

MASSASOIT COMMUNITY COLLEGE



2025 - 2026
College Catalog

Statement of Publication

This is an official publication of Massasoit Community College. Course offerings, dates, tuition, fees, and other college information are subject to change at any time. The information in this catalog is provided solely for the convenience of the reader, and the College expressly disclaims any liability that may otherwise be incurred.

The information in this catalog is current for the 2025-2026 academic year. Any changes, additions, or deletions made after publication are available by visiting our website at massasoit.edu.

The rules, regulations, policies, fees, and other charges, courses of study, and academic requirements that appear in this catalog were in effect at the time of its publication. Like everything else in this catalog, they are published for informational purposes only, and they do not constitute a contract between the College and any student, applicant for admission, or other person.

Whether noted elsewhere in this catalog or not, the College reserves the right to change, eliminate, add to any existing (and introduce additional) rules, regulations, policies, fees, and other charges, courses of study, and academic requirements. Whenever it does so, the College will give as much advance notice as it considers feasible or appropriate, but it reserves the right in all cases to make changes without notice.

For the most up-to-date catalog information, including changes or corrections to curriculum, course descriptions, and tuition and fees, see the Massasoit Community College website at massasoit.edu. Information in the web catalog and respective individual webpages supersedes the published version of the catalog.

Massasoit Community College is a nonsectarian, publicly supported institution of higher learning.

Affirmative Action Policy

Massasoit Community College is an affirmative action/equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, veteran status, genetic information, gender identity or sexual orientation in its programs and activities as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and college policies. The College prohibits sexual harassment, including sexual violence. Inquiries or complaints concerning discrimination, harassment, retaliation or sexual violence shall be referred to:

- Ameer Sennott, Title IX & Compliance Officer, at 508-588-9100 x1304 or via email at asennott@massasoit.mass.edu;
- the Massachusetts Commission Against Discrimination at www.mass.gov/file-a-complaint-of-discrimination;
- the Equal Employment Opportunities Commission at www.eeoc.gov/filing-charge-discrimination; or
- the United States Department of Education's Office for Civil Rights via www2.ed.gov/about/offices/list/ocr/docs/howto.html.

Brockton Campus

1 Massasoit Boulevard
Brockton, MA 02302

Canton Campus

900 Randolph Street
Canton, MA 02021

Middleborough Center

49 Union Street
Middleborough, MA 02346

508-588-9100

massasoit.edu

All information is current as of February 2025.

TABLE OF CONTENTS

President’s Welcome	4
About Massasoit	5
Mission Statement	5
Accreditation	7
College Locations	8
Board of Trustees & College Officers	9
Academic Deans & Massachusetts Board of Higher Education	9
Academic Calendar	10
Admissions	11
Cost of Attendance	14
Financial Aid	15
Early College Access	18
Transfer Information	19
Continuing Education	21
College Resources	22
Campus Police	22
Engagement Spaces	25
External Relations	27
Division of Student Affairs	28
Student Life & Campus Clubs	28
Athletics	29
Student Support Programs	30
College Policies	33
Academic Policies	42
Division of Academic Affairs	49
Programs of Study	50
Associate Degree Program Descriptions	52
Board-Approved Certificate Program Descriptions.....	59
College-Approved Certificate Program Descriptions	59
Program Advisory Committees	64
Course Descriptions	72
Faculty & Staff Directory	130

WELCOME TO MASSASOIT COMMUNITY COLLEGE

Students,

I am pleased to welcome you to Massasoit Community College. Whether you are preparing for a career, seeking to transfer to a four-year institution, or looking to try something new, we are here to support you.

Our admissions and enrollment teams, academic advisors, staff, administration, and outstanding faculty are all committed to your academic success, and we pride ourselves on having created a diverse, supportive learning environment at each of our three campuses.

On behalf of the Board of Trustees, faculty, and staff, welcome to Massasoit. We look forward to supporting your educational goals and celebrating your academic success. Thank you for choosing Massasoit to continue your education.

William Mitchell

President

Massasoit Community College

ABOUT MASSASOIT

Massasoit Community College was founded in 1966, but its origin can be traced to a 1947 study by the Massachusetts State Board of Education that determined the need for a low-cost, state-supported system. The study proposed that twelve community colleges be established, one of which would serve the Greater Brockton/South Shore area. In 1961, a proposal was brought before the Brockton School Committee, and after a feasibility study, announcement of such a college was made in 1965.

In September 1966, the College, consisting of 358 students and 22 faculty, held its first classes in the Charles M. Frolio School in North Abington, and in June 1968, the first graduation was held for 137 students. Additional campuses were later established at the former Howard School in West Bridgewater and the Miramar School in Duxbury.

Groundbreaking for the first five buildings of the permanent Brockton campus occurred in 1969, and by 1972 the campus was officially opened. During this time, the College received its first accreditation from the New England Association of Schools and Colleges. By 1978, the five remaining buildings of the campus were completed.

The College's namesake, Chief Massasoit, was born within the present boundaries of Massachusetts in 1580. His tribe, the Wampanoags, were located throughout the regions of Bristol, Rhode Island and Massachusetts.

Massasoit Community College is one of the largest community colleges in the Massachusetts Public Higher Education system. Massasoit currently offers more than 60 associate degree programs in arts, sciences, and applied sciences; certificates; and Board of Higher Education (BHE) certificates. The College also offers non-credit workforce development certificates; corporate training courses; adult basic education; personal enrichment classes; and Early College programs for high school students.

In Fall 2024, Massasoit had 5,574 students enrolled for credit. In addition, more than 1,500 students annually enroll in the college's non-credit community education or workforce development courses. Students of color make up more than half of all students enrolled, more than half of all Massasoit students are first generation to attend college, and 68 percent of all students are enrolled part-time. Typically, more than 700 students graduate from Massasoit with an associate degree or certificate each year. In Spring 2025, the college had 94 full-time faculty, 58 full-time professionals, 105 AFSCME full-time employees, 83 non-unit full-time professionals, and 519 adjunct instructors. For more information and other statistics, please visit massasoit.edu/institutional-research.

Massasoit's most popular academic pathway is Health & Public Safety, followed by STEM and Behavioral Science, Public Service, and Education. Massasoit offers a wide variety of support services to help students of all ages develop their academic, emotional, and social skills. Its NJCAA athletic teams welcomes top athletes from local communities and international students.

Massasoit has partnerships with more than 100 companies and agencies in the area as well as corporate training programs tailored to assess and meet the individual needs of each organization. Since Massasoit's establishment, students have studied at the college and entered the regional workforce with greater knowledge and new skills. Today, thousands of former Massasoit students are employed in Massasoit's immediate service area.

Mission Statement of Massasoit Community College

Massasoit Community College is a dynamic, diverse learning community that supports all students in their education, leading to a career, transfer to four-year institutions, and the pursuit of lifelong learning. Faculty and staff are committed to student success and strive to offer accessible and innovative programs with comprehensive support services to prepare students for membership in a global society.

Statement of Values

Commitment to Student Success

We are committed to engaging students as active learners by providing a range of curricular and extra-curricular opportunities to explore, develop, and achieve educational and personal goals.

Commitment to Access and Affordability

As an open-enrollment institution of higher education, we are committed to providing access to a relevant, affordable education that positions and supports students from all socio-economic backgrounds to achieve their academic and professional goals.

Commitment to Diversity and Inclusion

We strive to reflect the diversity of our community in our student body, faculty, staff, and trustees by creating an inclusive environment that ensures equitable treatment for all.

Commitment to Excellence

We are a catalyst for innovation, creativity, academic excellence, and the open exchange of ideas, fostering high expectations and inspiring students, faculty, and staff to reach their full potential.

Commitment to the Community, Civic Engagement, and Regional Economic Development

We value our role as both a leader and an integral part of the academic, civic, and economic fabric of the region we serve. We strive to generate and maintain reciprocal relationships with education, community, and business partners to develop programs that meet the needs of our students, the community, and the regional workforce.

Commitment to Sustainability

We value the three spheres of sustainability: environmental, social, and economic. We demonstrate our commitment by striving to reduce our ecological footprint; making sustainability integral to our decision-making; and preparing our students to address the critical environmental, social, and economic challenges of the 21st century.

Strategic Priorities

Massasoit Community College will:

1. Prioritize equitable enrollment and support for student success.
2. Offer credential pathways that best meet student and community social and economic mobility goals.
3. Be known as a hub for innovation, workforce development, and leadership for the region.
4. Cultivate a sense of belonging and empowerment that celebrates racial equity and diverse cultural communities.
5. Build a solid foundation of operational effectiveness focused on organizational and employee excellence.

