnology, the role of the technician in biotechnology, and GLP or good laboratory practices. The remainder of the course is a hands-on exposure to biotechnology research tools and protocols used for DNA isolation, gene mapping, DNA fingerprinting, gene cloning, gene expression regulation, protein identification, mRNA isolation, cDNA synthesis from mRNA, the production of gene libraries, and gene sequencing. A two-hour-per-week lecture provides the knowledge base for biotechnology discovery research. Prerequisite: Permission of Instructor or Advisor.

BTEC220 Biotechnology Experience II: Biomanufacturing 2-9-6
This course is the second of two experiential, cornerstone courses in Biotechnology. The course begins by introducing the student to the proteins and companies of biotechnology and to cGMP or current good manufacturing practices. In the remainder of the course students use bacteria, mammalian, and yeast cells to produce human proteins using tools and manufacturing standard operating procedures of biotechnology, including upstream and downstream processing of proteins and quality control of protein production. A two-hour-per-week lecture provides the knowledge base of biotechnology manufacturing. Prerequisite: BTEC 210.

BTEC223 Biotechnology Externship 0-9-3
This optional externship, consisting of 144 hours of experience in an area of biotechnology, is extended to students who want more exposure to biotechnology before seeking employment. Arrangements are made on an individual basis. Prerequisites: BTEC210, BTEC220.

BTEC230 Bioinformatics, Genomics & Proteomics An Introductory Course 2-4-4
This web-based course is intended as an introduction to bioinformatics, an emerging field that combines research questions from contemporary molecular biology with the analytical power of the computer. Bioinformatics, as we define it, includes all methods and algorithms used to: a) assemble, store, retrieve and manipulate nucleic acid and protein sequence data; b) investigate relationships between sequence, structure, and function of nucleic acids and proteins; c) conduct whole genome and/or proteome level expression analyses; and/or d) deduce evolutionary relationships between organisms and molecular data. Skills in these areas have become critical to the biotechnology workforce, as ongoing “big science” efforts such as the Human Genome Project continue to generate mountains of biological data that must be both managed for easy access and “mined” for scientific insight.

This course is intended for students interested in discovering what bioinformatics is all about. Through lecture and lab-based experience, students will become proficient with the basic computational tools of bioinformatics practice. They will learn which tools are suitable for which types of questions and how the tools work, and will have time to practice using them. It is an excellent first step for those considering a bioinformatics career. Prerequisite: BTEC210.

BUS110 Introduction to Business 3-0-3
This is an introductory course designed to provide students with a basic understanding of the structures and operations of business and an awareness of social and ethical responsibility as it relates to the environment, consumers, employees, and investors. An appreciation of the global economy will also be explored.

BUS114 Management 3-0-3
The course will focus on "management-specific knowledge and skills:" creating value by producing goods and services; understanding the economic, political, legal, and global contexts of business; knowledge of individual and group dynamics in organizations; information management and the individual's responsibilities to the organization and society. This course will use the case method as a primary learning tool.

BUS116 Organizational Behavior 3-0-3
This course develops basic understanding of organizational behavior. The human relations approach is stressed. It includes management philosophy; the organizational climate; motivation, leadership and management; supervision; communication, group participation and other forces in the work environment. Students learn techniques for becoming more effective managers, subordinates, peers or people. Prerequisite: BUS114.

BUS155 Retailing Management 3-0-3
This course studies the principles of retailing with emphasis on the development of retail institutions, merchandising, pricing, and contemporary problems of retailers in today's business environment. Prerequisite or Co requisite: MKTG125.

BUS200 Teambuilding 3-0-3
This course will introduce and expand upon the basic principles and concepts of team building and self-directed work teams as they pertain to the workplace environment. Through the use of lecture and workshop-type group exercises, the key concepts of how teamwork can influence and benefit the workplace will be explored.

BUS205 Small Business Management 3-0-3
This course introduces the concepts and application of small business management, including contracts, leases, legal aspects of partnerships and corporations, risks, payrolls, inventories, record keeping, federal tax law and business law. Prerequisite or Co requisite: BUS 114

BUS210 Organizational Communications 3-0-3
Effective communication is the lifeblood of the organization; it is also the foundation of a successful business career. This course will focus on the methods and techniques necessary to utilize facts and inferences, understand communication strategies, create logical presentations, and develop critical skills in listening, speaking, and writing. Students will also gain an understanding of nonverbal, visual, and mass communication. Prerequisite BUS114

BUS211 Business Law 3-0-3
Based on student input at the start of the course, the course will encompass some of the common topics in criminal and civil law. Likely areas to be taught and discussed include civil and criminal justice systems, contracts, consumer protection, real and personal property, insurance, employment, and wills.

BUS214 Entrepreneurship 3-0-3
This course will focus on all aspects of starting a business: selecting promising ideas, initiating new ventures, and obtaining initial financing. The course will also concentrate on how ventures are begun, how venture ideas and other key ingredients for start-ups are derived, and how to evaluate new venture proposals. The course will also explore business plan development, legal and tax considerations. Prerequisites: BUS 124, MKTG125.

BUS220 Operations Management 3-0-3
Operations Management focuses on the relationship of the production and operations functions of delivering products or services to the achievement of an organization's strategic plan and linking the organization to its customers. Students integrate forecasting, materials management, planning, scheduling, process, operations control skills and techniques with approaches and tools such as Total Quality, Statistical Process Control, Continuous Improvement, Demand Flow and Just-In-Time production systems.

BUS221 Business Finance 3-0-3
This course is designed to survey the corporate finance discipline, to examine the financial management of corporations, to develop skills necessary for financial decision making, financial forecasting, ratio evaluation, and to acquaint students with money, capital markets, and institutions. Prerequisites: ACCT113, ACCT123.

BUS224 Human Resource Management 3-0-3
This course is designed to provide fundamental presentation of the dynamics of human resource management. Emphasis is placed on job design and development, employment training, benefits administration, compensation, and employee relations.

BUS231 Self Assessment 1-0-1
This course, offered as a seminar or in an online structure, is designed to allow students to assess their strengths and weaknesses and to enlighten students on what types of organizational culture is most conducive to personal growth.

BUS282 Capstone Research 3-0-3
This course will be taught from the viewpoint of the person who conducts market research with a concentration on techniques and processes required to conduct quality research studies. Topics include questionnaire development, sampling techniques, data-collection methods, and survey errors. Application of concepts through primary data coupled with secondary data through a market research project. This course must be taken in the student's final semester. Prerequisite: MKTG125.

BUS291 Internship 0-9-3
This course is designed to provide comprehensive experience in application of knowledge learned in previous coursework. Students will select a site and will work as a supervised intern. This course will be among the last in a student's program.

CHEM043 Developmental Chemistry 3-0-3
This high-school-level course in chemistry examines the structure of matter and the nature of chemical reactions. Particular attention will be given to the types of reactions that apply to the health field. These credits do not count toward graduation requirements.

CHEM110 Introduction to Chemistry 3-3-4
This introductory course covers the fundamental principles of chemistry including measurements; atomic structure; periodic trends; names and formulas of compounds; chemical reactions and bonds; acids, bases and solutions: stoichiometry; gas laws; and radiation chemistry. It is designed for students who have had no instruction or limited instruction in chemistry. The course is for the student whose chemistry requirements will have been fulfilled upon completion of this course. It satisfies the needs of the health sciences and related fields as well as the needs for the student who is preparing for further study in chemistry. Prerequisite: MATH131 or recent high-school algebra.

CHEM115 General Chemistry I 3-3-4
The objective of the chemistry course is to introduce the student to the principles of chemistry included in the first semester of a two-semester chemistry course. The course will include topics such as components of matter, stoichiometry, chemical reactions, gas and kinetic-molecular theory, thermo chemistry, quantum theory and atomic structure, chemical periodicity, chemical bonding, and molecular geometry. Principles taught in lectures will be reinforced in laboratory experiments. Prerequisites: CHEM110 or recent completion of high school-chemistry and MATH131 or recent completion of high-school Algebra II.

CHEM116 General Chemistry II 3-3-4
This general chemistry course is designed to introduce the student to the principles of chemistry included in the second semester of a two-semester chemistry course. This course will include topics such as intermolecular forces, properties of solutions, kinetics, chemical equilibrium, acid-base equilibrium, electrochemistry, and thermodynamics. Prerequisites: CHEM115, MATH151.

CHEM120 Organic Chemistry 3-3-4
This course will provide an introduction to the properties and reactions of hydrocarbons and their oxygen and nitrogen derivatives. Special emphasis will be placed on the application in biotechnology and related fields. Laboratory experiments will reinforce class lecture where possible. Prerequisite: CHEM115 or permission of Instructor.

CIS110 Introduction to Computers 2-2-3
As a foundation course to gain computer literacy, students will use a fully integrated, hands-on approach to understand the critical components of computer technology. Students will examine personal computer hardware and software components, gain proficiency in the Windows operating system environment, and learn the fundamental elements of Office Application Software including word processing, spreadsheets, presentation software, and database applications. Students will also explore various facets of the Internet including using the Internet for research, working with online learning tools, evaluating electronic information, safeguarding data, proper use of email, and other current web technologies.

CIS111 Computer Technologies 2-2-3
The purpose of this course is to provide students with the fundamental background and understanding of various critical components of computer technology. A required course for all computer majors, this foundation course provides students with a firm foundation in computer technology including: hardware components, software applications, processors, memory management, secondary storage, file management, operating systems, networking essentials, ethics, and emerging tech-

nologies. Students will also explore various ethical issues surrounding the use of digital information, as well as the impact of technology on business and society. Prerequisite: CIS110 or permission of Instructor.

CIS112 Programming Logic 3-0-3
This course will emphasize systems thinking as an approach to solving computer problems and understanding formal logic. Programming theory and logic will be presented with hands-on practice in model environments, while students are provided with essential problem-solving methods, techniques, and disciplines. Control flow, data manipulation, and planning methods will be emphasized. Students will develop confidence in applying programming solutions, will be exposed to pertinent terminology, and will learn the effective use of reference materials.

CIS113 Database Design and Management 2-2-3
This course is an introduction to database analysis, planning, designing, and implementation with emphasis on the relational model. Students will study the theory behind relational databases, relational database nomenclature, and relational concepts. The course will include studying Structured Query Language (SQL) and optimizing databases through normalization. Students will apply their knowledge with hands-on exercises designed to teach the intricacies of database design methodology. A final
project will conclude the course. Prerequisite: CIS110.

CIS115 Introduction to Graphic Design 2-2-3
This design course will explore design and layout considerations for various production media. Students will study principles of design including color theory, line, texture, pattern, balance, space and movement. Students will be introduced to computer graphics creation using industry standard software packages such as Macromedia Freehand and Adobe PhotoShop. Students will also experience hands-on drawing and design lessons to develop their own senses, learn how to use paths, manipulate basic shapes and text, apply color and gradients, implement styles, work in multiple layers, trace, and scale. Students will be able to use these design applications for future study in Web Design and Multimedia Production. Prerequisite: CIS110.

CIS116 Introduction to Computer Networking 2-2-3
This course introduces students to the fundamentals of computer connectivity. Students will compare peer-to-peer versus client-server configurations, Windows, Unix, and Mac Network Operating System Environments, local and wide-area networks, in addition to relevant network communication protocols. Prerequisite: CIS111.

CIS118 Introduction to Visual Basic 2-2-3
This course will provide students with an understanding of structured, procedural, and event-driven programming. Students will develop techniques for problem solving through the application of programming methods and will gain experience in the nuts-and-bolts of program design as they complete lab work and assignments. Students will learn to use the VisualBasic. NET language and programming environment. Prerequisite: CIS112.

CIS124 Web Programming I 2-2-3
In this course, students will gain knowledge of the web site development process and learn how to develop web pages using XHTML standards. Through the use of different text editors and validation programs students will study in detail XHTML syntax and will develop well-formed and valid web pages. Students will also incorporate text, graphical, and form components into web pages and will use text formatting, tables, and CSS for page layout and site design. Prerequisite: CIS110.

CIS125 Introduction to Animation 2-2-3
In this course, students will learn how to apply the principles of animation and gain a full understanding of the animation process from conception to completion. Topics to be covered include storyboarding, creating production artwork, setting key frames, tweening and interpolation, creating and animating characters, materials manipulation, and lighting. Hands-on experience using 2D and 3D animation tools and software application programs is a core component of this course. Students will gain a working knowledge of Macromedia Flash that will be expanded upon in CIS264. Prerequisite: CIS115.

CIS134 Web Style and Design 2-2-3
Students will learn the basic layout and imaging skills for attractive, informative, and entertaining Web pages. Course topics include information architecture, site design, layout, type, color, scanning, image manipulation and formats, copyrights, element integration, and compatibility issues with multiple browsers. Current software specific to Web publishing will be utilized. Prerequisites: CIS115, CIS124.