Mission of the Massachusetts System of Public Higher Education

Massachusetts Public Higher Education is a system with a distinguished past, increasing and measurable accomplishments, and dedicated to being recognized as having one of the nation's most outstanding array of institutions. It comprises 15 community colleges, nine state colleges, and five campuses of the University of Massachusetts. The system exists to provide accessible, affordable, relevant, and rigorous programs that adapt to meet changing individual and societal needs for education and employment. The public system is committed to continuous improvement and accountability in all aspects of teaching and learning. The Board of Higher Education, together with each respective Board of Trustees, expects all students, faculty, and staff to be held to exacting standards in the performance of their roles and responsibilities.

Mission of the Massachusetts Community Colleges

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

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

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

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

Accreditation

Institutional Accreditation

Massasoit Community College is accredited by the New England Commission of Higher Education (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.).

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

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

Inquiries regarding the accreditation status by the Commission should be directed to the administrative staff of Massasoit Community College. Individuals may also contact:

New England Commission of Higher Education

301 Edgewater Place, Suite 210

Wakefield, MA 01880

781-425-7785

info@neche.org

In addition, Massasoit Community College is approved by the Massachusetts Rehabilitation Commission; the United States Department of Education for listing in the Directory of Higher Education and for federal assistance from any unit of the Department of Education; and for Veterans' Accreditation Training.

Academic Accreditations

The following specialized accrediting bodies are recognized by the Council on Postsecondary Accreditation and by the United States Department of Education.

The **Nursing Program** is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, 404-975-5000. The most recent accreditation decision made by the ACEN Board of Commissioners for the Associate Degree nursing program is Continuing Accreditation. View the public information disclosed by the ACEN regarding this program at <https://www.acenursing.org/search-programs>

The **Dental Assistant Program** is accredited by the Commission on Dental Accreditation of the American Dental Association.

The **Early Childhood Education Program** is accredited by the National Association for the Education of Young Children (NAEYC).

The **Respiratory Care Program** is accredited by the Commission of Accreditation for Respiratory Care (CoARC)

The **Radiologic Technology Program** is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT).

The **Medical Assistant Program** is nationally accredited by the National Healthcare Association (NHA) and American Medical Technologists (AMT).

The **Paramedic Program** is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

The **Veterinary Technology Program** is accredited by the American Veterinary Medical Association (AVMA) Committee on Veterinary Technician Education Activities (CVTEA).

The **Diesel Technology Program** is accredited by the AED (Associated Equipment Distributors) Foundation.

Professional Affiliations

American Association of Collegiate Registrars and Admissions Officers

American Association of Community Colleges

College Entrance Examination Board

Cooperative Education Association

Council for the Advancement and Support of Education

National Association of College and University Business Officers

National Council for Occupational Education

National Council on Resource Development

New England Association of Collegiate Registrars and Admissions Officers

New England Transfer Association

College Locations

Branch Campuses

Brockton

The 100-acre main campus located in Brockton offers five modern classroom buildings and laboratory facilities, a newly renovated student center, and an extensive library facility. The Peter G. Asiaf Field House includes three basketball courts; a six-lane, 25-yard swimming pool; a weight room; and a racquetball court. Also located on the Brockton Campus are a softball field, the Louis R. Columbo Baseball Field, and the Warrior Soccer Field. The Fine Arts Building is home to the Buckley Performing Arts Center, the TV studio, and the Dale Dorman Radio Studio at Massasoit.

Canton

The Canton Campus includes smart classrooms, new state-of-the-art veterinary technology and engineering lab space, computer labs, allied health classrooms, and various art studios including ceramic and sculpture. The Canton campus also offers spaces for continuing education and workforce development workshops and classes. Free bus service is offered during the day, Monday through Friday, during the fall and spring semesters. An inter-campus shuttle service to the Brockton Campus is also available. Visit www.massasoit.edu/shuttle for more information.

Instructional Sites

Middleborough Center

The Middleborough Center is located in the former Lincoln D. Lynch Elementary School, the Center maintains the state-of-the-art Emergency Medical Services Educational Suite and is home to the Mobile SimLab, a modified ambulance that is used to train paramedic students.

Correctional Education and Returning Citizens Program at Old Colony Correctional Center

Massasoit is committed to providing access to all students who wish to pursue education. Through partnerships with the Department of Corrections (DOC), regional Houses of Corrections (HOC), probation, parole, and community-based reentry service centers, the college is able to offer educational pathways for soon-to-be-released individuals at the Old Colony Correctional Center in CORI-friendly careers with high demand and family-sustaining wages.

Board of Trustees

Thomas E. Carroll, Jr.
Chair

James M. Dunphy
Vice Chair

Bonnie Blackler
Trustee

Eshita Chakrabarti
Trustee

Carl Kowalski
Trustee

Laura Lawson
Trustee

Eval Silvera
Trustee

Kate Welch
Trustee

Daniel Pestana
Student Trustee

William Mitchell
Interim President

College Administration

William Mitchell
President

Senior Leadership

Margaret Gazzara Hess
Vice President Human Resources

Rita Jones-Hyde, Ph.D
Interim Vice President of Academic Affairs

Joseph Harris
Interim Vice President of Student Services and Enrollment Management

William O'Neill
Vice President for Administration and Chief Financial Officer

President's Cabinet

Karyn Boutin
Dean of the Middleborough Center and Transitional Dean of Behavioral Science, Public Service, and Education

Jessica Correia
Executive Director of Enrollment Services

Christopher Cummings
Chief of Police

Margaret Gazzara Hess
Vice President of Human Resources

Joseph Harris
Interim Vice President of Student Services and Enrollment Management

Dr. Rita Jones-Hyde
Interim Vice President of Academic Affairs

William O'Neill

Vice President for Administration and Chief Financial Officer

Dr. Michael Roggow

Dean of Business and Entrepreneurial Leadership

Dr. Katie Ruggieri

Dean of Science, Technology, Engineering, and Mathematics

Dr. Catherine Powers Ozyurt

Dean of Health Sciences

Dr. Carine Sauvignon

Associate Vice President of The Massasoit Future of Work Institute

Amee Synnott

Title IX and Compliance Officer

Alex Villanueva

Executive Director of Communications and Marketing

Dr. Pamela M. Witcher

Associate Vice President of Continuing Education

Massachusetts Board of Higher Education

Chris Gabrieli
Chairman

Harneen Chernow
Vice Chair

Danielle Allen, Ph.D.

Dr. Lisa B. Battaglino
State University Trustee Representative

Mary Burns
University of Massachusetts Trustee Representative

Ann Christensen

Veronica Conforme

Alex Cortez

Paul Mattera, J.D.
State University Trustee Representative

Niki Nguyen
Student Member, University of Massachusetts Boston

Judy Pagliuca

Christina Royal, Ed.D.

Patrick Tutwiler, Ph.D.
Secretary of the Executive Office of Education

Bill Walczak
Community College Trustee Representative, Chair of Strategic Planning Advisory Council

Non-Voting Officers & Advisors

Noe Ortega, Ph.D.
Ex Officio, Commissioner of Higher Education, Secretary to the Board

Hannah Rosenkrantz
UMass Student Segmental Advisor

ACADEMIC CALENDAR

2025-2026

Fall 2025 Semester

September 2025

September 1	Mon	Labor Day (College Closed)
September 2	Tue	Opening Day
September 3	Wed	First day of Fall 2025 classes
September 9	Tue	Last day to add/drop full-semester classes

October 2025

October 9	Thu	Fall Accelerated Session begins
October 13	Mon	Indigenous Peoples' Day (no classes; offices closed)
October 14	Tue	Last day to add/drop Accelerated Session classes
October 23	Thu	Professional Development Day (no day classes; offices closed)

November 2025

November 3	Mon	Spring 2026 Registration opens
November 11	Tue	Veterans Day Observed (no classes; offices closed)
November 20	Thu	Last day to withdraw from Fall classes
November 27	Thu	Thanksgiving Recess (no classes, offices closed)
November 28	Fri	Day after Thanksgiving (no classes; College open)

December 2025

December 10	Wed	Last day of Fall classes; Wednesday evening finals held
December 11-17	Thu-Wed	Final exams
December 22	Mon	Fall grades due
December 25	Thu	Christmas Day (offices closed)

Spring 2026 Semester

January 2026

January 1	Thu	New Year's Day (offices closed)
January 2	Fri	First day of Winter Session 2026
January 10	Sat	January conferral for Fall 2025 degree completions
January 13	Tue	Last day to withdraw from Winter Session classes
January 16	Fri	Last day of Winter Session classes
January 19	Mon	Martin Luther King, Jr. Day (offices closed)
January 20	Tue	Opening Day
January 21	Wed	First day of Spring 2026 classes
January 27	Tue	Last day to add/drop full-semester classes

February 2026

February 11	Wed	Spring Accelerated Session begins
-------------	-----	-----------------------------------

February 16	Mon	Presidents' Day (no classes; offices closed)
February 17	Tue	Last day to add/drop Accelerated Session classes

March 2026

March 15-22	Sun-Sun	Spring Break (no classes)
March 30	Mon	Summer 2026 Registration begins

April 2026

April 9	Thu	Professional Development Day (no day classes)
April 13	Mon	Fall 2026 Registration opens
April 20	Mon	Patriots Day (no classes; offices closed)
April 23	Thu	Last day to withdraw from Spring 2026 classes

May 2026

May 6	Wed	Last day of Spring classes; Wednesday evening finals held
May 7-13	Thu-Wed	Final exams
May 18	Mon	Spring 2026 grades due
May 21	Thu	Commencement and May conferral for Spring graduates
May 25	Mon	Memorial Day (no classes; offices closed)

Summer 2026 Semester

May 2026

May 26	Tue	Summer Semester and Summer Session I 2026 classes begin
--------	-----	---

June 2026

June 19	Fri	Juneteenth Holiday (no classes; offices closed)
June 22	Mon	Last day to withdraw from Summer Session I classes

July 2026

July 1	Wed	Last day of Summer Session I classes
July 3	Fri	Summer I grades due
July 4	Sat	Independence Day (no classes; offices closed)
July 6	Mon	First day of Summer Session II classes
Jul 30	Thu	Last day to withdraw from Summer Semester and Summer II classes

August 2026

August 11	Tue	Last day of Summer Semester and Summer Session II classes
Aug 13	Thu	Summer Semester and Summer II grades due
Aug 18	Tue	Student transcripts available
August 22	Sat	August conferral for Summer degree completions

ADMISSIONS

Admission of New Students

Admissions Office

Student Central: Brockton Campus, Student Center, Upper Level
Student Central: Canton Campus

massasoit.edu/admissions
admoffice@massasoit.mass.edu | x1411

Massasoit maintains an open admissions policy and accepts students on a first-come, first-served basis without regard to race, gender, sexual orientation, color, national origin, age, religion, or disability status. Students who want to enroll in one of Massasoit's degree or certificate programs, whether full or part-time, must formally apply and be admitted to the College. Students must have earned a high school diploma; passed the General Educational Development (GED) or High School Equivalence Test (HiSet); earned another state-approved equivalency credential; or have completed an approved homeschool program to be admitted to Massasoit.

The open enrollment policy does not apply to selective admissions programs of study which may have specific deadlines, prerequisites, and other admissions criteria.

Applicants will be admitted to the College on a rolling admissions basis, first-come first-served, as long as the application is complete, all required documents have been received, and a vacancy exists in the applicant's desired program of study. Some programs are offered both full- and part-time, and some programs may be offered full- or part-time only. Please note that some of the program-specific courses are only offered on certain campuses.

For detailed admissions criteria and more information, visit massasoit.edu/admissions.

Admission of Returning Students

All students who are academically eligible and have not been in attendance at Massasoit for more than three consecutive semesters are required to reapply for admission.

Readmitted students shall follow new program requirements for the semester for which they are readmitted. Students seeking readmission must complete a program modification form with an academic counselor in the Advising, Career & Transfer Center.

The Registrar's Office will notify readmitted applicants in writing regarding their readmission status.

Readmission for Health Career Applicants

Health career applicants shall be readmitted based on academic eligibility, space availability, and the recommendation of the department chairperson. The Director of Admissions will notify readmitted applicants in writing regarding their admissions status.

Three-Semester Rule

All students enrolled in a degree program who are academically eligible but who have not been in attendance for up to three consecutive semesters shall be eligible to maintain their degree status as long as they register for classes by the fourth consecutive semester (with the exception of health career programs).

- Three-semester students shall not be required to apply for readmittance.

- Three-semester students shall follow the program requirements for the semester that they were previously admitted.

Admission of International Students

International students, those who are not citizens or permanent residents of the United States and are at least 18 years of age, are eligible for admission to Massasoit Community College.

Admissions Requirements

International applicants are required to submit all of the following documents to the Admissions Office by the fall or spring deadlines in order for an application to be considered complete. All application deadlines are final.

Required Forms:

- Massasoit application for admission
- Certificate of financial support
- I-20 application
- All forms are available at massasoit.edu/international.

Admission Deadlines:

- Fall semester – July 15 for students outside of the U.S. and August 15 for students within the U.S.; and
- Spring semester – November 30 for students outside of the U.S. and January 2 for students within the U.S.

High School and College/University Transcripts

Applicants must submit an official evaluation of their secondary school transcript and/or diploma. All academic documents must be evaluated by a certified evaluation company prior to submission. Commonly used services for educational evaluations include the following:

- Center for Educational Documentation: www.cedevaluations.com;
- International Education Research Foundation Inc. Credential Evaluation Services: <http://ierf.org/>;
- North American Educational Group: www.naeg.org;
- World Education Service – www.wes.org; and
- American Association of Collegiate Registrars & Admissions Officers – www.aacrao.org.

Applicants must submit an official copy of their postsecondary (college or university) transcript(s) with diploma if applicable. College transfer credit shall potentially be awarded only with the submission of an official college transcript and an evaluated document.

Proof of Financial Support

Applicants and their sponsors must demonstrate that there is sufficient financial funding available to support the student while in the U.S. by completing the following:

- Submit the Massasoit Certificate of Financial Support form, which must be signed by the sponsor and notarized; and
- Submit a notarized bank letter with letterhead and signature from bank confirming a minimum amount of \$28,800 U.S. dollars in the sponsor's account.

Both of these financial support documents must be dated within the last six months to be accepted by the College.

Proof of English Proficiency

Applicants shall submit evidence of English proficiency in one of

the following ways:

- Submit a score from the Test of English as a Foreign Language (TOEFL) (a minimum score of 477 on the paper-based test, 153 on the computerized test, or 53 on the Internet TOEFL test is required);
- Submit a score from the International English Language Testing System (a minimum score of 4.5 is required);
- Achieve an acceptable score on an English Proficiency Test administered by the English as a Second Language Department at the College; or
- Submit an official transcript indicating successful completion of an academic program of study conducted entirely in the English language.

International Information Form

Applicants residing in the U.S. at the time of submitting their application shall be required to submit a valid passport, visa, and I-94 card.

B1/B2 Visa

Applicants with a B2 (Visitors) visa who plan to stay in the United States are required to request a change of status to a F-1 student visa upon receiving acceptance to the College. B Visitor visa holders are not allowed to start classes in an associate degree program until notification of their change of status decision.

Applicants must have valid B Visa status in order to apply to the College. If the applicant's B Visa is not valid, the College will not process the application. If the applicant's I-94 Card has expired or will expire before the semester they wish to attend, the applicant shall be encouraged to either file an extension of their B Visa or return home to apply for the F-1 visa.

If the applicant is denied a change of status from a B Visa to F Visa, the applicant must follow all instructions of the Office of United States Immigration and Customs Enforcement (USCIS) provided on the I-797 (Notice of Action) and the applicant will not be able to enroll in an associate degree program at the College based on USCIS regulations for B visas and pursuing a degree program.

The Admissions Office does not process visas or change of status requests (although information and forms may be obtained from the admissions office). The College is not responsible for any change of status decisions.

Final Admissions Deadlines for B1/B2 Visa holders:

- Fall semester – May 15; and
- Spring semester – October 15.
- J-1 Visa

Applicants with a J-1 (exchange) visa must apply for a change of status to a student visa (F-1) prior to the expiration date for the J-1 visa. J-1 visa holders shall follow the regular fall and spring admissions deadlines for international students.

Transfer Students

International applicants attending an institution of higher education in the U.S. are required to submit a copy of their current SEVIS I-20 form from the school they currently attend. Prior to being accepted to the College, the applicant and a representative at the current institution of higher education must complete the Massasoit Transfer Form in order to ensure SEVIS transfer compliance.

Final Admissions Deadlines for Transfer Students:

- Fall semester – August 15; and
- Spring semester – January 2.

The College is authorized under the United States Federal Law

Immigration and Naturalization Act to enroll non-immigrant alien students. Therefore, the College shall accept applications for admission from non-immigrant aliens.