CIS135 Introduction to PhotoShop 2-2-3
Adobe PhotoShop brings the art and science of photo manipulation to the Web and other computer applications. An overview of the PhotoShop environment, color processes and channels, image modes, scanning, compositing, adjustment lay-

ers, masks, type manipulation, filters, actions, file formats, and web/multimedia considerations are among the many topics covered in this course. Prerequisite: CIS110.

CIS141 Desktop Publishing 2-2-3
This hands-on course introduces students to the basic hardware and software components of desktop publishing technology as well as the skills needed to produce attractive and effective printed materials. Students will learn to produce page layouts while experimenting with writing and graphic design. Prerequisite: CIS110.

CIS145 Introduction to Multimedia 2-2-3
This project-based course introduces students to multimedia concepts through a production environment. Students will learn how to create and manipulate objects, develop screen designs, and begin to build computer applications to incorporate graphics, animation, audio, and video. Students will be introduced to current industry standards using Macromedia Director. Prerequisite: CIS110.

CIS146 Linux I 2-2-3
The purpose of this course is to provide students with the fundamental skills needed to work in a Linux environment. A recent version of the popular public domain operating system Linux will be used as a vehicle for course delivery. Topics to be covered include the file system, file management, text editors, running and creating shell scripts, Xwindows, and basic system administration. Installing the Linux operating system and networking issues will also be discussed. Prerequisite: CIS112.

CIS148 Introduction to Java Programming 2-2-3
The purpose of this course is to provide a solid foundation in the Java programming language. Program planning, object-oriented design, and Java language syntax will be emphasized. This course will prepare students for advanced study of the Java language as well as introduce students in other fields of computer study to general object programming. Prerequisite: CIS112.

CIS149 Linux Applications 2-2-3
In this course, students will explore the various common business applications available to run on Linux. This includes Star Office, Open Office, Evolution, Mozilla, Gimp, and many other useful, open-source programs which are generally available free from sources on the Internet.

CIS156 Computer Applications in Business 2-2-3
This course stresses project planning using technology, aiming to provide professionals the ability to meet the challenges of business. Through a project-based approach students will learn advanced concepts and functions of business application software. To become more efficient and effective students will successfully solve real-world office technology problems using integrated software applications. Students will be able to manage customers and sales opportunities more effectively, create impressive sales and marketing materials in-house, manage email, and share information more efficiently using Microsoft Office. This course is well suited to those students who know the basics of Microsoft Office and need to become thoroughly knowledgeable and experienced in its many applications. Prerequisite: CIS110.

CIS158 Introduction to C++ 2-2-3
This course introduces students to the fundamentals of structured programming and to the procedural aspects of the C++ programming language. Students will create programs to demonstrate the topics of program control, functions, arrays, and pointers. Microsoft's Visual C++ will be used as the primary development tool; however, other environments may also be utilized. Emphasis will be placed on the creation of platform-independent applications in order to allow students to become familiar with the core features of the C++ language. Prerequisite: CIS112.

CIS165 Introduction to Video Production 2-2-3
In this course, the fundamentals of video production and editing will be studied through individual projects. A technical foundation will be established regarding rudimentary aspects of video engineering. All aspects of the production process including camera functions, lighting, shooting techniques (ENG and EFP), audio-for-video, and voice over acquisition will be presented. Editing concepts and aesthetics will be examined through an introduction to film history and current editing standards. A detailed introduction to Adobe Premiere and video editing concepts will provide students with the tools to assemble their acquired video elements into a final video project of their choice. Prerequisite: CIS110.

CIS 175 Adobe Illustrator 2-2-3
Students will establish a firm foundation in Illustrator by mastering the primary tools and techniques necessary to create complex and attractive illustrations and text effects. Students will learn to use Illustrator's foundational tools and techniques such as paths, fills, strokes, pathfinder, drawing, painting, gradient mesh, filters, and masks to create artwork and illustrations that could be used for integration with multimedia, for vector animation, or on the World Wide Web. Prerequisite: CIS115.

CIS184 Web Page Development Using Authoring Tools 2-2-3
At the completion of this course, the student will be familiar with several web authoring applications, also known as WSYWIG editors, and be able to create a website using a WSYWIG editor. The student will be able to create a storyboard or page mock-up using one of the design templates available and understand the role of the storyboard in the planning process. The student will use some of the more advanced tools found in WSYWIG editors such as CSS, animation, creating a sophisticated form, a site map, creating and changing a template, and the use of JavaScript. Prerequisite: CIS134.

CIS205 Advanced Photoshop 2-2-3
This course will expand student's knowledge of Photoshop through the exploration of more advanced tools and techniques for both print and the Web. In-depth work on photo editing, masks, gradient masks and channels, color correction, image blending, digital images, clipping paths, filters and plug-ins, and the creation of 3-dimensional effects through the digital manipulation of lighting and shadow will be covered. Students will be encouraged to take their own creative ideas from sketch pad to completion. Many professional tips and tricks from publications written by industry experts will be covered. Prerequisite: CIS135.

CIS216 Web Server Administration 2-2-3
In this course students will discover how to manage web sites at the server level. Students will learn how to set up and maintain the hardware and software needed for both Internet and Intranet web sites. Emphasis will be placed on setting up a UNIX/Linux system with Apache web server; however, other platforms will be discussed throughout the course. Prerequisites: CIS146, CIS224.

CIS218 Advanced Visual Basic 2-2-3
This course will expand the students' understanding of structured, procedural and event-driven programming using VisualBasic.NET. Students will learn advanced programming methods and will gain further experience in the nut-and-bolts of program design as they complete lab work and assignments. Prerequisite: CIS118.

CIS223 Advanced SQL 2-2-3
In this course, students will learn how to use Structured Query Language to manipulate and retrieve data from relational databases. Students will use SQL to modify database structure, add user permission to databases or tables, query the database for information, and update the contents of a database. Stress will be placed on working with large database management systems like SQL Server. Prerequisite: CIS113.

CIS224 Web Programming II 2-2-3
Building upon the web development skills taught in CIS124, this course will enable students to create dynamically-built web sites using JavaScript and other client-side scripting languages. Students will also gain advanced XHTML and CSS skills and will gain familiarity with programming concepts and terminology common to many web scripting languages. Please note that if students have no previous programming experience, then CIS112 is a must prior to enrolling in this course! Prerequisites: CIS112, CIS124.

CIS233 Oracle 2-2-3
Students in this course will gain an understanding of the internal structures and organization of an Oracle database. Students will create Oracle databases, table spaces, user accounts, views, indexes, and other objects necessary to support an application. The course will present a structured approach to the monitoring and managing of the most recent version of the Oracle database software. Prerequisite: CIS113.

CIS245 Multimedia Applications 2-2-3
This course expands on the fundamentals of multimedia technology acquired in CIS145, Introduction to Multimedia. The primary focus will be the development of Macromedia Director skills. Using aspects of Lingo including commands, functions, properties, and operators and understanding the process of events and handlers, will allow students to integrate various multimedia elements into a final project. Prerequisite: CIS145.

CIS246 Linux II 2-2-3
Building upon fundamentals previously acquired, students will further develop Linux skills and knowledge in a hands-on environment. Students will install a dual boot operating system, develop shell scripts for application management, configure various business productivity applications, discuss Linux security issues, and gain a further understanding of Linux administration with respect to using and configuring various network services. Prerequisite: CIS146.

CIS248 Advanced Java Programming 2-2-3
In this course, students will extend their knowledge of object-oriented programming through the use of the Java programming language. They will develop applets for use in web pages as well as stand-alone applications. Application design, plan-

ning, language syntax, and a variety of Java environments will be covered. Individual and group projects are emphasized throughout the course. Prerequisite: CIS148.

CIS249 Linux Databases 2-2-3
In this course, students will establish a firm foundation in Linux database installation, design, construction, and use. Students will install and use My SQL and Postgres SQL, two popular open-source database programs, along with a variety of useful tools to work with these databases. Students will also write basic PHP/Perl code to link these databases to websites. Prerequisites: CIS113, CIS146.

CIS253 Data Sharing 2-2-3
This course will provide the student with the skills necessary to share data across the Internet. Topics will include database queries, ASP, JSP, and CGI scripting, as well as security and form design. Current trends will be examined and discussed. Prerequisites: CIS223, CIS224.

CIS254 PHP and MySQL 2-2-3
PHP is a server-side, cross-platform scripting language. It offers a server- side approach to database connectivity with an integrated environment where complex scripting code combines with plain HTML. This class enables students to create dynamic web applications with PHP and MYSQL. Topics include the basics of PHP, mixing PHP and HTML, displaying dynamic content, using cookies, and database connectivity. Other topics may include: fusebox design and open-source prebuilt solutions. Prerequisites: CIS113, CIS224.

CIS258 Advanced C++ 2-2-3
This advanced programming course emphasizes the C++ implementation of object-oriented designs. It expands upon the structured techniques introduced in CIS158. While concentrating on the creation of C++ object systems, students will learn advanced language topics such as function overloading, default arguments, inheritance, virtual functions, and run-time type information. Prerequisite: CIS158.

CIS264 Adobe Flash 2-2-3
Learn to use Adobe Flash to create interactive web sites, games, and applications. Building upon the skills learned in CIS125 Introduction to Animation, students will learn advanced drawing, animation, and interactivity techniques. Students will also learn the fundamentals of ActionScript and how to manipulate information, objects, text, and sound to create a fully interactive application. Prerequisites: CIS112, CIS125.

CIS265 3D Design and Animation 2-2-3
Students will learn the fundamental principles that form the basis of effective 3D development. Discussion will involve the use of space, form, and color impact on computer games, computer graphics, animation, and demos. Topics will include architectural visualizations and fly-throughs, proportional systems, geometry and harmony. Students will learn the fundamental principles that form the basis of effective 3D development. Topics will include scene and character development and animation, use of color and lighting, inverse kinematics and modeling using primitive shapes, NURBS and polygons. Hands-on experience using 3D animation tools and software application programs is a core component of this course. Prerequisite: CIS125

CIS274 XML (eXtensible Markup Language) 2-2-3
XML facilitates the exchange of data among different applications, platforms, and businesses. This class will focus on XML and its applications in the business-to-business, web, multimedia and database industries with an emphasis on creating and using customized tag sets.
Style sheet applications such as CSS and XSL will be explored as well as the use of DTDs and Schemas to validate a document. Prerequisites: CIS112, CIS124.

CIS275 Advanced Video Production 2-2-3
Continuing where CIS165 leaves off, CIS275 will examine various aspects of video production and editing in greater detail. Students will learn script writing, story boarding and production planning as a
necessary precursor to successful video production. Production and editing issues regarding film, broadcast, commercials, corporate, event, and legal video will be discussed. Students will be required to go out into the community and provide production services for a client in the form of a commercial or business/product presentation. Advanced aspects of
nonlinear editing with Adobe Premiere will be addressed in detail such as video motion manipulation, audio and video filters, and transparency keys. Prerequisite: CIS165.

CIS281 Internship 1-8-3
This capstone course allows a limited number of students to receive on-the-job experience at an off-site location related to their specific area of academic concentration. Students are required to work eight hours per week at positions that meet the

criteria established by the Internship Manual. A seminar meeting once per week will review internship progress and discuss issues related to successful employment. Prerequisite: completion of coursework for the first three semesters of the student's program of study and approval of the Department Chair and/or Program Advisor. The course has one hour of lecture and eight hours of work for three credits. Department Elective.

CIS291 Advanced Topics 2-2-3
The purpose of this experience is to provide qualified students with the opportunity to pursue academic work outside the formal classroom setting. Independent Project is an ideal way for a student to specialize in a concentrated area within the Computer Technologies Department. In order to be eligible for this challenging opportunity, students must seek the approval of the Department Chair and work with a faculty advisor to set up a course of study. Students must submit an original project plan prior to acceptance.

CRJ121 Criminal Procedure 4-0-4
This course analyzes the constitutional issues in the United States which have direct bearing on the role and policies of criminal justice agencies. Application of these issues as they relate to investigation, arrest, pretrial and appeal will be emphasized.

CRJ123 Criminal law 4-0-4
This course provides an in-depth review of substantive criminal law in the federal and state systems including analysis of the essential elements of all major crimes, the concepts of constitutional review and judicial scrutiny and the principles governing legal challenges to the constitutionality of laws.

CRJ150 Criminology 3-0-3
Students will learn the definition and nature of crime, criminal statistics, and a survey of the theories of crime causation. Emphasis is placed on crime patterns and typologies.

CRJ205 Police Operations 3-0-3
This course covers the principles of police organization and administration, along with community policing as well as the selection, training, promotion and socialization of officers. It also examines issues involving the influence of research, police deviance, minorities, the use of force, and the general hazards of police work.

CRJ210 Juvenile Justice 3-0-3
An examination of causative factors in the development of youthful offenders and the development and philosophy behind treatment and rehabilitative practices are covered. The course also covers legal, procedural, and substantive issues pertaining to the juvenile justice system.

CRJ215 Corrections Operations 3-0-3
This course is a study of correctional processes and services, standards, personnel and principles of management; allocation of resources, training and staffing; the role of sentencing and work release programs; special programs and the use of outside contracts.