Admission of Homeschool Students

All home schooled students, without a high school diploma or GED, are eligible to apply for admission to a degree or certificate program provided they have successfully completed an approved home school program in accordance with Massachusetts General Laws or the laws of their home state.

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

The College reserves the right to limit or deny enrollment of a student under the age of sixteen (16) in a course or program based on its case-by-case consideration of a variety of factors, including but not limited to: the student's maturity, life experience, placement test scores, prior education, course content, instructional methodology, and risks associated with a particular course or program. See Youth Laerner Policy, page 19.

Placement Testing & Assessment

Office of Testing and Assessment

Brockton Campus, Student Center, Lower Level

massasoit.edu/testing

testingoffice@massasoit.mass.edu | x1991, x1992, x1994

The Testing and Assessment Office facilitates the following tests or programs:

- Computerized ACCUPLACER Placement Testing;
- Biology Challenge Examination;
- College Level Examination Program (CLEP)
- Directed Self Placement (DSP) ESL and ESOL
- General Educational Development (GED) Test or
- High School Equivalency Test (HiSET)
- Multiple Measures
- New Student Orientation (NSO) TEAS Nursing Examination
- Examinations through [PearsonVue Proctoring Services](#).

Assessment for Placement into Courses and Programs

ACCUPLACER Placement Test

Massasoit requires all students to be assessed in reading, writing and math in order to register for classes. The ACCUPLACER tests are used to determine whether students proceed directly into college-level courses or are placed into skill building course that

prepare for college-level work. The test is comprised of ESL, writing, reading and math. Some students may qualify to use Multiple Measures course placement instead of completing the ACCUPLACER tests. See the Multiple Measures section, page 14

Biology Challenge Examination

Fulfillment of the Biological Principles I and Biological Principles II prerequisites is required for upper level biology courses such as Anatomy and Physiology I, Anatomy and Physiology II, Cellular Biology, Microbiology, and Topics in Molecular Biology Technique. This prerequisite is met by:

- Earning a grade of C- or better in Biological Principles I;
- Achieving a minimum score of 4 on the AP Biology exam;
- Achieving a minimum score of 50 on the Biology CLEP exam; or
- Successful completion of the Biology Challenge Examination

It should be noted that achieving the minimum scores on the AP Biology Exam, the Biology CLEP Exam, or successfully completing the Biology Challenge Exam do not grant a student course credit; it only allows for waiver of the Biological Principles I prerequisite for the courses listed above.

English as a Second Language Testing

English as a Second Language Testing Potential students whose first language is not English shall be assessed for English proficiency in Reading. Students shall be assessed for and placed in English as a Second Language (ESL) courses rather than Introductory Writing, English Composition, or Preparing for College Reading. Students who are not yet ready to enroll in college-level ESL or English to Speakers of Other Languages (ESOL) classes will be directed to alternative programs for further development of English skills.

Test of Essential Academic Skills Nursing Examination

Students applying to the Nursing or Allied Health care programs (LPN-RN, RN, Radiology Technology or Respiratory Care) shall be required to take a pre-entrance examination, the TEAS exam in order to be considered for selection into the program.

Prior Learning Assessment and Credit for Prior Learning

Prior Learning Assessment (PLA) is a process through which students enrolled in a degree or certificate program at the College are able to earn college credit for knowledge gained through training, military service, work experience, volunteer service, or other experiential learning that occurred prior to enrollment at the College.

Through PLA, Credit for Prior Learning (CPL) shall be awarded for college-level learning for which documentation exists to verify a student's mastery of course outcomes. CPL assessments are not to be used to improve an existing grade or replace a grade of "Withdrawal" or "Incomplete." CPL assessments are not covered by financial aid and are not generally transferable to other institutions of higher education. A nonrefundable fee of \$50 per credit may be required to schedule a departmental exam and to initiate a portfolio assessment. No fee is required for a credential review.

In accordance with guidelines of the Massachusetts Board of Higher Education for Criminal Justice programs, students enrolled in these programs MAY be eligible of CPL on a case by case basis

The Registrar's Office reserves the right to adjust its transfer credit policy at any time. Tuition and fees are not refundable regardless of success or failure in the evaluation process.

Student Assessment

The Testing and Assessment Office facilitates the scheduling and administration of a selection of tests that satisfy requirements for students, academic programs and the College at no cost to students. The Testing & Assessment Office shall provide placement testing in writing, reading, and mathematics to determine levels of proficiency and satisfy course prerequisites requirements. Students who have completed courses at another institution of higher education or have taken placement tests at another institution should contact the Testing and Assessment Office to address the need for placement testing. Students may submit documents securely to the Testing office at <https://massasoit.edu/academics/information/testing-assessment/testing-assessment-form-submission/>

Types of Examinations

ACCUPLACER Writing Sample

Students will have 70 minutes to read and write a response to a given essay prompt. Once completed, the essay is read, evaluated, and scored. The student receives a score report that designates course placement.

ACCUPLACER Reading Comprehension Test

The untimed, computerized reading test assesses reading and comprehension skills. The student reads a series of paragraphs and answers a set of multiple-choice questions specific to reading comprehension and sentence relationships.

Once the test is completed, the student receives a scored report that designates course placement.

ACCUPLACER Math Test

The untimed, computerized reading test assesses reading and comprehension skills. The student reads a series of paragraphs and answers a set of multiple-choice questions specific to reading comprehension and sentence relationships.

Once the test is completed, the student receives a scored report that designates course placement.

Biology Challenge Examination

The Biology Challenge Examination typically takes approximately two hours to complete and is scored by a member of the Biology Department with a pass or fail grade. The exam, which consists of 90 multiple-choice questions (90 points) and two essay questions (10 points), covers topics listed in the course description for Biological Principles, usually material covered in the first 20 chapters of a standard biology text. A student must score a minimum of 70 points to pass. Copies of the Campbell Biology text are available on reserve in the Massasoit library for study.

Directed Self Placement

This untimed exam allows a student to make an informed choice about which writing course is best for them, either English Composition 1 or a combined course of English Composition 1 with a Reading support course. Students watch an eight minute video that explains the self placement process. Next they answer questions about their knowledge and practice of their reading and writing skills then select which English course is best for them.

ESL and ESOL Testing

The college administers the Levels Of English Proficiency Reading Skills test to assess proficiency in English. The untimed test is administered on a computer and students will answer 20 questions. Test results are provided at the completion of the test with an explanation of placement. Except for Transitional ESL, these courses carry three credits and shall be used for a general, liberal arts, or humanities elective.

High School Equivalency Tests

GED and HiSET examinations are now offered free to residents of Massachusetts. Exams are administered via a computer and candidates make test appointments online through the GED or HiSET websites. Additional information about the GED is available at www.ged.com and information about HiSET is available at www.hiset.org. Information about Massachusetts' eligibility guidelines for testing is available at www.doe.mass.edu/hse/. Students who need to obtain an original high school credential and/or official transcripts for either the GED or HiSET must make a request to the Diplomasender website www.diplomasender.com.

TEAS Nursing Examination

The Assessment Technologies Institute (ATI) TEAS examination is a timed, computerized test consisting of four sections: Reading; Mathematics; Science; and English & Language Use. Students shall register for a test date by logging onto www.atitesting.com and follow links to Massasoit Community College. Students applying to Massasoit are required to take the exam in person and are charged a \$112 non-refundable fee, payable to ATI. Rescheduling a test results in an additional fee paid to ATI. Students will receive an email reminder from Massasoit 3 – 4 days before their scheduled exam date and should read the email carefully. Students taking the exam should arrive on site 15 minutes early, know their login credentials and have a photo ID with them for entry to the examination.

Multiple Measures

Massasoit Community College offers a multiple measures placement approach to course placement. This multiple measures approach allows the college to review additional evidence of student learning, rather than a single, high-stakes examination score to determine readiness for college-level coursework, with a goal of increasing student success and completion rates at the college. Options for placement through Multiple Measures include High School GPA, ACT, AP, SAT, CLEP, ACCUPLACER scores and College Transcripts. Students who are still enrolled in high school are also eligible to take college courses through multiple measures. More information is available at massasoit.edu/multiplemeasures.

College Costs: Tuition, Fees, and Cost of Attendance

Financial Aid: ext. 1479

Student Accounts: ext. 1507

Fax: 508-427-1232

<https://massasoit.edu/enrollment/paying-for-college/>

Email: studentcentral@massasoit.mass.edu

Massasoit Community College is committed to providing a high-quality education at an affordable cost. Tuition and fee rates are established by the College and the Massachusetts Board of Higher Education and are subject to change without notice.

Tuition and Fees

Massachusetts State Resident: \$24 per credit

Non-Resident: \$230 per credit

All students are also assessed the General College Fee (GCF) of \$204 per credit. The GCF is a mandatory per-credit charge that

supports the comprehensive operational expenses of the college. This fee encompasses a wide range of services and resources, including academic support, facility maintenance, administrative functions, and student services, contributing to the overall functioning of the institution.

Additional Fees

The following fees may apply depending on the student's courses or program of study:

- **Online Course Fee:** \$10 per credit for courses with an online component
- **Science Course Fee:** \$30 per course for science classes with a lab component
- **Allied Health Course Fee:** \$20 per credit for courses in Nursing, Radiologic Technology, Respiratory Care, Dental Assisting, Medical Assisting, and Phlebotomy
- **Veterinary Technology Program Fee:** \$1,000 annual fee charged in the fall semester
- **Paramedic Program Fee:** \$942 per semester for students enrolled in the Paramedic Certificate Program
- **Self-Supporting Allied Health Programs Fee:** Additional tuition charge of \$123 per credit for Nursing courses in the Nurse Education Evening Programs
- **Returned Check Fee:** \$10
- **Transcript Fee:** \$3 per transcript

Fees are subject to change without notice.

Student Health Insurance

In accordance with Massachusetts law, all students enrolled in a degree or certificate program and registered for nine or more credits in a semester are required to carry qualifying health insurance coverage.

Eligible students are automatically charged for the Student Health Insurance Plan (SHIP), which provides coverage through Blue Cross Blue Shield of Massachusetts. For the 2025–2026 academic year, the annual SHIP premium is \$4,379 for coverage from September 1, 2025 through August 31, 2026. Students who begin in the spring semester are charged a prorated premium of \$2,919 for coverage from January 1 through August 31, 2026.

Students who already have health insurance may waive the SHIP charge by submitting proof of comparable coverage. To be considered comparable, a student's existing insurance must provide comprehensive coverage in the geographic area where the student attends college, including emergency and non-emergency care, behavioral health services, and prescription benefits. Waivers are valid for the full academic year provided there is no change in insurance coverage or enrollment status.

Certain MassHealth plans meet the coverage requirements and are eligible for waiver. These include MassHealth Standard and CommonHealth. Other MassHealth-related plans—such as the Children's Medical Security Plan (CMSP), Healthy Net, and MassHealth Limited—do not meet the minimum coverage standards and cannot be used to waive the SHIP requirement.

Students using federal financial aid to pay for the insurance premium must submit a Title IV Authorization Form. Without this authorization, federal aid may not be applied to the SHIP charge, and students will be responsible for paying the premium out of pocket.

Coverage under the SHIP does not begin until the full premium has been paid or secured using approved financial aid.

Cost of Attendance

The Cost of Attendance (COA) represents the total estimated cost of attending Massasoit for one academic year. It includes both direct costs (tuition and fees billed by the College) and indirect costs (such as transportation and personal expenses).

COA is used to determine a student's eligibility for financial aid and varies based on enrollment status, residency, and living situation.

Typical components of the COA include:

- Tuition and fees
- Books, course materials, supplies, and equipment (including the documented rental or purchase of a personal computer)
- Housing and food
- Transportation
- Miscellaneous personal expenses
- Federal student loan fees (if applicable)
- Costs for professional licensure, certification, or a first credential required for employment in the student's program of study.

To view current estimated costs based on residency, enrollment status, and living situation, visit: www.massasoit.edu/cost-of-attendance.

Establishing Eligibility for In-State Tuition

Students may be eligible for the in-state tuition rate through one of two primary pathways:

1. Standard Residency Classification

This classification applies to U.S. citizens, permanent residents, and eligible non-citizens who meet Massachusetts residency requirements.

To be considered a Massachusetts resident for tuition purposes, a student must:

- Be a U.S. citizen, permanent resident, or eligible non-citizen.
- Have lived in Massachusetts for reasons other than attending school for at least six consecutive months prior to enrollment.
- Demonstrate intent to remain in Massachusetts by establishing a permanent, primary residence.

Examples of supporting documentation may include a Massachusetts driver's license, voter registration, housing lease or mortgage, employment records, or Massachusetts tax filings.

Students must complete the Massachusetts Community College In-State Tuition Eligibility Form and provide appropriate documentation to be considered for in-state tuition.

Students who qualify but fail to submit the required documentation will be charged the non-resident tuition rate.

2. High School Completer Pathway

Under Massachusetts State Law, students who do not meet the standard residency requirements may still qualify for in-state tuition if they satisfy all of the following:

- Are not classified as a non-immigrant under federal immigration law (8 U.S.C. § 1101[a][15][A]–[S])
- Attended a Massachusetts high school for at least three

academic years

- Graduated from a Massachusetts high school or will graduate before enrolling
- Have a valid Social Security Number or Individual Taxpayer Identification Number, if available
- Are admitted to a degree or certificate program at Massasoit
- Submit a signed Tuition Equity Affidavit affirming intent to apply for legal residency or citizenship if not already a U.S. citizen or permanent resident
- Register for Selective Service if required

Students must submit the appropriate Tuition Equity Eligibility Form and Affidavit, along with required documentation, to qualify for in-state tuition under this law.

Students who meet the criteria for either pathway but do not complete the required forms will be classified as non-residents for tuition purposes and charged the out-of-state rate.

Student Billing and Payment

After registering for courses, students are issued a billing statement for the semester. Statements reflect charges for tuition, fees, health insurance, and any applicable course or program specific costs. Bills are sent to the student's mailing address on file and Massasoit student email account.

Students are responsible for reviewing their charges and ensuring that payment is received by the published deadline. Failure to pay on time may result in a financial hold that prevents registration and access to college services.

Payment may be made in full or through a monthly installment plan. The interest free payment plan allows students to divide tuition and fee payments across the semester. A non-refundable enrollment fee is charged each term. Participation in the plan must be renewed each semester.

Refunds of tuition and fees are issued in accordance with the college's published refund policy. Students who drop or withdraw from a course may be eligible for a full or partial refund based on the timing of the withdrawal and the length of the course.

Students whose tuition and fees are covered by a third-party sponsor such as a government agency, employer, or workforce training program must submit required authorization documents each semester. Until such documentation is received, the student remains financially responsible for all charges.

Financial Aid

Financial Aid Overview

Massasoit Community College offers a wide range of financial aid programs to help students manage the cost of attending college. These include free community college programs such as MassReconnect and MassEducate, along with federal, state, and institutional grants, tuition waivers, work-study employment, and federal student loans.

Aid eligibility is determined by several factors, including financial need, Massachusetts residency, enrollment status, and program of study. Financial aid can be applied toward both direct college expenses—such as tuition, fees, and books—and indirect costs like transportation and personal living expenses.

All students are encouraged to apply for financial aid, regardless of income level. Programs such as MassReconnect and MassEducate are available to eligible students without regard to financial need.

Confidentiality of Financial Aid Records

The Financial Aid Office follows all regulations outlined in the Family Educational Rights and Privacy Act (FERPA) and the Higher Education Act (HEA). All information provided to the Financial Aid Office is regarded as confidential and will not be released without the written consent of the student and/or parent or guardian, except as permitted by law.

Students may authorize the release of general financial aid information by submitting a Release of Information Form or a Permission to Discuss Form. These forms must be submitted to the Financial Aid Office for processing.

Please note: Certain data submitted on the Free Application for Federal Student Aid (FAFSA), including income, tax, and asset information, may not be disclosed to any third party, including parents or spouses, without specific written consent. This restriction applies even if a FERPA release is on file and is required under Section 483(a)(3)(E) of the Higher Education Act.

Application Procedures and Eligibility Criteria

To be considered for all forms of federal, state, and institutional financial aid, students must complete the Free Application for Federal Student Aid (FAFSA) each academic year. The FAFSA is available at www.studentaid.gov. Students who are not eligible to file the FAFSA but qualify as “High School Completers” under the Massachusetts Tuition Equity Law may instead complete the Massachusetts Application for State Financial Aid (MASFA), the state-approved alternative form.

To receive priority consideration for limited financial aid resources and to ensure timely processing before semester billing deadlines, students are encouraged to submit the FAFSA or MASFA by May 1 for the fall semester and by November 15 for the spring semester.