CRJ225 Drug Abuse and the Law 3-0-3
In the first part of this course, the historical use of the major drug groups (including alcohol) will be reviewed. In the second part, the reaction of the criminal justice system to illegal involvement with drugs and alcohol and methods of treating substance abusers will be reviewed.

CRJ230 Justice and the Community 3-0-3
This course deals with the interaction of the various components of the justice system with the community. It involves an analysis of the way the work of police departments, courts, correctional institutions, and community corrections agencies appear to the public. The image of the justice system in the media is examined: specific attention is paid to the issues of the young, minorities, and community organizations.

CRJ270 Criminal Justice Internship 0-9-3
This course prepares students entering the field of criminal justice by applying theoretical knowledge to practical experience. Students will complete a minimum of 120 hours at an agency provided by the internship coordinator and assist in activities deemed appropriate by the agency. The agency will also evaluate the student. Students are required to maintain an internship log and prepare an extensive paper which relates previous criminal justice coursework to the internship experience. Approval from the Department Chair is required prior to registration.

CRJ275 Senior Project 3-0-3
This course presents an opportunity for students to focus on a specific issue or topic in Criminal Justice with a primary emphasis on completion of a major independent research project and topic paper analyzing an agency or significant concept/ issue in Criminal Justice. Students MUST see their Program Coordinator to discuss their goals for the course and to register for this class.

ECE100 Early Childhood Growth and Development 3-0-3
This course provides an in-depth study of normal growth and development from conception through age twelve with an emphasis on the needs and characteristics of each developmental level. Prominent theories of child psychology will also be introduced such as those of Piaget, Erikson, Maslow and behaviorism. Observation of children will be required as part of the course requirements.

ECE104 Foundations of Early Childhood Education 3-0-3
This course provides an overview of the history of childhood and childcare as well as a survey of the existing program models. Various environments, materials, and resources that meet developmental and educational needs of young children will be presented. Students will observe and evaluate programs based on principles of developmentally-appropriate practice as outlined by the National Association for the Education of Young Children.

ECE106 Curriculum & Environment for Family Child Care 3-0-3
This course provides an in-depth look into the home environment and the process of early childhood planning for multi-age groupings of children through age eight. The role of the environment as well as various curriculum programs will be explored and evaluated. Emphasis will be placed on developing positive growth in children through instructional and play materials, along with methods of evaluating the environment to ensure optimal opportunities for nurture and play. Participants will experience and broaden their own creativity and imagination through learning activities that can be applied to their home settings. Prerequisite: ECE100.

ECE107 Family Child Care Business Management 3-0-3
This course will review the fundamentals of sound business practices as they relate to the running of a successful Family Child Care business. Emphasis will be on designing of business plans, budgeting, insurances, effective business policies, contracts, pricing, marketing, customer relations, purchasing, financial, legal, and licensing regulations and reports, small business management, and related record keeping.

ECE109 Art, Music, Drama and Movement in Childhood Education 3-0-3
This course focuses on nurturing creativity in young children through the provision of developmentally-appropriate activities in the areas of art, music, dramatic play, and movement. The various methods and materials used to stimulate a young child's creative impulses will be explored.

ECE112 Learning Environments in Early Childhood 2-3-3
The emphasis of this course is on the environment in the Early Childhood curriculum. The manner in which a "prepared environment" leads to play while stimulating the development and educational growth of children
will be the focus of the course. Students will observe the effects of space, equipment, materials, and relationships upon play, learning and discovery. Students will plan and implement developmentally-appropriate
activities. Students will attend a weekly three-hour practicum placement at an approved site.

ECE116 Child Health, Safety, and Nutrition 3-0-3
This course will provide the student with a variety of health, nutrition and safety concepts. These concepts will enable the individual to implement preventive health and safety practices based on New Hampshire Childcare Licensing Regulations. Students will be able to develop menus for meals and snacks which are nutritious, appealing, and age-appropriate for young children. Recognition and treatment of child-abuse victims will be addressed. It should be noted that CPR and First Aid are NOT part of this course.

ECE200 Math and Science Development in Childhood Education 3-0-3
This course will provide students with the theoretical and developmental knowledge necessary to effectively teach the basic concepts of math and science to young children. Students will develop their skills in preparing developmentally-appropriate activities that promote inquisitiveness, problem solving and exploration. The interrelationship between math and science and other areas of the curriculum will be explored. Students will need access to young children to complete course requirements. Prerequisite: ECE100.

ECE202 Senior Practicum: Student Teaching 1-9-4
This practicum allows students to assume teacher responsibilities in a variety of Early Childhood settings under guided supervision. Students will bridge the gap between theory and practice by implementing theoretical knowledge and develop-

mentally-appropriate methodology in their work with young children. Students will assume increasing responsibility throughout the semester by planning activities across the curriculum. Students will complete ECE202 at a college approved Early Childhood Education facility. Students will need to have practicum experience with two different age groups (e.g., infant/toddler, preschool, and primary aged children.) Prerequisite: ECE100, ECE104, ECE112, ECE116.

ECE203 Language Arts in Early Childhood 3-0-3

In this course, the development of language and literacy, components of a language rich environment, language arts curriculum, and approaches to reading and writing instruction will be explored. This course is designed to provide an overview of developmentally-and interest-appropriate literature and language art curriculum for young children. It will afford an opportunity to explore the various genres, recognize the value of literature to children's development, become familiar with exemplary authors and illustrators of children's literature, and learn ways to extend and enhance literature for young children. Prerequisite: ECE100, ECE104 or permission of Program Coordinator.

ECE204 Developmentally-Appropriate Curriculum for Infants and Toddlers 3-0-3

This course provides an in-depth study of the normal growth and development of the child from birth through toddlerhood. Emphasis is placed on the interrelationship of emotional, social, cognitive, physical, and language development patterns of infants and toddlers. The student will learn to plan a developmentally-appropriate curriculum based upon standards of NAEYC and New Hampshire Bureau of Child Care Licensing. The sequential and effective use of play materials will be presented as essential to an infant and toddler curriculum. Students will be required to volunteer and observe eight hours in an infant and toddler program. Prerequisite: ECE100, ECE104 or permission.

ECE206 Supporting the Special Needs Child 3-0-3

The course will focus on the unique characteristics and needs of young children with communication disorders, sensory impairments, physical and health-related disabilities, child abuse, and giftedness, as well as those living under stress. Screening, assessment, early intervention, individualized education plans, inclusive education, community resources, and family issues will be discussed. Prerequisite: ECE100.

ECE212 Senior Practicum: Professional Development 1-9-4

This course is designed to extend the student's experiences in bridging the gap between theory and practice by working with children of a different age level than the previous practicum. Students will assume increasing responsibility throughout the semester by planning activities across the curriculum. Seminars are scheduled to discuss issues in professional development. Students will complete a professional portfolio as part of the final requirement for this course. Prerequisite: ECE100, ECE104, ECE112, ECE116.

ECE214 Appropriate Discipline and Guidance for Young Children 3-0-3

The emphasis of the course is on the role of positive child guidance in preparing young children to become competent, confident, and cooperative individuals. Developmentally-appropriate methods of guiding children will be shared, along with effective strategies for preventing disruptive behaviors in the classroom. A recurring theme will be the impact of positive discipline on self esteem. The influence of developmental, environmental, and health factors will be examined. Theories behind the approaches and techniques of discipline and guidance issues will be discussed. Prerequisites: ECE100, ECE 104.

ECE220 Practicum I: Student Teaching 2-9-5

This course is designed to give students in Early Childhood Education specific experiences in working with groups of young children in licensed settings under the supervision of certified professionals. Students will need to have practicum experience with two different age groups: infant/toddler and preschool/primary-aged children. Students will participate in the daily activities of young children and will assume increasing responsibility throughout the semester by planning developmentally- appropriate activities for their given group. Weekly seminars are scheduled to discuss issues of appropriate practice, discipline, lesson plans, observations, and concerns. Prerequisite: ECE100, ECE104, ECE112, ECE116.

ECE230 Practicum II: Professional Development 2-9-5

This course is designed to give students in Early Childhood Education the opportunity to work with young children at a different level from the first semester's experience. At the end of this semester, each student will have participated in the daily activities of infant/toddler and preschool/primary-aged children. The student will learn to become an active listener and communicator with both the children in his/her care and the cooperating staff. Both preschool and infant/toddler students will participate in seminars to discuss childcare management issues and personal professional development. Students create a professional portfolio as part of a final requirement for this course. Prerequisite: ECE100, ECE104, ECE112, ECE116.

ECE250 Childcare Administration and Management 3-0-3

This course is designed to provide students with information on administering an early childhood education program. Students will examine diverse programs available to the community, examine state and federal licensing regulations along with

national accreditation standards. Students will critically analyze the degree to which financial issues of marketing, accounting, and funding affect the management of the center. In addition, students will identify components of a healthy organization that manages people and resources in a positive, supportive manner.

ECON134 Macroeconomics 3-0-3
This course analyzes the determinants of aggregate economic activity and the effects of government policies intended to achieve full employment, price stability, and economic growth. The course examines consumer and business spending, government expenditures and tax policies, and the impact of the international sector on the US economy. Topics include: inflation, unemployment, interest rates, fiscal policy and the public debt, monetary policy, international trade, and finance. (Fulfills Social Science requirement.)

ECON135 Microeconomics 3-0-3
This course equips the student with an understanding of fundamental economic principles and tools. It presents economic analysis with respect to demand and supply, consumer utility theory, elasticity, costs of production, perfect competition and imperfect competition, and resource
markets. Prerequisite: ECON134. (Fulfills Social Science requirement.)

ECON136 International Economics 3-0-3
This course provides an introduction to foreign trade and international finance and an in-depth examination of recent developments in the economies of the United States, Europe, the former U.S.S.R., and the Pacific region. Discussion of NAFTA, the European Union, GATT, economies in transition, and other contemporary institutional changes will take place. (Fulfills Social Science requirement.)

ECON137 U.S. Economic History 3-0-3
An overview of the U. S. economy from the colonization of America to its present status as the largest economy in the world is discussed. Issues explored will include the growth and development of the thirteen colonies, an economic explanation for the American Revolution, the industrial development of the U.S., the economic effects of slavery and the Civil War, the labor movement, the prosperity of the 1920's, the Great Depression, Reaganomics, and today's global economy. (Fulfills Social Science requirement.)

EDU101 Introduction to Exceptionalities 3-0-3
This course will provide students with an overview of the special education process in today's public schools. The special education process involves working effectively with school personnel and parents, and acquiring a general knowledge of various disabilities and needs of students. A comprehensive examination of inclusion and its effects on the classroom environment will be covered. This course will provide teachers and paraprofessionals with the basic knowledge to begin to successfully meet the needs of a variety of students in the classroom. This course will also provide a foundation for further courses in the area of special education.

EDU104 Foundations of Education 3-0-3
This course will provide students with an overview of education in the United States and an overview of the many dimensions of the teaching profession. There are many factors that influence the teaching profession, from the students in the classroom to the political climate. This course will engage students in the examination of these influences and their affects on education in the K-12 setting. Students will be encouraged to reflect on the art of teaching. This course requires 20 hours of observations in a classroom setting.

EDU201 The Teaching & Learning Process 3-0-3
This course will provide students with an overview of the teaching and learning process. The teaching process is multidimensional. Each component of the process is essential to the success of the learners. Students must develop an understanding of this process and the factors that lead to the success of the K-12 student. Students will be engaged in the material throughout the course as work will be designed for classroom implementation. Prerequisite: EDU104

EDU202 Current Practice: Teaching, Learning, Assessment 3-0-3
This course will provide students with an in-depth study of the application of educational practices and pedagogical theory necessary to succeed as classroom teachers. The concepts presented will enhance and build upon material from prior courses. Students will incorporate current research and instructional strategies into their teaching repertoire as evidenced by individual and group activities. This course will prepare students for success in advanced methods and materials courses. Students will be required to complete a minimum of 10 observation hours in a school setting. Prerequisite: EDU104.

EDU205 Technology in Education 2-2-3
This course will provide students with strategies to incorporate the use of technology into the classroom. An emphasis will be placed on technology as a tool that facilitates learning and enhances the teaching process. Students will explore the

value of technology as it directly relates to student achievement, professional growth, and classroom management. Prerequisite: CIS110 or Computer Literacy Placement testing above CIS110

EDU206 Literacy in Education 3-0-3
This course will provide students with an in-depth study of literacy in education. The areas of reading, writing, listening, and speaking will be viewed as interrelating processes. A broad theoretical foundation will be given to promote a focus on literacy in today's classroom. Students will also preview current research and methods of support available to teachers. Material in this course will be discussed consistent with themes of reflective practice and acknowledging and responding to the unique learning characteristics of all students. Prerequisite: EDU104.