Students must meet the following eligibility criteria to qualify for federal or state financial aid:

Federal Financial Aid (FAFSA):

- Completion of the FAFSA with Massasoit Community College included in the school selection
- Submission of all requested verification or documentation, if selected
- High school diploma, recognized high school equivalency certificate (GED or HiSET), or completion of a state-approved home schooling program
- Admission to an eligible degree or certificate program with the intent to earn a credential
- U.S. citizenship or eligible non-citizen status, as defined by federal regulations
- Valid Social Security number
- Satisfactory Academic Progress as defined in Massasoit’s SAP policy
- No unresolved defaults on federal student loans or overpayments on federal grants
- Certification that federal aid will be used only for educational purposes

State Financial Aid (FAFSA or MASFA):

- Permanent legal residency in Massachusetts, or classification as a “High School Completer” under the Massachusetts Tuition Equity Law

- Admission to an eligible degree or certificate program with the intent to earn a credential
- Fulfillment of program-specific eligibility requirements for state financial aid programs, including MassReconnect, MassEducate, state grants, and tuition waivers

Completion of the FAFSA or MASFA is required to be considered for all federal and state financial aid programs, including free community college programs such as MassReconnect and MassEducate. These programs are not based on financial need and are available to eligible students regardless of income.

Financial Aid Sources

Students who complete the Free Application for Federal Student Aid (FAFSA) or Massachusetts Application for State Financial Aid (MASFA) and enroll in an eligible degree or certificate program may qualify for various types of financial aid. These include federal, state, and institutional grants, free community college programs, tuition waivers, work-study employment, and federal student loans.

Primary Federal and State Grants

Grants are financial aid that does not need to be repaid. They are often awarded based on financial need, enrollment status, and FAFSA or MASFA application data.

- **Federal Pell Grant:** For undergraduate students with financial need who have not earned a bachelor’s or professional degree. The maximum annual award for 2025–2026 is \$7,395.
- **Federal Supplemental Educational Opportunity Grant (FSEOG):** Awarded to students with exceptional financial need. Priority is given to Pell-eligible students who meet application deadlines and have a negative Student Aid Index (SAI).
- **MassReconnect:** Covers tuition, fees, books, and an allowance for supplies for students age 25 or older pursuing their first degree or certificate at a Massachusetts community college.
- **MassEducate:** Covers tuition, fees, books, and supplies for Massachusetts high school graduates who meet income and eligibility criteria. MassEducate students may also receive an allowance for books and supplies, based on income eligibility.
- **MASSGrant:** Need-based aid for full-time students who reside in Massachusetts and submit the FAFSA or MASFA by May 1.
- **Massachusetts Cash Grant:** Need-based grant that helps cover tuition and fees for students enrolled in at least three credits. Awards are made on a first-come, first-served basis, with priority given to those who meet published application deadlines.

Institutional Financial Aid

- **Massasoit Community College Fee Assistance Grant (MCCFee):** MCCFee is the college’s primary source of institutional financial aid. It helps students cover the full cost of tuition, fees, and required books when other federal and state aid is not sufficient. Funds are limited and are typically reserved for students who meet published financial aid deadlines. When funding allows, MCCFee may also be used to assist eligible students with summer tuition and fees.
- **United Student Fund (USF):** The United Student Fund assists students facing sudden financial emergencies or unexpected events that could interfere with their ability to continue at Massasoit. These funds are not intended to cover routine expenses, tuition and fees, prior balances, or legal costs.

Awards are typically limited to \$500 per academic year and are reserved for urgent, one-time needs such as illness, accidents, transportation issues, or temporary housing.

- **Massasoit Scholarships:** A variety of merit-based and need-based scholarships are available to help students with educational expenses. Scholarship information, eligibility criteria, and application deadlines are available on the Massasoit Scholarships and Awards webpage.

Tuition Waivers

Massasoit Community College participates in several tuition waiver programs authorized by the Commonwealth of Massachusetts. These waivers reduce or eliminate the state-supported portion of tuition and are available to eligible students based on financial need or qualifying personal circumstances. Tuition waivers do not cover course fees, materials, or other non-tuition charges, and are generally limited to state-supported undergraduate courses.

Need-Based Tuition Waivers

Students with demonstrated financial need may qualify for a need-based tuition waiver for eligible state-supported courses. These waivers typically do not apply to courses taught by adjunct faculty or those scheduled during evenings or weekends. The value of the waiver cannot exceed the actual tuition charge or, when combined with other financial aid, exceed the student's demonstrated financial need.

Categorical Tuition Waivers

Categorical waivers are available to students who meet specific eligibility criteria established by the Commonwealth. To qualify, students must:

- Physically reside in Massachusetts for at least one year as of the start of the term and intend to remain in the state
- Be a U.S. citizen, permanent legal resident, other eligible non-citizen under federal Title IV rules, or have approved "High School Completer" status under the Massachusetts Tuition Equity Law
- Enroll in at least three undergraduate credits per semester in a state-supported degree or certificate program
- Maintain Satisfactory Academic Progress
- Not be in default on federal or state student loans or owe a refund on previous financial aid

Eligible categories for categorical tuition waivers include:

- **Veterans:** Individuals who meet the definition under Massachusetts General Law Chapter 4, Section 7(43), including those who served in qualifying conflicts and were honorably discharged.
- **Native Americans:** As certified by the Bureau of Indian Affairs.
- **Senior Citizens:** Individuals over the age of 60. Senior citizen waivers are only accepted beginning one week prior to the start of the term. Courses must have at least 15 enrolled students. Courses with fewer seats may require additional approval. Eligible senior citizens may receive a waiver covering all tuition and fees.
- **Active-Duty Military:** Members of the U.S. Armed Forces stationed and residing in Massachusetts.
- **Clients of the Massachusetts Rehabilitation Commission or the Commission for the Blind:** As certified by the respective agency.

All documentation must be submitted before the end of the

semester while the student is still enrolled. Waivers cannot be applied retroactively or after a student is no longer actively enrolled. Students are encouraged to consult the Financial Aid Office prior to registration to confirm eligibility and ensure that appropriate documentation is submitted in a timely manner.

Commonwealth Employee Tuition Remission

Employees of the Commonwealth of Massachusetts may be eligible for tuition remission benefits for state-supported undergraduate courses. The amount of the benefit depends on job classification, union affiliation, and institutional participation. Tuition remission is governed by the Massachusetts Board of Higher Education. Eligible employees should consult their HR office for details. Tuition remission forms must be submitted at the time of registration.

Federal Work Study Program

Federal Work Study (FWS) is a federally funded student employment program that offers part-time jobs to eligible students with demonstrated financial need. Positions are available on Massasoit's Brockton and Canton campuses, as well as at approved nonprofit organizations in the community.

To be considered for FWS, students must complete the Free Application for Federal Student Aid (FAFSA), demonstrate financial need, and meet general eligibility requirements for federal student aid. Awards are made on a first-come, first-served basis, subject to the availability of funds.

The current rate of pay is \$17.00 per hour for on-campus positions and \$20.00 per hour for approved off-campus positions. Students must not exceed maximum allowable work hours and must comply with all employment policies outlined in the Federal Work Study Student Employment Manual.

To apply, students should complete the Federal Work Study Program application, available on the Massasoit website.

Federal Loan Programs

Federal Direct Loans are low-interest loans funded by the U.S. Department of Education to help students and families pay for college. These loans must be repaid. Students must be enrolled in at least six credits in a degree or eligible certificate program to qualify.

Federal Direct Subsidized Loan

This loan is available to undergraduate students with demonstrated financial need, as determined by the FAFSA. The federal government pays the interest while the student is enrolled at least half time, during the six-month grace period after leaving school, and during approved deferment periods.

- Fixed interest rate of 6.39% for loans disbursed between July 1, 2025 and June 30, 2026
- Origination fee of 1.057%
- Lifetime undergraduate borrowing limit: \$23,000

Federal Direct Unsubsidized Loan

This loan is available to undergraduate students regardless of financial need. Interest begins accruing at the time of disbursement and is the responsibility of the borrower.

- Fixed interest rate of 6.39 % for loans disbursed between July 1, 2025 and June 30, 2026
- Origination fee of 1.057%
- Annual and lifetime limits vary by grade level and dependency status

- Dependent undergraduate students may borrow up to \$31,000
- Independent undergraduate students may borrow up to \$57,500

Federal Direct Parent PLUS Loan

This loan is available to biological or adoptive parents (or stepparents, if listed on the FAFSA) of dependent undergraduate students. A credit check is required.

- Fixed interest rate of 8.94% for loans disbursed between July 1, 2025 and June 30, 2026
- Origination fee of 4.228%
- May be used to cover the full cost of attendance, minus other aid received
- Borrowers must meet general federal aid eligibility requirements and cannot have an adverse credit history

More information about federal student loans is available at studentaid.gov.

Satisfactory Academic Progress (SAP)

To remain eligible for federal, state, and institutional financial aid, including free community college programs such as MassReconnect and MassEducate, students must meet Satisfactory Academic Progress standards. These standards include maintaining a minimum GPA, successfully completing a required percentage of attempted credits, and completing programs within a maximum time frame. Students who do not meet these requirements may lose financial aid eligibility but may be able to appeal.

Detailed information about SAP requirements and the appeal process is available at massasoit.edu/paying-for-college.

Veterans' Educational Benefits

Massasoit certifies VA educational benefits for eligible veterans, service members, and their dependents, including programs such as the GI Bill® and Massachusetts tuition waivers.

For full information about available benefits, eligibility, and how to apply, [visit massasoit.edu/veterans](https://massasoit.edu/veterans).

Early College Access

Office of Early College Access

massasoit.edu/earlycollege
earlycollege@massasoit.mass.edu

The Office of Early College Access at Massasoit Community College provides access to and preparation for higher education. There are a variety of opportunities for students to take college classes for college credit that include the early college high school Gateway to College program and the Individual Dual Enrollment Program to early college pathways on high school campuses. Every course taken through an early college experience is equivalent to the same college course at Massasoit Community College.

The Early College Access team is committed to helping all students accomplish their goals by transforming them into lifelong learners. Under the guidance of academic coordinators, as well as a caring team of instructors, high school students learn the skills they need to succeed—in college, career and life—all while earning college credits. Each program has unique eligibility requirements. For more information, visit <https://massasoit.edu/academics/the-office-of-earlycollege-access/>

Gateway to College

Through partnerships with area high schools, Gateway to College is an early college high school program offered on the college campus. At no cost to students, this program provides eligible students the opportunity to earn a high school diploma while accruing significant college credit; some partnerships allow students to simultaneously earn an associate degree. Gateway students are a diverse group of young people between the ages of 16 and 21. Some students believe that a traditional high school setting is not the right fit; some have left high school or are on the verge of leaving before graduating; others are academic achievers getting a head start on a college education. All Gateway students are ready and willing to work hard to be successful in the program. Because the program is located on a college campus, students respond well to the academic and behavior expectations of the college environment. For more information, visit <https://massasoit.edu/academics/the-office-of-early-college-access/gateway-to-college/>

Early College Pathways

Massasoit partners with school districts to offer programming on high school campuses. Early College Pathways include college credit bearing classes in the Mass Transfer block of courses. These courses are paired with a non-credit college readiness seminar series taught by an Early College Access Academic Coordinator who also serves as the students' college advisor. While these classes follow the academic calendar of the high school, courses must meet the minimum seat requirement for college courses. For more information, contact earlycollege@massasoit.mass.edu

Early College High School

This pathway partners the college with school districts to provide students with an immersive classroom experience on Massasoit's campus. Students have the opportunity to earn significant college credit or an associate degree in a program approved by their school district. Students must demonstrate readiness for learning in an independent, adult learning environment by successful participation in Early College Pathways. Examples of this include Gateway to College and New Heights Charter School of Brockton. For more information, contact earlycollege@massasoit.mass.edu

Individual Dual Enrollment Program

Individual Dual Enrollment Access (IDEA) offers Massachusetts high school and homeschool (see policy) students dual enrollment classes as an affordable way to earn college credits, and gain a head start on earning their college degree. The program provides students the opportunity to develop college-level academic skills while still in high school, as well as an accelerated college pathway that reduces time to graduation. At \$50 per credit, IDEA is a reduced tuition program; however, students are responsible for additional fees and associated costs (i.e. online fees, technology fees, books, etc.). Only select courses are eligible for the reduced rate. Students under the age of 16 are required to meet criteria for Massasoit's Youth Learner Policy (see policy). For more information, visit <https://massasoit.edu/academics/the-office-of-early-college-access/individual-dual-enrollment-access-idea/>

Massasoit Dual Enrollment Program (MDEP)

Massasoit Community College offers a reduced tuition rate of \$50 per credit hour for up to two courses per semester. Students who meet course pre-requisites can enroll in classes that meet certain criteria:

- After 4:00pm Monday through Friday.
- Any time on Saturday or Sunday.
- Select sections of online classes.

Students are required to pay for lab, or special course fees, in addition to books and supplies. To have the discounted rate applied, paperwork must be submitted to the Office of Early College Access.

Commonwealth Dual Enrollment Partnership (CDEP)

CDEP is a state-funded grant opportunity for eligible students to enroll in a college class free of charge in the spring semester. Students are selected on a first-come, first-served basis and new students are given priority consideration. Grant criteria includes:

- Students who may not have had the opportunity to participate in an early college experience due to financial circumstances.
- Priority is given to first-generation college students and students interested in STEM fields (science, technology, engineering, and mathematics).

Applicants must be approved by the Office of Early College Access. State funding is limited and approved on a yearly basis.

Homeschool Policy

All homeschool students without a high school diploma or GED/HiSET are eligible to apply for admission to the Individual Dual Enrollment Program provided they are successfully participating in an approved homeschool program in accordance with Massachusetts General Laws or the laws of their home states.

To determine whether a student has participated in an approved homeschool program, the student shall submit evidence that the homeschool program has been approved by the student's school district superintendent or school committee. For more information, contact earlycollege@massasoit.mass.edu

Youth Learner Policy

Students below the age of 16 years old will be considered for credit and non-credit courses, with the exception of sports camps, on a case-by-case basis. The student must obtain Youth Learner approval from the Early College Access office before registering for credit or non-credit courses. The College reserves the right to limit or deny enrollment of a student under the age of sixteen (16) in credit or non-credit courses based on its case-by-case consideration of a variety of factors, including but not limited to: the student's maturity level, life experience, multiple measures or placement test scores, pre-requisites, prior education, course content, instructional methodology, and risks or requirements associated with a particular course(s). For more information or to schedule an approval meeting, contact earlycollege@massasoit.mass.edu

High School Articulation Agreements

The Massachusetts Community Colleges Executive Office (MCCEO) and the Massachusetts Department of Elementary and Secondary Education (DESE) partnered to form a task force with representation from both secondary and postsecondary institutions for the purpose of developing statewide articulation agreements to facilitate secondary students' transitions to the public community college system. Currently, the 15 Massachusetts Community Colleges and Chapter 74 approved Secondary Career/Vocational Technical High Schools across the Commonwealth have established statewide articulation agreements in the following programs:

- Drafting
- Manufacturing/Engineering
- Culinary Arts
- Transportation
- Arts & Communication
- Information Technology
- Early Childhood Education
- Hospitality Management

- Business Technology
- Health Assisting (CNA)
- Medical Assisting
- Carpentry
- HVAC
- Machine Tool Technology

Additionally, Massasoit Community College has developed the following articulation agreements:

Broadcasting Technology to Liberal Arts/Media Option
Quincy High School

Diesel Technology
Madison Park Technical Vocational High School

Electronic Technology
Blue Hills Regional Vocational Technical High School
South Shore Regional Vocational Technical High School

Marketing
Plymouth South High School

Transfer

Transfer Information

Transfer Information Transfer services are part of Massasoit Community College's dynamic Advising, Career & Transfer Center. The Coordinator of Transfer Affairs & Articulation and Academic Advisors are committed to helping students navigate through the process of selecting and ultimately applying to a four-year college or university. Students may take advantage of many transfer opportunities through MassTransfer or Commonwealth Commitment with four-year state institutions or find many exciting transfer pathways at four-year private colleges/universities. Our goal is to meet with students as early as possible to help plan more transfer-friendly classes and prepare students for scholarship opportunities. Visit massasoit.edu/transfer for more transfer information.

Transfer Credit

The community colleges of the Commonwealth of Massachusetts have created this common transfer policy to ease and clarify the process of transferring earned credit from one college to another, whether among themselves or from other public or private institutions.

For a credit to transfer, the courses must have been taken at an institution accredited by one of the six regional accreditation agencies in the United States. Credit earned at international institutions not accredited by one of the six regional United States accreditation agencies may transfer after review and recommendation by the appropriate department chair. Massasoit requires official transcripts from the institutions where credit was earned for credit to transfer, and only college-level coursework will transfer.

Pre-college-level or developmental coursework credits, audited coursework, and grades do not transfer, although Massasoit may use developmental coursework for student placement purposes. Transfer credit grades are not used in calculating grade point averages.