EDU215 Behavioral Challenges in the Classroom 3-0-3
This course will provide students with an overview of behaviors that can hinder the educational process. It is essential that educators plan for behavior issues in the classrooms. An overview of the behavior issues related to a variety of disabilities will be provided. The course will provide students with a broad theoretical foundation of behavioral management strategies that can be used to support children with emotional, behavioral, and social challenges. An emphasis on observation skills, record keeping, and parental support will be provided. Prerequisites: EDU101 & EDU104 or ECE104 & ECE206

EDU220 Families and Professionals in Special Education 3-0-3
This course will provide students with an in-depth analysis of the special education team members and the families involved with the process. Special education is a team approach. Educators must become aware of the benefits of working with a team and the responsibilities of being part of that team. The family is an essential part of this approach. Strategies to enhance collaboration; develop communication skills; and build the home-school connection will be explored. Prerequisites: EDU101 & EDU104 or ECE104 & ECE206

EDU225 Curriculum Planning and Implementation for Inclusion 3-0-3
This course will provide students with an overview of effective instructional designs, methods, strategies, assessments, and assistive techniques to meet the needs of students with disabilities. An emphasis on inclusion and working with students in the general education classroom will be provided. It is essential that educators develop a repertoire of teaching strategies to value the strengths and meet the diverse needs of students in today's classrooms. The practice of inclusion involves accommodating the curriculum to meet the individual needs of all students in the environment most conducive to learning. This course requires 15 hours of observations in a special education or general education classroom setting. Prerequisites: EDU101 & EDU104 or ECE104 & ECE206

ENGL097 Developing College Reading Skills 3-0-3
Students will develop proficiency in the fundamental communication skill of reading. The skills emphasized include recalling detail, identifying main ideas, drawing inferences, thinking critically, increasing reading speed, and expanding vocabulary. Prerequisite: placement testing or a grade of "C" or better in ESL100 or higher. These credits do not count toward graduation requirements.

ENGL098 Developing College Writing Skills I 4-0-4
Meeting individual needs is a primary goal of this course in which
learners have the opportunity to strengthen their language skills in the unified context of the reading and writing process. Additional support is provided by structured writing workshops. Prerequisite: placement testing or a grade of C or better in ESL100, or higher. This course may not be applied to meet Certificate or degree requirements.

ENGL099 Developing College Writing II 4-0-4
This course places the development of composition skills in the context of the reading and writing process. Students will examine a variety of texts for idea development and analysis of the organizational patterns that underlie personal and academic writing. Prerequisite: placement testing or a grade of "C" in either ENGL098 or ESL120 or higher. This course may not be applied to meet Certificate or degree requirements.

ENGL110 College Composition I 4-0-4
In this course, students learn to write clearly and effectively for defined audiences through a variety of strategies. Emphasis is on the writing process, from drafting through pre-writing, revision and editing. This course places reading at the core of the writing curriculum by including interaction with reading selections as the vehicle for idea development, analytical and interpretive skills, and research, and to serve as writing models. Prerequisite: placement testing or a grade of "C" or better in either ENGL099 or ESL130 or higher.

***COLLEGE COMPOSITION I POLICY**
Students must pass the research component of ENGL110 College Composition I in order to pass the course.

ENGL114 Introduction to Poetry 3-0-3
In this course, students will examine poetry in personal, historical and sociological contents. Prerequisite: ENGL110 or equivalent, or permission of the Instructor. (Fulfills English or Humanities requirement.)

ENGL116 Introduction to Drama 3-0-3
Drama combines the literary arts of storytelling and poetry with the world of live performance. As a form of literature, ritual, and entertainment, drama has served to unite communities and challenge social norms, to energize and disturb its audiences. In order to understand this rich art form more fully, students will study and discuss a sampling of plays that exemplify different kinds of dramatic structure; class members will also attend and review dramatic performances. Prerequisite: ENGL 110 or equivalent. (Fulfills English or Humanities requirement.)

ENGL117 Introduction to Literature 3-0-3
An introduction to the study, appreciation, and understanding of literature. Students will read a variety of types of literature--fiction, drama, and
poetry--from a variety of time periods. Emphasis on the variety of ways with which one can relate to a literary text. Prerequisites: ENGL 110 or equivalent. (Fulfills English or Humanities requirement.)

ENGL120 Introduction to African-American Literature and Culture 3-0-3
A survey of African-American literature and culture in which students encounter a variety of texts and performances ranging from traditional types of literature including fiction, nonfiction, drama, and poetry, to standup comedy, film, music and dance. The goal is to gain a broader understanding of the profound impact African-Americans and their cultural/artistic contributions have had on American society, politics, culture, and the American soul. Prerequisites: ENGL 110 or equivalent.
(Fulfills English or Humanities requirement.)

ENGL127 Introduction to Literary Analysis 3-0-3
An introduction to the skills of analyzing literature. The course will provide a basic understanding of the forms of fiction, poetry, and drama. It will also introduce the student to the various schools of criticism from traditional to modernism, to structuralism, deconstructionist schools, as well as psychological, feminist, and political critical theories. Prerequisite: ENGL110 or equivalent. (Fulfills English or Humanities requirement.)

ENGL209 American Literature through the Civil War 3-0-3
This course samples American literature from its beginnings through the Civil War period, emphasizing themes that have left their mark on American consciousness and discusses how socio-economic themes relate to literature (as cause and as subject matter). Formal literary criticism is included as well as analysis of structure. Prerequisite: ENGL110 or equivalent. (Fulfills English or Humanities requirement.)

ENGL210 Communications 3-0-3
In this course, students develop interpersonal and public communication skills, using informative and persuasive modes of both written and oral presentations. This course builds upon the skills developed in College Composition. Prerequisite: ENGL110 or equivalent. (Fulfills English or Humanities requirement.)

ENGL213 Creative Writing 3-0-3
In this course, the student will learn the techniques of creative writing. These techniques will run the gamut from brainstorming exercises to revising and editing. The student will learn these techniques through a combination of lecture, in-class exercises, and workshops. Prerequisite: ENGL110. (Fulfills English or Humanities requirement.)

ENGL214 College Composition II 3-0-3
This course is designed to engage students in a reading and writing exploration of nonfiction. It will build on the skills developed in College Composition I to generate works written in a lively personal voice that are based on the active integration of experience and inquiry. Effective writing skills and research techniques are practiced in addition to creative approaches to scholarly writing. Prerequisite: ENGL110 or equivalent. (Fulfills English or Humanities requirement.)

ENGL215 Writing Technical Documents 3-0-3
An introductory course that deals with writing and speaking effectively on technical subjects. The course stresses frequent practice in planning, composing, and editing letters, memos, and reports. The course also provides practice in resumé writing as well as researching, organizing and presenting material extemporaneously. Prerequisite: ENGL110 or equivalent. (Fulfills English requirement.)

ENGL218 Short Story 3-0-3
This course presents the short story as a major literary type, providing an analytical reading and interpretation of modern

and contemporary fiction. The elements of the short story and the critical vocabulary necessary for discussing it are introduced. Prerequisite: ENGL110 or equivalent. (Fulfills English or Humanities requirement.)

ENGL220 American Literature after the Civil War 3-0-3
This course samples post-Civil-War American literature, emphasizing themes that have left their mark on American consciousness, and discusses how writers explore socio-economic themes (especially the American Dream). Formal literary criticism is included as well as analysis of structure. Prerequisite: ENGL110 or equivalent. (Fulfills English or Humanities requirement.)

ENGL225 The Plays of William Shakespeare 3-0-3
This course will study the plays of William Shakespeare with the understanding that they were the popular entertainment of his day. Students will examine such themes as the tragic love of Romeo and Juliet, the comical view of love in "Much Ado about Nothing", the military heroism of Henry V, the ruthlessness of Macbeth, and the tragic consequence of inaction in "Hamlet". Prerequisite: ENGL110 or equivalent. (Fulfills English or Humanities requirement.)

ESL100 ESL - Intermediate II 3-0-3
At this level, emphasis is on comprehending and producing written English. The course focuses on strategy-based activities of information gathering, summarizing, reading for information, and problem solving. Students develop vocabulary and academic reading skills and practice writing in various forms. Students at this level will use readings as models for developing effective writing skills. Grammar is taught in the context of all language skills. Prerequisite: a qualifying score on an ESL Placement Test or Intermediate I with a passing grade. These credits do not count toward graduation requirements.

ESL120 ESL - Advanced 3-0-3
This course is designed to provide the student with instruction and practice in all language domains via the reading/writing process. The course will provide opportunities for students to compose their own versions of the reading selections studied. Students will continue to use readings as models for developing effective academic writing skills. Beyond the course reader, students will use other reading materials (i.e., magazines, journals, and college text books) for discussion, and reaction papers. Prerequisite: a qualifying score on an ESL Placement Test, or Intermediate II with a passing grade of "C" or better. These credits do not count toward graduation requirements.

FREN110 French I 3-2-4
French I is a fully integrated, introductory French course. The course is designed for beginning French students, with little or no prior knowledge of French. It is directed to students whose learning objectives and needs are in any of the following categories: for French language students, for business purposes as well as for travelers. The emphasis is to develop proficiency in basic communicative skills concentrating on the dynamic application of the living language taught through dialogue, phonetics, and vocabulary. A strong grammar foundation and other basic language skills are taught through actual phrases and sentences. Language laboratory activities are part of the course reinforcing class content. These objectives will be achieved through the following approaches: speaking, listening, reading, writing, and cultural appreciation.
(Fulfills Foreign Language requirement.)

FREN120 French II 3-2-4
French II is a continuation of the introductory French course for students who have had the equivalent of one year of high-school French or one semester of college French. The course is designed for students whose learning objectives and needs are in any of the following categories: for French language students, for business purposes as well as for travelers. The emphasis is to consolidate and reinforce the language skills acquired in French I or equivalent, and to continue building communicative skills and cultural competency. The course continues to offer a comprehensive review of basic first-term grammar structures, while developing proficiency and advancement in communicative skills concentrating on the dynamic application of the living language taught through dialogue, phonetics, and vocabulary. A strong grammar foundation and other essential language skills are taught through actual phrases and sentences. Language laboratory activities are part of the course reinforcing class content. These objectives will be achieved through the following approaches: speaking, listening, reading, writing, and culture. Prerequisite: FREN110 or equivalent.
(Fulfills Foreign Language requirement.)

GA101 Assessment of Prior Learning 1-0-1
This course will assist the student in preparing a resume, a statement of career objectives, a curriculum checklist, and life experience proposals. This course is required for anyone who has been accepted into the General Studies program.

GEOG110 World Geography 3-0-3
The course is an introduction to the geographic and cultural elements of the world's major regions. Demographics, origins, language, religion, geopolitics, and agricultural features of the regions will be covered. The importance of place (geography)

and how it shapes the character of the neighborhood, city, country and world will be emphasized as we look at key issues from a geographic perspective. (Fulfills Social Science requirement.)

HIST120 Western Civilization through 1500 3-0-3
The course surveys the development of civilization in the western world from the beginning of Mesopotamian culture through the Protestant reformation of the 16th century. Social, political, economic, and spiritual forces and patterns that shaped the eras of western history will be discussed. History as the record of human struggle and achievement, change and continuity will be emphasized. (Fulfills Social Science or Humanities requirement.)

HIST130 Western Civilization-1500 to the Present 3-0-3
The course surveys the development of civilization in the western world from the 16th century to the present. Social, political, economic, and spiritual forces and patterns that shaped the eras of western history will be discussed. History as the record of human struggle and achievement, change and continuity will be emphasized. (Fulfills Social Science or Humanities requirement.)

HIST201 History of New England 3-0-3
This course is a regional history of New England and New Hampshire, covering pre-contact Native American culture, the separatists and Puritan migrations, role of New England in the American Revolution, and the process of early industrialization. Various aspects of New England social life and cultural contribution will be examined as well as the urbanization and diversification of New England and New Hampshire in the 20th century. (Fulfills Social Science requirement.)

HIST202 United States History through 1870 3-0-3
The political, social, and cultural development of the United States from settlement to 1870 is studied. Emphasis will be on the development of nationalism, political institutions, sectional rivalry and slavery, and the cultural development of the American people. The course will conclude with the period of Reconstruction. (Fulfills Social Science requirement.)

HIST203 Topics in History 3-0-3
This course will vary by semester. Historical topics will be chosen to reflect faculty and/or student interest and will then focus on an in-depth coverage of that topic. All courses will focus on historical events, forces, personalities, ideas, and values shaping the contemporary world. Critical thinking, speaking, and writing skills will be emphasized, as well as the ability to analyze historical sources. (Fulfills Social Science requirement.)

HIST204 United States History - 1870 to the Present 3-0-3
The political, social, and cultural development of the United States from the period following Reconstruction to the present is covered. Emphasis will be on the urban industrial age, America as a world power, and the challenges to, and advances of, human rights and cultural pluralism. (Fulfills Social Science requirement.)

HIST210 History of China 3-0-3
This course is a survey of the history of China from the Opium Wars to the present. It explores the political, economic, social, and intellectual upheavals which constitute recurrent elements in Chinese history. (Fulfills Social Science requirement.)

HIST211 Modern Middle East History 3-0-3
This course is a survey of the main political, economic, religious and political currents in the region of the world known as the Middle East. The emphasis will be on events since World War II. Topics will include colonialism, the rise of nationalism, the creation of modern nation-states, and the role of the state in an Islamic society. The relationship of the Middle East to the rest of the world, the United States in particular, will be discussed. The geographic and historical roots of many current issues will be emphasized. (Fulfills Social Science requirement.)

HLS110 Introduction to Homeland Security 3-0-3
This course will encompass the study and relationship between those entities and institutions necessary for the protection of the United States. Course instructional material will examine the components of Federal, State, and Local Police Agencies, as well as the role of Private Security and Emergency Responders needed to facilitate the implementation of the Homeland Security Act.

HLS115 Crisis Planning, Operations, and Management 4-0-4
Concepts, issues, and problems of crisis and emergency management are introduced. The development of crisis and contingency plans and systems, such as the National Response Plan and the National Incident Management System, are described. Topics include organizing for response, managing the response organization, managing in a turbulent high-stress environment, crisis decision making, and crisis communication.

HLS120 Introduction to Terrorism 3-0-3
This course explores the nature of terrorism, the motivations of terrorists, and the tactics that terrorists use. It surveys state-sponsored terrorist groups, as well as several leading past and current radical groups. The final weeks of the course will assess different methods of countering terrorism, ranging from law enforcement to covert action.

HOSP110 Introduction to Hospitality Management 3-0-3
This course provides an introduction to the various components of the hospitality management field. Topics include resort tourism supply and demand; customer service; the relationship between hospitality resorts and the hospitality industry; the development, of technology and its impact on restaurant management; trade association and career opportunities.

HOSP200 Beverage Management 3-0-3
This course is designed to have the student become familiar with the varieties of alcoholic and nonalcoholic beverages. There will be a focus on spirits and wines and the impact they have on resorts and restaurants in generating sales, menu planning, and convention services. The course will review the laws and procedures related to responsible alcohol service.

HOSP210 Customer Service 3-0-3
This course examines the principles of customer service and its significance in a service-driven industry. Topics covered include: the service strategy; internal and external customers' wants & needs, communicating customer service; profiles of successful companies; and service people - motivation, communication, and reward.

HOSP215 Planning Meetings & Conventions 3-0-3
This course introduces the various types of events and activities that can be planned for resort management hotels and convention centers. Students will learn how to work with business convention coordinators, recruit speakers and performers, plan menus, deal with catering departments and talent companies, and plan special events. Negotiation skills, creativity, liability issues, and risk management will be emphasized.

HOSP220 Sanitation/Purchasing 3-0-3
This course is presented to the students in two specific modules. The first module introduces students to the cause of food borne illness, actions to prevent illness by proper food protection and personal hygiene of food handlers in the restaurant field, the laws for consumer protection, and standards for employee working conditions. This is a module that is certified by following the guidelines of ServSafe as recommended by the National Restaurant Association. The second module reviews with students the various grades, types, and varieties of food, equipment, and furniture needed for a resort facility. Areas of study cover cost controls and yield formulas, centralized procurement, writing specifications, product identification, packaging, and pricing.

HOSP225 Hotel, Restaurant, & Travel Law 3-0-3
This course provides a basic understanding of the legal principles and precedents related to hospitality industries with a concentration on hospitality management. Topics include employee relations, compliance with the Americans with Disabilities Act, contracts, liability, negligence, health and safety issues, discrimination, questions of jurisdiction, competition and anti-trust issues, and international relations. Case studies will be examined and the concept of ethics within the industry will be explored.

HOSP230 Restaurant Development & Strategic Planning 3-0-3
This course will introduce students to the basic skills of effective restaurant administration. This includes supervising personnel, problem solving, forecasting, and operational analysis. There is training in menu planning, and food and beverage cost control. Students will be responsible for planning a resort business following a Business Plan outline.

HOSP280 Hospitality Internship 3-0-3
The hospitality Industry internship is an opportunity for the student to experience on-the-job training at a business or professional job site.
The student will self-place into an area (or sites) at which practical experience related to the hospitality industry can be acquired.

HUMA105 Introduction to Music 3-0-3
This course is an introduction to western music. The student will listen to, read about, and discuss music from a variety of time periods, genres, and styles. The course will include some history and literature, and exposure to basic elements of music, as well as form and instrumentation. Primary emphasis will be on developing critical listening skills. (Fulfills Humanities requirement.)

HUMA117 Art History I 3-0-3
This course surveys the history of art and design in western and non-western traditions from prehistoric to the Baroque

period or 17th Century. The course emphasizes the connections among historical, political, social, religious, and artistic developments, showing how artists and designers are influenced by the culture and time in which they live. (Fulfills Humanities requirement.)

HUMA127 Art History II 3-0-3
This course surveys the history of art and design in western and non-western traditions from the 18th through the 20th century. The course emphasizes the connections among historical, political, social, religious, and artistic developments, showing how artists and designers are influenced by the culture and time in which they live. (Fulfills Humanities requirement.)

HUMA135 Children & the Media: Diversity Issues 3-0-3
This course will explore the relationship of children to media in its social context. "Childhood" is a unique time where many images have a dramatic impact on the development of attitudes and perceptions about
others. Impressions that may penetrate the subconscious are formed in children through media. This influence will be used to analyze diversity and the resulting stereotypes of religion, gender, age, race, ethnicity, disabilities, socio-economic status, and body image. Children have an innate capacity for empathy, respect, and compassion toward others; an examination of the relationship between these qualities and the perceptions of diverse issues created by the media will be completed.

HUMA150 Critical Thinking 3-0-3
This is a reading, writing, and speaking course that applies critical and creative thinking skills to controversial contemporary issues. Skills from asking incisive questions to making wise decisions are presented sequentially. The skills are then applied in analyzing and evaluating selected readings. Stress is also placed on having students develop greater confidence in their ability to make rational choices about social issues. (Fulfills Humanities requirement.)

HUMA200 Film and Society 3-0-3
This course will study American film as an expression of American
society. Film as a reflection of social trends and changes in America will be emphasized. The influence of film on social and cultural values will be discussed. Course may be organized by genre, time period, or theme. Prerequisite: ENGL110.

INT101 College Success Seminar 1-0-1
This course is designed to assist first-year students in becoming actively engaged members of the Great Bay community. Pulling from "what successful students do", the focus of this course will be on the cultivation of skills and behaviors in six major areas: connections, communication, self-discovery, self-management, learning strategies, and learning performance. Course instructors will select topics of interest through which to explore and practice the skills and behaviors essential for college success, thereby helping students to create a strong foundation for continued learning.

INT102 Learning Community Seminar 2-0-2
This course is specifically designed to support participation in learning communities through two interrelated components. One component is a direct and integrative approach to study skill development and application. The other component establishes a seminar approach to synthesizing and unifying the concepts or themes of the individual courses in the learning community cluster. (This course will fulfill the INT101 College Success Seminar Requirement.)

INT103 Essential Skills for College Success 3-0-3
Essential Skills for College Success is a college preparatory course that addresses the distinct skills students need to be successful. Areas of study include: time management, learning styles, technology, diversity, study skills, critical thinking, goal setting, research, and presentation skills. Special attention is given to the difference between high school and college as well as the relationship between college and career. Course activities, whether they are on campus or online, will foster academic
preparedness and college adjustment.

IST112 Applied Logic 3-0-3
The course will present formal logic with a concentration on Classical and Symbolic Logic. Control flow, data manipulation, and planning methods will be discussed, including diagramming and pseudo-coding. This course will emphasize systems thinking as an approach to solving problems and understanding formal logic. Programming theory and logic will be presented with hands-on practice in model environments, while students are provided with essential problem-solving methods, techniques, and disciplines. Students will develop confidence in applying programming solutions, will be exposed to pertinent terminology, and will learn the effective use of reference material.

IST113 IT Essentials: PC Hardware and Software 2-2-3
This course is sponsored by Hewlett-Packard Company and presents an in-depth exposure to computer hardware and operating systems. Students learn the functionality of hardware components as well as suggested best practices in maintenance

and safety issues. Through hands- on activities and laboratory exercises, students learn how to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems. The primary objective of this course is to provide the student with a general understanding of computer hardware and system software. The material covered in this course is intended to form a foundation of technical knowledge for system analysis, design, configuration, procurement, and management. In addition, an introduction to networking is included. This course helps prepare students for the industry recognized CompTIA's A+ certification.

IST114 IT Essentials: Network Operating Systems 2-2-3
This course is an introduction to networking as well as an intensive introduction to multi-user, multi-tasking networking operating systems. Characteristics of the Linux, Windows 2000, NT and XP network operating systems will be discussed. Students explore a variety of topics including installation procedures, security issues, backup procedures, and remote access. This course continues the preparation in IT Essentials: PC Hardware and Software of the students for the CompTIA's A+ certification. Both of the IT Essentials courses introduce students to information technology and data communication.

IST122 Network Fundamentals 2-2-3
As an introduction to local area networking systems an protocols, this course is the first of a four course sequence within the Cisco Academy program. Based on the Exploration I curriculum, an introduction to networks in the modern world explores network models, applications, fundamental protocols, and data communications. Laboratory experiences involve both simulation and implementation of Ethernet local area network systems.

IST123 Routing Protocols 2-2-3
The second of a four course sequence within the Cisco Academy program is based on the Exploration 2 curriculum. A focus on the role of routing protocols within network systems explores both classful and classless distance vector and link state protocols including static, RIP, RIPv2, EIGRP, and OSPF. The impact of VLSM and CIDR on network systems is considered. Laboratory experiences include designing routed networks, configuring routing protocols for forwarding network traffic, route summarization, and route redistribution. Prerequisite: IST122

IST141 Fundamentals of UNIX 2-2-3
This course will teach students how to use the UNIX operating system and introduce them to the Common Desktop Environment (CDE). The class is for new users of the UNIX environment and CDE. Students will learn fundamental command-line features of the UNIX environment including file system navigation, file permissions, the vi text editor, command shells, and basic network use. CDE features include Applications Manager, Text Editor, printing, and mail.

IST151 Windows Network Operating Systems 2-2-3
Windows operating systems are popular in the networking world. This course is aimed at developing competencies in installation, configuration, diagnosing and customizing Windows operating systems in networked environments. The relationship between Windows implementations and standard protocols and services as they relate to workstation systems will be emphasized.

IST161 Introduction to Information Assurance 2-2-3
This course will provide information systems users with the basic knowledge of their role and responsibilities towards protecting information systems resources. Discussion will include workstation and office security, types of malicious programs such as viruses, access control schemes, and management. This will provide a foundation for further study of systems security and protection issues such as terminology, threats to information resources, computer abuse, and system vulnerabilities. This course maps to much of the Security+ Certification.

IST200 Communication Electro-Optics 2-2-3
As informational systems approach physical limitations in performance, understanding electronics, optics, and electromagnetic propagation is critical for IST professionals. In this course, physical layer operations including communications theories, guided and unguided signal propagation, and physical layer phenomena are explored using intuitive, modeled, and experimental approaches. Prerequisite: IST113 or IST123 or equivalent competencies.

IST211 PC Technician 2-2-3
This course will prepare the student to disassemble, reassemble, repair, upgrade, and otherwise work with the hardware of computers in a hands-on environment. Students will become familiar with past and present PC architectures with a view to passing the A+ Certification hardware core examination. Topics will include installation, configuration, diagnosing, and troubleshooting PC components. Operating system core examinations will also be discussed. Prerequisite: IST113 or equivalent competencies.

IST218 Building Remote Access Networks 2-2-3
In the Building Remote Access Networks course, students build, configure and troubleshoot remote access networks that interconnect central sites to remote sites, such as branch and SOHO offices. Controlling access to the central site, as well as maximizing bandwidth utilization over the remote links is emphasized. Prerequisite: IST223 or Cisco Certified Network Associate (CCNA) certification.

IST220 Advanced Routing 2-2-3
Advanced Routing continues the exploration of developing scaleable IP networks using advanced implementation of VLSM, private addressing, and NAT to optimize IP address utilization. Laboratory experiences will implement the RIPv2, EIGRP, OSPF, IS-IS, and BGP routing protocols. In addition, details of the important techniques used for route filtering and route redistribution will be explored. Prerequisite: IST223 or Cisco Certified Network Associate (CCNA) certification.

IST221 MultiLayer Switching 2-2-3
Multilayer Switching enables network administrators to implement appropriate technologies to build scalable multilayer switched networks; build switched networks using multilayer switching technologies; create and deploy a global intranet; and implement basic troubleshooting techniques in environments that use multilayer switches. The knowledge from this course will also enable learners to improve traffic flow, reliability, redundancy, and performance for LAN switching that are self-supported or transported via service provider. Pre-requisite: IST223 or CCNA certification.

IST222 LAN Switching & Wireless 2-2-3
The third of a four course sequence within the Cisco Academy program is based on the Exploration 3 curriculum. LAN switching protocols including VLANs, VTP, QoS, security and remote access management are explored. Wireless network access concepts are developed to balance ease of access with security and performance issues. Laboratory experiences involve advanced LAN configuration and testing. Prerequisite: IST122

IST223 Accessing the WAN 2-2-3
The last of a four course sequence within the Cisco Academy program is based on the Exploration 4 curriculum. Issues of convergence (voice, video, data) on networks are addressed in the context of WAN connectivity through PPP, HDLC, Frame Relay, and broadband WAN protocols. WAN security and efficient implementation through protocols including ACLs, DHCP, and NAT are explored. Prerequisite: IST122

IST227 Internetwork Troubleshooting 2-2-3
The goal of Internetwork Troubleshooting is to provide learners with hands-on experience in troubleshooting suboptimal performance in a converged network. Proficiency in troubleshooting internetworks is an integral part of the technical requirements for networking professionals. This lab-intensive course provides extensive opportunities to work hands-on with advanced internetworking configurations. Prerequisite: IST223 or CCNA Certification.

IST228 Network Implementation 2-2-3
Network design and installation methods are utilized to plan and install horizontal layer and vertical backbone networks. Networks are designed, specified, and proposed using industry documentation and cost/performance analysis techniques. Students will implement their design to create an operational network, which is analyzed to prove the effectiveness of their plan, use installation equipment, materials, and standards. Pre/Co requisite: IST200 or equivalent competencies.

IST251 Windows Network Operating Systems Services 2-2-3
Windows networking services including DHCP, DNS, WINS, remote access and security features are explored, installed, and configured in this strong laboratory experience course. The services are explored with respect to standard protocols and their impact on the operation of the network. Prerequisite: IST151 or equivalent competencies.

IST257 Windows Network Operating Systems Administration 2-2-3
Managing mid-size and enterprise networks requires a full understanding of administration tools and procedures. This course utilizes Windows administration tools and services to manage enterprise network systems both locally and remotely. Prerequisite: IST251 or equivalent competencies.

IST262 Advanced Network Security 2-2-3
This course in the IST Security track focuses on the overall security processes with a major emphasis on hands-on skills in the areas of secure perimeter, secure connectivity, security management, identity services, and intrusion detection. Specific labs include: data encryption technology, VPNs including L2TP, PPTP, GRE, and IKE, AAA Security, TACACS+, IPSec, Perimeter routers & advanced ACL/CBAC/PAM, TCP Intercept & Denial of Service attacks, NAT/PAT. Some knowledge of TCP/IP protocol is assumed. This course covers many of the Security+ Certification Domains of Knowledge. Prerequisite: IST 223 or equivalent competencies.

IST264 Configuring Cisco PIX Security Appliance 2-2-3

This course in the IST Security track focuses on the configuration of the Cisco PIX Security Appliance, with a major emphasis on hands-on skills in the areas of secure perimeter, secure connectivity, security management, identity services, and intrusion detection. Specific labs include: basic configuration, DHCP server, NAT/PAT, conduits, multiple interfaces, advanced ACL/CBAC/PAM, object groups, AAA Security, CSACS, advanced protocols and intrusion detection systems, failover and system maintenance. Some knowledge of TCP/IP protocol is assumed. This course covers many of the Security+ Certification Domains of Knowledge. Prerequisite: IST 223 or equivalent competencies.

IST275 Network Protocols and Services 2-2-3

Understanding network protocols and services is essential for a working with network systems. This course provides in-depth coverage of key protocols and services that are key ingredients in network systems. A primary focus on TCP/IP will include explorations of other Layer 3 and 4 protocols including TCP/IP, IPX, SNMP and ICMP. Upper layer protocols such as HTTP, SMTP, Telnet and FTP will also be investigated. Pre/Co requisites: IST123 or IST114 or equivalent competencies.

IST281 Internship 1-8-3

This capstone course will allow students to receive on-the-job experience at an off-site location related to their specific area of academic concentration. Students are required to work eight hours per week at paid/unpaid positions that meet the criteria established by the Internship Manual. A seminar meeting one period per week will review internship progress and discuss issues related to successful employment. Outside work and research concerning the weekly topic will be required. Prerequisite: completion of course work for the first three semesters of the student's program of study and approval of the Department Chair and/or Program Advisor.

IST291 IST Project 1-8-3

The purpose of this experience is to provide qualified students with the opportunity to pursue academic work outside the formal classroom setting. Independent Project is an ideal way for a student to specialize in a concentrated area within the Information System Technologies Department. In order to be eligible for this challenging opportunity, students must seek the approval of the Department Chair and work with a faculty advisor to set up a course of study. Students must submit an original project plan prior to acceptance.

MATH070 Developmental Mathematics 3-0-3

The content of the course is designed to either review or to enhance the mastery of basic mathematical concepts and skills that are needed to successfully complete future courses in math. The inclusion of numerous real-data and real-world applications relating to everyday life or to other academic disciplines will enable the student to begin the development of a firm foundation of math facts and problem-solving skills. Calculators will not be used in this course until the very end of the term. Offered every semester. Credits do not count toward degree requirements.

MATH080 Developmental Algebra 3-0-3

This course is for the student who possesses an adequate background in basic math concepts and skills, but who has never taken an algebra course or who needs a refresher course Topics covered are operations with signed numbers; algebraic expressions; linear equations/inequalities; exponents; square roots; understanding and manipulating formulas; translating and solving word problems; interpreting/analyzing data, and basic graphing techniques; and applications of all skills. Offered every semester. Credits do not count toward degree requirements. Prerequisite: MATH 070 or placement test.

MATH131 College Algebra I 3-0-3

This is the first college-level algebra course offered at the college. The course helps students further develop a knowledge foundation of basic algebra concepts that are required to solve problems in all programs of study available at the college. The algebra topics offered are signed numbers; polynomial operations; solutions of linear equations and inequalities involving numerical and literal terms; factoring polynomials; word problems; formula manipulation; graphing linear equations; systems of linear equations and solutions of equations by factoring or the quadratic formula; and an introduction to functions and their related notions. Prerequisites: satisfactory placement test scores as defined by mathematics faculty; successful completion (grade of "C" or better) of MATH080.

MATH141 Technical Mathematics 3-0-3

This course covers the essentials of numerical algebra, geometry and trigonometry by using different problem-solving strategies. A short review of elementary algebra topics will be followed by an introduction of geometric principles and trigonometric functions. The solution of applied problems will require the integration of these topics. The trigonometric topics include trigonometric ratios in solving right triangles and vectors applications, Laws of Sines and Cosines in solving oblique triangles and selected analytic geometry applications (or trigonometric applications in analytic geometry). Prerequisite: satisfactory placement test scores as defined by mathematics faculty or successful completion (grade of C or better) of MATH131.

MATH151 Intermediate Algebra 3-0-3
This course prepares the student for higher-level mathematics by covering further topics in algebra including exponents; polynomials; factoring; rational expressions; and solving linear, higher-degree and rational equations (including the quadratic formula). Quadratic functions, composite and inverse functions are introduced. Solving systems of linear equations of three and more variables by matrices and solving systems of inequalities by graphing. Solving of exponential and logarithmic equations. Prerequisite: satisfactory placement test scores as defined by mathematics faculty, or successful completion (grade of "C" or better) of MATH131.

MATH170 Discrete Mathematics 4-0-4
This course will provide a mathematical foundation in the understanding of set theory, abstraction, and formal proofs. Key topics to be addressed include logic, Boolean algebra, sets, induction, groups, discrete functions, recursion, graphs, trees, and the study of algorithms. Prerequisite: MATH141 (grade of "C" or better).

MATH171 Pre-Calculus 4-0-4
This course covers the following topics: functions, relations, graphs, domain and range, composition of functions, inverse functions; exponential and logarithmic functions and expressions; trigonometric functions; fractions, roots and radicals; complex numbers; and the conic sections. Other topics to be investigated include topics in algebra, geometry, and trigonometry. Prerequisite: Satisfactory placement test scores as defined by the mathematics faculty or MATH141 (grade of "C" or better).

MATH200 Finite Mathematics 4-0-4
This course begins with a review of linear equations, inequalities and systems of equations emphasizing graphing methods. Topics include matrices, linear programming, sets, and introduction to probability, the mathematics of finance, and the simplex method. Prerequisites: successful completion (grade of C or better) of MATH131; satisfactory placement scores as defined by mathematics faculty.

MATH202 Probability and Statistics 4-0-4
Topics include basic measures of central tendency and variability; frequency distributions; probability; the binomial distribution; the normal distribution; sampling of distributions; estimation of parameters; confidence levels and hypothesis testing; non-parametric tests; simple regression and correlation analysis. Prerequisite: satisfactory placement scores as defined by mathematics faculty or successful completion (grade of "C" or better) of MATH131.

MATH204 Calculus I 4-0-4
Calculus I is a first calculus course that is designed to explore functions, limits, continuity, derivatives; rules for differentiating algebraic, trigonometric, exponential and logarithmic functions; chain rule; implicit differentiation; related rate problems; max-min problems; curve sketching; integrals, areas and volumes. Prerequisite: MATH171 with a grade of C or better.

MCOD130 Medical Coding I 3-0-3
Medical Coding I focuses on the evaluation and management aspect of coding for medical settings. Students will be required to apply their knowledge of medical terminology and the human body to interpret and abstract pertinent data needed to accurately code insurance claims to optimize reimbursement. CPT and ICD-9 manuals will be explained and utilized extensively. Prerequisites: AH110. GPA of 2.0 is required to continue on to MCOD210.

MCOD210 Medical Coding II 3-0-3
This coding course focuses on surgical procedures with individual emphasis on each of the body systems, radiology, pathology and behavioral medicine. Special attention will be paid to the use of modifiers for definitive CPT coding. Students will continue to interpret and abstract data from simulated and actual case studies. Prerequisite: MCOD130 BIOL105. BIOL106.

MCOD212 Medical Insurance Billing 3-0-3
This course focuses on the data entry of patient demographics, insurance information, ICD-9-CM, CPT, and HCPCs codes to properly complete the health insurance claim form for submission to the insurance carriers and facilitate prompt payment. The course will also address the legal and ethical issues involved in the field of health information management including HIPAA and OIG regulations. (Pre-requisites: CIS110, MCOD130, MCOD 210)

MKTG125 Principles of Marketing 3-0-3
This is an introductory course designed to present an overview of the complete range of marketing activities and the role of marketing in the American and international economic and social structure. The components of an organization's strategic marketing program including how to plan, price, promote, and distribute products, goods, services, ideas, people, and places will be explored.

MKTG135 Consumer Behavior 3-0-3
An in-depth analysis of the internal and external forces in the consumer decision-making process as it relates to marketing. Areas of study include consumer reaction, personal selling, product positioning, brand loyalty, and image management. Applications in nonprofit and government areas are also discussed. Prerequisite: MKTG125.

MKTG205 International Marketing 3-0-3
This course analyzes the decision-making process in marketing products, goods, and services internationally. The focus will be on the design of international marketing strategies (identification of potential markets, and product, price, promotion, and distribution decisions) within the global constraints of a particular cultural, economic and political setting. Prerequisite: MKTG125.

MKTG210 Advertising 3-0-3
This course will cover the development, planning, implementation, and evaluation of an advertising campaign. A primary focus will be on the development and planning of creative and media strategies. Also examined will be the dynamic changes taking place with regard to electronic media and advertising's role in the marketing of products, goods, and services. Prerequisite: MKTG125.

MKTG224 Sales and Sales Management 3-0-3
This course will focus on the dynamic changes taking place in sales and sales management. Critical areas of sales organizations will be examined: building long-term relationships with customers; creating sales organizations that are more nimble and adaptive to the changing customer base; gaining greater job ownership and commitment from sales personnel; shifting sales management style from commanding to coaching; leveraging available technology for sales success; and better integrating salesperson performance to incorporate the full range of activities and outcomes relevant within sales jobs today. Case method will be employed. Prerequisite: MKTG125

NURS111 Nursing I 6-9-9
Students learn the roles of the Associate Degree Nurse as a provider and manager of care and a member of the discipline of nursing. Students develop beginning intellectual, interpersonal, and psychomotor competencies to assess well clients and clients with common actual or possible health problems. The roles of the nurse, communication theory, life-span development, ethical legal standards, and nursing process are basic concepts to the practice of nursing for the Associate Degree Nurse. Students are introduced to the concept that the person is a system in dynamic interaction with the internal and external environments. The eleven Functional Health Patterns organize the study of concepts common to a basic knowledge of the client's state of wellness and possible or actual health problems. The Learning Laboratory provides opportunities to practice nursing skills in simulated activities. Clinical Learning provides experiences to practice nursing by caring for well clients or clients with common basic health problems in protected favorable environments such as nursing homes, rehabilitation and transitional care facilities, Co requisites: BIOL110, PSYC110.

NURS112 Nursing II 4-15-9
The student develops competence to provide and manage care for clients and their families in protected favorable environments. The student provides support and teaching to the client and family and direct care for the client. The scope of the course includes the Functional Health Patterns of Sexuality - Reproductive; Role - Relationships; Nutrition - Metabolic; Health Perception, Health Management; and Activity Exercise (part I). Intellectual, interpersonal, and psychomotor competencies are further developed. Needs of clients across the life span are emphasized with special focus on adult and children in childbearing families. The student will plan to care for the client/family by utilizing the assessment database. Direct care will be provided to clients with common health problems. Laboratory Learning provides opportunities to practice more complex nursing skills in simulated activities. Clinical Learning experiences are provided for the student in perinatal/pediatric or psychiatric/mental health, and adult health care settings. Prerequisites: NURS111, BIOL110 with a grade of "C" or better, PSYC110 Co requisites: BIOL120, PSYC210.

NURS200 Advanced Placement Seminar 3-0-3
This course provides a brief review of the following: students learn the roles of the Associate Degree Nurse as a provider and manager of care and member of the discipline of nursing. Students develop intellectual, interpersonal and psychomotor competencies to assess clients with common actual or possible alterations in health. The roles of the nurse, interpersonal relationship, life-span development, ethical legal standards, and nursing process are basic concepts to the practice of nursing for the Associate Degree Nurse. The eleven Functional Health Patterns organize the study of concepts common to a basic knowledge of the client's state of wellness and possible or actual alterations in health. Assessment and review of first-level clinical skills will be covered in this course. The Learning Laboratory provides opportunities to practice nursing skills in simulated activities. Prerequisites: successful completion of Excelsior College: Essentials of Nursing Care: exams #'s 488, 489 and 490, BIOL 110 and BIOL 120 with a "C" or better, PSYC 110, PSYC 210 and permission of nursing faculty.

NURS211 Nursing III 4-15-9

The student develops competence to provide and manage care for clients and their families across the life span with common health problems. The student provides support and teaching to the client and family and direct care for the client. The scope of the course include the Functional Health Patterns: Activity Exercise (part II); Elimination; Cognitive - Perceptual; Self - Perception; Coping-Stress Tolerance; and Value- Belief. Intellectual, interpersonal and psychomotor competencies are further developed. Laboratory Learning provides opportunities to practice increasingly complex nursing skills and basic group skills. Clinical Learning experiences are held in structured adult and psychiatric/mental health or perinatal/pediatrics care settings. Prerequisites: NURS 112, BIOL120 with a grade of "C" or better and completion of all other first level courses. Co requisites: BIOL210, ENGL110.

NURS212 Nursing IV 3-18-9

The student develops increased competence and independence to provide and manage care for clients and families with common multisystem health problems across the life span. Nursing content includes the Functional Health Patterns of Coping-Stress; Activity-Exercise; Health Perception-Health Management; Self Perception; Role Relationships; and Cognitive -Perceptual. Additional course content includes leadership skills, health care policy and legislative advocacy. The student selects a Clinical Learning experience from predetermined, faculty-supervised structured health care settings. Laboratory Learning focuses on case presentations involving common, multisystem health problems, ethical decision making, and health care trends. Clinical Learning experiences are provided for the student in advanced medical surgical nursing settings and community health. Prerequisites: NURS211, BIOL210 with a grade of "C" or better, ENGL110.

PHIL110 Introduction to Philosophy 3-0-3

In this course, students will be introduced to the important ideas in Western philosophy. The course will emphasize the Greek origins of philosophy, the transformation of philosophy by Enlightenment thought in the 17th and 18th centuries, and the postmodern reaction to Enlightenment thought. The course will relate philosophical ideas to contemporary issues. (Fulfills Humanities requirement.)

PHIL215 World Religions 3-0-3

The course is an introduction to the major religions of the world. The origins, core beliefs, traditions, and practices will be discussed. The purpose of the course is to understand and appreciate the various religious theories and practices by focusing on key texts, figures and ideas. The approach will strive to be descriptive, not prescriptive. Students will gain initial exposure to the structure and world-view of the religions covered: Christianity, Islam, Judaism, Hinduism and Buddhism. Additional religions may also be included based on instructor and student interest (African, Native American and new wave, Taoism, Confucianism, Baha'i, Zoroastrianism, Sikhism, etc.). (Fulfills Humanities requirement.)

PHIL240 Ethics 3-0-3

This course is designed to introduce students to general ethical theories, philosophies and decision-making models. The goal of the course is to relate theory to practice. Throughout the course, this general knowledge will be applied to specific problems and cases. Applications may include general ethical issues and more career-specific issues determined by student interest. (Fulfills Humanities requirement.)

PHYS100 Introductory Physics 2-3-3

This course is a conceptual introduction to the basic principles related to the composition of matter, mechanical properties of solids and fluids, forces and static equilibrium, potential and kinetic energy, power, and force transformers. Emphasis is placed on the development of problem- solving techniques and on the appropriate application of those concepts needed to solve problems assigned. Dimensional/unit analysis is stressed. Prerequisite: a grade of "C-" or better in MATH135 or equivalent.

PHYS110 Physical Science I 3-2-4

Physical Science I concentrates on a "hands-on" exploration of the basic principles of the physical world. The course is designed to foster a better understanding of the environment that surrounds us and to serve as a foundation for further study in science. Concepts explored include mechanics, heat, temperature, electricity and magnetism, sound, and light. Prerequisite: MATH 080.

PHYS120 Physical Science II 3-2-4

A continuation of the "hands-on" exploration of the basic concepts of physical science initiated during the first term of Physical Science. Concepts explored include the atom, atomic models, and selected topics in chemistry, earth science, and astronomy. Success in the first semester is a prerequisite to the second semester. Success in both will enable the student to pursue advanced science courses of physics, chemistry, earth science, and astronomy. Prerequisite: PHYS110.

PHYS135 College Physics I 3-3-4
This course is an introduction to the basic principles of Newtonian mechanics with emphasis on the application of these principles when solving problems. Topics to be covered include kinematics of motion, vectors, Newton's laws, friction, work-energy, impulse-momentum for both translational and rotational motion, and the mechanical properties of matter. Dimensional (unit) analysis and critical thinking are stressed. Prerequisite: "C-" or better in MATH141 or equivalent.

PHYS136 College Physics II 3-3-4
This course is a continuation of the study of elementary physics that began in College Physics I. Special emphasis is placed on the principles introduced when solving problems. Topics to be investigated include the fundamentals and the applications of Coulomb's Law, electrical fields and potentials, capacitance, electric current and resistance, DC circuits, magnetism, electromagnetic induction, AC circuits, oscillating systems and waves, and geometric optics. Prerequisite/Co requisite: "C-" or better in MATH171 or equivalent.

PHYS290 University Physics I 3-2-4
This course is an introduction to the basic principles of physics including motion in one and two dimensions, force, statics, translational and rotational equilibrium, work, energy, power, and mechanical properties of matter. Dimensional (unit) analysis and critical thinking are stressed. Prerequisite: Grade of "C-" or better in MATH204 or equivalent.

PHYS295 University Physics II 3-2-4
This course is a continuation of University Physics I, investigating the
fundamental properties of solids, liquids, simple harmonic motion, mechanical waves, energy transfer, electromagnetic waves, field theory, heat, temperature, temperature effects on solids and fluids, heat transfer, geometric optics, and electricity. Special emphasis is placed on problem-solving skills, developing solutions based on the application of integration, polar coordinates and series to the solution of realistic problems. Dimensional (unit) analysis and critical thinking are stressed. Prerequisite: Grade of "C" or better in PHYS290.

POL110 American Government 3-0-3
This course provides a functional approach to the study of American government on the national, state, and local level. The structure, functions, operations, and problems of the American system will be explored in lectures, discussions, readings, and papers. (Fulfills Social Science requirement.)

POL210 Introduction to Political Science 3-0-3
This course is an introduction to the field of political science. Political ideologies, nationalism, cultures, and institutions will be discussed. Public opinion, political parties, interest groups, and voting behavior will also be covered. Throughout the course, the concepts of power and legitimacy, elitism and pluralism will guide discussion. American and comparative examples will be utilized. (Fulfills Social Science requirement.)

POL220 Public Administration 3-0-3
This course discusses the growth of the public sector and the methods by which this sector can be managed. Topics include public management techniques, effective decision making, civil service, budgeting, public organizations, and the politics of public-sector administration. (Fulfills Social Science requirement.)

PSYC110 Introduction to Psychology 3-0-3
This course is an introduction to various areas of psychology, including scientific investigation and leading theories. Topics include, but are not limited to: motivation, emotions, personality, physiological foundations of behavior, psychological disorders and therapy, perception, learning, and human development.
(Fulfills Social Science requirement.)

PSYC120 Leadership Development 3-0-3
This course provides a study of leadership and the skills manifest in effective leaders. Topics include articulating a vision, goal setting, decision making, managing time, team building, empowering others, initiating change, managing conflict, applying ethics, and serving as a leader. This course provides the opportunity for students to develop a personal leadership philosophy, as well as essential leadership skills, through study, observation, and application. Prerequisite: ENGL110. (Fulfills Social Science requirement.)

PSYC205 Crisis Intervention 3-0-3
This course focuses on crisis theory methods of crisis intervention, and specific crises that occur with individuals and families such as suicide, unemployment, criminal victimization, natural disasters, illness, divorce, and death. Prerequisite: PSYC110. (Fulfills Social Science requirement.)

PSYC210 Human Growth and Development 3-0-3
This course is a study of psychological implications for the growth and development of humans with a specific emphasis on the physical, cognitive, social, emotional, and ethical dimensions during the prenatal period through later adulthood. A review of, and an introduction to, major theorists is presented on a continuing basis throughout the course. Prerequisite: PSYC110. (Fulfills Social Science requirement.)

PSYC215 Abnormal Psychology 3-0-3
This course provides a comprehensive overview of the field of abnormal psychology and mental illness from a biopsychosocial perspective. Focus will be on the complexities and consequences of labeling as well as the diagnostic techniques and research methods used. Contemporary approaches to psychological and biological interventions will be introduced. PSYC110. (Fulfills Social Science requirement.)

PSYC230 Educational Psychology 3-0-3
This course reviews the application of psychological principles to the educational environment. Theories of cognitive processes and development, learning, and social and moral development are discussed as they apply to learning and teaching. Issues involving assessment, classroom management, individual differences, and socioeconomic and developmental influences on learning are also presented. Application of theoretical perspectives to classroom teaching will be emphasized. Prerequisite: PSYC110. (Fulfills Social Science requirement.)

PSYC235 Health Psychology 3-0-3
This course focuses on health empowerment coping styles of resiliency and characteristics of invulnerability. It is designed to meet the needs of professionals, significant others, and individuals themselves who are attempting to affect the quality of life outcomes of addiction, trauma, long-term stressors, and/or disease. This course brings awareness of factors and behavioral methods which facilitate a resilient, thrive mode of quality of life that is very different in nature and practice from that of the coping style of psychosocial survival. Prerequisite: PSYC110. (Fulfills Social Science requirement.)

SOC110 Sociology 3-0-3
This course will provide an introduction to the concepts and principles of sociology. The basic social units of society and how they interact are studied in order to understand and appreciate the contributions of sociology to the field of social behavior. Social changes and its causes and effects will also be addressed. (Fulfills Social Science requirement.)

SOC120 Society and Technological Change 3-0-3
This course is a study of the relationship between technology and humankind and the attempt to link, decipher and evaluate technological systems to all human life and to prove that all of them are interrelated. (Fulfills Social Science requirement.)

SOC125 American Justice System 3-0-3
This course covers the components of the justice system in American society. Although civil law will be discussed, the emphasis will be on the criminal justice system. The influence and pressures of changing social, political, technological and economic factors on the agencies of justice will be studied. Much of the focus will compare ideals with realities of the system. Law enforcement, the courts and correctional aspects will be examined. Co requisite: ENGL110. (Fulfills Social Science requirement.)

SOC135 Women's Studies 3-0-3
The emphasis of the course focuses on an introduction to the development, education, and work of women. Within the framework, Workforce 2000, ethics and self-esteem are discussed. Gender discrimination and changing roles will be examined through the context of the major themes. (Fulfills Social Science requirement.)

SOC250 Multi Ethnic Cross-Cultural Relations 3-0-3
This course is designed to introduce students to ethnic and cross-cultural differences in the norms, values, perceptions, and behaviors as they impact personal lives in interpersonal skills. Introducing students to these differences will facilitate communication and cooperation within relationships where the participants come from very different backgrounds and/or ethnic cultures. This course is appropriate and will serve as an elective for professionals and paraprofessionals in business, human services, nursing, early childhood education, gerontology, and criminal justice. (Fulfills Social Science requirement.)

SPAN110 Spanish I 3-2-4
This course is a fully integrated, introductory Spanish course. The course is designed for beginning Spanish students with little or no prior knowledge of Spanish. It is directed to students whose learning objectives and needs are in any of the following categories: for Spanish-language students, for business purposes, as well as for travelers. The emphasis is to develop a proficiency in basic communicative skills concentrating on the dynamic application of the living language taught through dialogue, phonetics, and vocabulary. A strong grammar foundation and other basic language skills are taught through actual

phrases and sentences helping the student develop an instinctive sense of the correct usage. Language laboratory activities are part of the course reinforcing class content. These objectives will be achieved through the following approaches: speaking, listening, reading, writing, and cultural appreciation. (Fulfills Foreign Language requirement.)

SPAN120 Spanish II 3-2-4

This course is a continuation of the introductory Spanish course. For students who have had the equivalent of one year of high-school Spanish or one semester of college Spanish. The course is designed for students whose learning objectives and needs are in any of the following categories: for Spanish- language students, for business purposes, as well as for travelers. The emphasis is to consolidate and reinforce the language skills acquired in Spanish I, or equivalent, and to continue building communicative skills and cultural competency. The course continues to offer a comprehensive review of basic first-term grammar structures, while developing proficiency and advancement in communicative skills concentrating on the dynamic application of the living language taught through dialogue, phonetics, and vocabulary. A strong grammar foundation and other essential language skills are taught through actual phrases and sentences, helping the student develop an instinctive sense of the correct usage. Language laboratory activities are part of the course reinforcing class content. These objectives will be achieved through the following approaches: speaking, listening, reading, writing, and culture. Prerequisite: SPAN110 or equivalent. (Fulfills Foreign Language requirement.)

SURG111 Introduction to Surgical Technology 3-3-4

This course will cover the fundamentals of working as a surgical technologist. This course will cover the history of health care, the organizational and interdepartmental structure of the healthcare facility and their financing, professional credentialing, and the role of healthcare team members. The physical environment and environmental safety in the operating room are discussed. The core of the course including clinical laboratory time emphasizes sterilization, disinfection, and principles of sterile and aseptic technique as well as a detailed study of scrubbing, gowning, gloving, setting a sterile field, draping for surgery, wound care and hemostasis, care of surgical specimens routine procedures, instrumentation, suture, needles, counts, supplies and equipment will complete the semester. Co requisites: SURG113, ENGL110.

SURG113 The Surgical Patient 3-0-3

The course discusses perioperative care of the surgical client. It identifies ethical, moral, and legal responsibilities of healthcare providers to meet the basic human needs of the client from a holistic perspective including the Patient Bill of Rights consent forms and surgical consciousness. The student will identify the various systems of dosage and measurements utilized in standard pharmacology, convert equivalents from one system to another and accurately identify, mix, and measure drugs for patient use. Definitions of drug terminology and drug categories will also be presented. There will be detailed discussion of anesthetic agents, anesthetic complications, and methods of use. Care of the patient includes catheterization, monitoring vital signs, patient transportation, positioning, and skin preparation for surgery. Co requisite: SURG111.

SURG120 Surgical Procedures I 3-3-4

The first part of a three-semester course, this builds on information acquired in the first semester and presents a variety of surgical specialties including General, OB/GYN, Endoscopic, Gastrointestinal, and Gentourinary Surgeries. Care of high risk patient populations will be included in each area. Emphasis is placed on the pathological conditions, principles, instrumentation, and technologist's role in each procedure. Drugs used in the related surgical specialties will also be presented. Prerequisites: SURG111, SURG113.

SURG123 Orientation to Surgical Clinical 0-40-2

After passing competency-based skills and core classes, students spend two weeks being introduced to their clinical sites. The clinical experiences provide learners with an introduction to their assigned facility, the operating room, its related areas, and the opportunity to perform basic surgical procedures under the direction of a preceptor. Prerequisites: SURG120.

SURG210 Surgical Procedures II 3-3-4

This course is a continuation of Surgical Procedures I. The more complex surgical specialties are presented including Orthopedics, Peripheral Vascular, Cardiothoracic, and Neurology. Care of high risk patient population will be included in each area. Prerequisite: SURG123. Co requisite: SURG215.

SURG215 Surgical Clinical I 0-24-8

Clinical experiences provide learners with the opportunity to observe and apply knowledge and skills previously learned in theory and clinical laboratory in a modern operating room setting under the supervision of a preceptor. The student performance will include 2nd and 1st scrubbing on minor and major cases, performing counts, basic setups, holding retractors, passing instruments, and assisting operating room personnel. Students will also perform circulating duties, including preoperative, intra-operative, and postoperative care allowing the student to function in the role of a supervised circulating surgical technologist. Journals and assigned case reports are completed each day. Preceptor logs are returned weekly. Prerequisites: SURG123, BIOL110, BIOL120.

SURG220 Biomedical Instrumentation 2-3-3
This course is a continuation of Surgical Procedures II. Students complete the theory portion of their clinical specialties with ENT, Opthomology, Plastic surgery, trauma, transplant and organ procurement surgeries. Management of emergency situations and documentation will follow. Care of high risk patient populations will be included in each area. Special considerations include discussions of the role of biotechnology, physics, robotics, and other cutting-edge technologies. Prerequisite: SURG215. Co requisite: SURG223.

SURG223 Clinical Seminar 2-0-2
This course gives the learner an opportunity to present and discuss clinical experiences to their peers by enabling them to review, reinforce, and correlate theory to current clinical practice. The semester will conclude with service behaviors necessary to the career of a successful surgical technologist, including handling personal/professionals relationships, teamwork, accountability, communication, and job-seeking skills. Co requisite: SURG225.

SURG225 Surgical Clinical II 0-24-8
This course provides supervised clinical experiences with the opportunity to continue building knowledge and skills in all surgical specialties, including the more complex procedures, in preparation for the role of the graduate technologist. Prerequisite: SURG215.

VETN110 Introduction to Veterinary Technology 3-0-3
This course will introduce the student to the field of Veterinary Technology. Animal behavior, species and breed identification, medical terminology and occupational safety will be covered. In addition, students will get an overview of managing the reception area of a veterinary hospital including how to maintain medical records, organize inventory and dispense prescriptions. Handling various customer situations will be emphasized. Ethical and legal issues in veterinary medicine will also be discussed. This course will include lecture material, class discussions, student presentations and the use of veterinary office software. Prerequisite: Accuplacer testing and placement into college-level English, math and reading. Co requisite: CIS110 or higher CIS course.

VETN114 Veterinary Pharmacology 2-0-2
This course will cover basic pharmacology for the veterinary technician with focus in private practice. It will cover basic classes of drugs with an emphasis on pharmacodynamics, client education, side effects and dosage calculations.
Prerequisites: BIOL111 and VETN110. Co-requisites: BIOL121 and VETN121

VETN121 Veterinary Clinical Methods I 3-3-4
In this course, small animal medical nursing procedures are introduced. Elements include restraint, aspects of the history and physical exam, specimen collection, administration of medications and treatments, diseases, nutritional supplementation, and the basics of preventative health care. The lab provides hands-on practice using models and the animal patient. This course will provide the foundation by which students will progress to their summer clinical affiliations. Prerequisites: VETN110, BIOL111 Co requisite: BIOL121.

VETN130 Veterinary Clinical Affiliation I 0-24-4
This eight-week summer session provides students with supervised hands-on work experience with live animals in selected clinical settings. Following sequential steps from basic to complex, learners build correlation of theoretical content to clinical performance. Prerequisites: “C-“ or better in VETN110, VETN114, VETN 121, BIOL111, BIOL121.

VETN210 Veterinary Clinical Methods II 2-3-3
This course is designed to provide the student with a strong background in veterinary surgical nursing and assistance. Surgical interventions, as well as sterilization, disinfection, and aseptic technique are covered. Anesthesia and monitoring the surgical patient is emphasized. Specialized clinical procedures are also covered that build on techniques learned during VETN 121 and the student’s clinical affiliation. Prerequisite: VETN130.

VETN212 Laboratory Animal Science 2-2-3
This course provides students with an understanding of the principles and practices of laboratory animal science. Research methods, care and handling of laboratory animals, and legal regulations pertaining to animal welfare and research procedures are incorporated. Students also become familiar with handling, basic care, and diseases of the popular small pets including guinea pigs, rabbits, ferrets, hamsters, birds and reptiles. Prerequisite: VETN130.

VETN215 Large Animal Management 2-2-3
This course is designed to familiarize the student with the care, handling, and restraint of large animals commonly encountered in veterinary practice. Preventive medicine, nutritional requirements, injury and wound care, and common medical and surgical interventions in the care of equine, dairy, and other large animals are explored. Laboratory sessions provide hands-on opportunities at local dairy and horse farms. Prerequisite: VETN130.

VETN220 Veterinary Clinical Pathology I 2-3-3
This course provides the student with an overview of the study of disease processes as well as diagnostic tests and laboratory technique. Hands-on lab experience is gained in areas of parasitology, hematology, urinalysis, and basic x-ray technology. Prerequisite: VETN130, CHEM110 or CHEM115 or permission of the Instructor.

VETN221 Veterinary Clinical Pathology II 2-3-3
This course is a continuation of VETN220. The student will continue to develop skills utilized in the veterinary clinical laboratory. Elements of clinical microbiology, cytology, and specialized diagnostic tests are covered. Laboratory sessions focus on clinical microbiology, but also offer exposure to serology, cytology, and necropsy. Prerequisite: VETN220.

VETN222 Veterinary Clinical Affiliation II 0-18-6
This course is a continuation of VETN130, Clinical Affiliation I. The objective of this course is to provide the student with practical application and hands-on experience of procedures learned in VETN210 and VETN220. This course provides supervised clinical experiences in which the learner can incorporate and build upon knowledge and increase skills and self-confidence in the veterinary technician role. Prerequisite: "C-" or better in VETN210, VETN212, VETN215, VETN220

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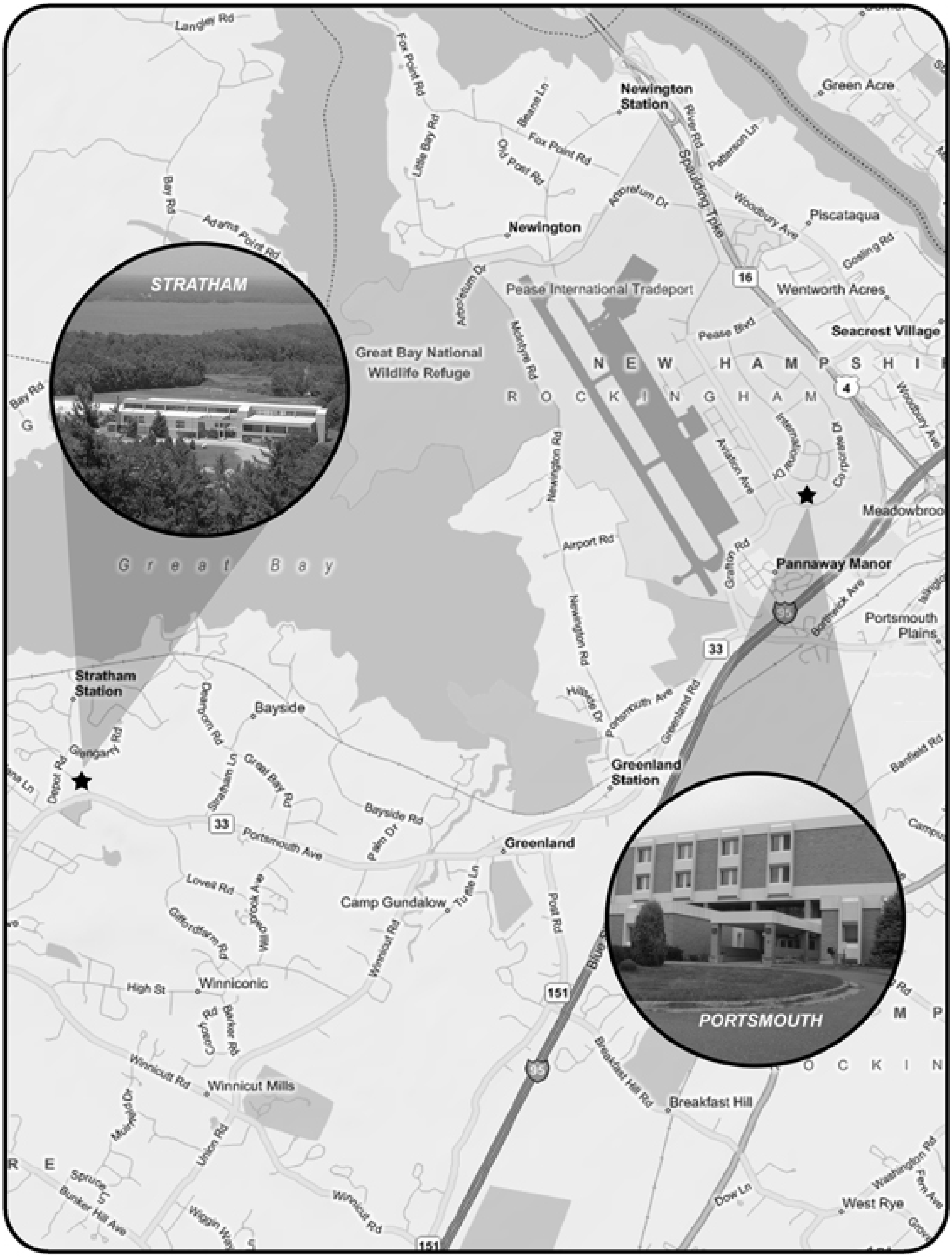
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