Students must be admitted into a Massasoit degree or certificate program for credit to be transferred. At a minimum, credit will be granted for courses that apply to students' current programs of study. Once credit is transferred, it becomes part of the student's permanent record and may not be removed.

Credit will transfer to Massasoit as the course equivalent, if it

exists; as an elective equivalent within a comparable department, if it exists; or as a general elective. Credits earned in a quarter-hour system will be converted to semester-hour equivalents. Credit will not be granted for duplicate coursework or for two courses that cover the same or similar content.

Minimum Grades

Massasoit will accept grades of C- (1.7 on a 4.0 scale) or higher for transfer credit.

Grades of D and D+ (1.0 and 1.3 on a 4.0 scale) may transfer if they are for courses that are part of the 34-credit MassTransfer block and students have completed the block with a cumulative GPA of 2.0 or higher

Grades higher than C- (1.7) may be required for admission to certain programs, for use as pre-requisite courses, and for application of credit to certain program requirements. See admissions and/or program departments for requirements.

Grades of Pass (P), Satisfactory (S), or similar will transfer only when official transcripts indicate that such grades are equivalent to a C- or higher.

Residency Requirement/Maximum Transfer Credit Allowed

Massasoit requires students to complete at least one quarter (25%) of the credits of the first associate degree at Massasoit in order to graduate. The 25% minimum residency requirement can be superseded by individual program requirements (see program requirement sheets and www.massasoit.edu for more details.) Requirements for a second and/or subsequent degree require at least 25% of the second degree be unique to the program. For certificate programs, at least 50% of the courses must be completed at Massasoit. W

Alternative Sources of Credit

Credit will be granted for satisfactory scores on Advanced Placement (AP) and College-Level Examination Program (CLEP) examinations on Massasoit's policies. Official score reports from the College Board are required in order to receive credit for AP and CLEP. Satisfactory scores on Massasoit challenge examinations will be used for placement purposes. Students may additionally receive credit through Credit for Prior Learning.

Credit may be granted for formal courses or examinations offered by various organizations, including businesses, unions, government, and military based on the recommendations of the American Council on Education (ACE) as found in its National Guide to College Credit for Workforce Training, a resource of its College Credit Recommendation Service (CREDIT). Credit may also be granted for learning from experience at work, volunteering in the community, military service, job training, independent reading, open source courseware study, and hobbies based on the Prior Learning Assessment (PLA) standards of the Council for Adult and Experiential Learning (CAEL).

In accordance with the VALOR Act, Massasoit uses the American Council on Education (ACE) Guide to Evaluation of Educational Experiences in the Armed Services as the primary method for evaluating credit earned for military education, training, experience, or coursework. Academic credits earned through the evaluation of military occupation, training, experience, and coursework are transferable within the Massachusetts public higher education system in accordance with the MassTransfer agreement.

Time Limits

Massasoit does not have a time limit for courses to transfer for credit. Selective admissions programs may require courses to be

taken within a specified time-period based on program policies.

Student Appeals

For course descriptions that do not match Massasoit's offerings, course information will be sent to the appropriate department chair for evaluation and recommendation. For appeals regarding transfer policies, students can submit an appeal to the Academic Appeals Committee through the Registrar's Office.

For clarifications regarding any transfer policies, procedures, or compliance, please contact the Registrar's Office at registrar@massasoit.edu. For questions about the VALOR Act, contact a Veterans Service Representative at x1063 or x1477.

SACHEM

Massasoit is a fully-participating member of the Southeastern Association for Cooperation in Higher Education in Massachusetts (SACHEM), a consortium of nine institutions of higher education in Southeastern Massachusetts whose purpose is to provide extended educational opportunities through cooperative programs and projects in a variety of educational and cultural endeavors. Of particular interest to students is the opportunity to enroll in selected courses at other SACHEM institutions as part of a full-time course-load at no additional cost.

The schools included in this consortium are:

- Bridgewater State University, Bridgewater
- Bristol Community College, Fall River
- Cape Cod Community College, West Barnstable
- Dean College, Franklin
- Massachusetts Maritime Academy, Buzzards Bay
- Massasoit Community College, Brockton
- Stonehill College, North Easton
- University of Massachusetts, Dartmouth
- Wheaton College, Norton

Details of the cross-registration program for those who are interested may be obtained from the Registrar's Office.

MassTransfer Program

MassTransfer is a collaboration between the Commonwealth's community colleges, state universities and the University of Massachusetts. System-wide resources and policies allow for students to transfer seamlessly, stay on track and minimize the time it takes to earn a bachelor's degree. For in-depth information on MassTransfer, visit www.mass.edu/masstransfer.

MassTransfer consists of the following:

General Education Foundation

MassTransfer provides any student in the Massachusetts public higher education system who completes the General Education Foundation (the Block) with the benefit of satisfying the general education/distribution/core requirements at any other public higher education institution, up to 34 credits before transferring for more details visit <https://www.mass.edu/masstransfer/gened/coursesearch.asp>. Students can log into the "My Massasoit" portal account, go to the launch pad and click on Degree Works, then search in Degree Works using the "What If" feature and select the year and the program/major of MassTransfer General Education Foundation (Non-Major) and click process to track completion of this process in their own account.

A2B Degree (Associate to Bachelor's) Mapped & Linked Programs

MassTransfer seeks to reward community college students who complete associate degrees at Massachusetts community colleges in select majors before they enroll in linked bachelor's programs at Massachusetts state universities or University of Massachusetts campuses. MassTransfer guarantees full transferring a minimum of 60 credits; depending on students' major and final GPA and/or prerequisite coursework, students who complete A2B Degrees (Associate to Bachelor's) may also receive guaranteed admission and tuition discounts.

- Transfer with GPA of 2.0+ and have guaranteed transfer of credits, no application fee, and no application essay.
- Transfer with GPA of 2.5+ and have guaranteed university admission.
- Transfer with GPA of 3.0+ and have MassTransfer 100%

Tuition Credit.

To see if your program/major is eligible click on the following A2B Degree by college and program at the link <https://www.mass.edu/masstransfer/a2b/programsearch-all.asp> students might also consider completing the participation form for Commonwealth Commitment to learn more go to <https://www.mass.edu/masstransfer/macomcom/faq.asp>

A2B Degree Plus Commonwealth Commitment

A2B Degree students who attend full-time and earn a 3.00 GPA or higher also have the opportunity to participate in the Commonwealth Commitment. The Commonwealth Commitment (available in "A2B Mapped") further rewards students with a freeze on tuition & fees for all four years, and 10% end-of-semester rebates. Students must be under 15 college credits to apply.

- Transfer with GPA 2.0+ and have guaranteed transfer of credits, no application fee, and no application essay.
- Transfer with GPA of 2.5+ and have guaranteed university admission.
- Transfer with GPA of 3.0+ and have MassTransfer 100% Tuition Credit.
- Transfer with GPA of 3.0+ & Full-Time Continuous Attendance (not available for all majors) and have freeze on tuition & mandatory fees on program entry, 10% end-of-semester rebates.

Four-Year Colleges/Universities Participating in MassTransfer

Four-Year Colleges/Universities Participating in MassTransfer can be found at the following page <https://www.mass.edu/masstransfer/a2b/programsearch-all.asp> when you select Massasoit Community College as your starting institution and scroll through the Transfer School options. Cost saving with MassTransfer can be accessed at the following website <https://www.mass.edu/masstransfer/tools/savings.asp>

CONTINUING EDUCATION

Community Education

The Community Education department at Massasoit serves a broad population of students, some of whom are developing skills

to take their career to the next level, others who are training for a new career, and others who simply want to learn something new for their own personal interest. Our non-credit courses are offered in the day, evening, on weekends, and online, to accommodate our student's busy schedules.

Career-related courses prepare students for work in healthcare, business, technology, legal and other fields. Regardless of the type of course, the Community Education staff works closely with each student to make their Massasoit experience rewarding. Our courses are offered at our locations in Brockton, Canton, and Middleborough.

For the latest offerings, call 508-588-9100, x1509 or visit massasoit.edu/communityed.

Adult Basic Education Programs

Two of Massasoit's key Adult Basic Education (ABE) offerings are the Massasoit Community ESOL (English for Speakers of Other Languages) Program and the Transition to College Program. Both programs are offered at no cost to adult learners.

The Massasoit Community ESOL Program established in 2000 is funded by a grant from the Massachusetts Department of Elementary and Secondary Education (DESE). The program addresses the need of surrounding area adults to gain English proficiency. Based on individual student needs, our instructors tailor lessons to maximize opportunities for students to attain their educational and career goals. Classes are held on both the Brockton and Canton Campuses from September to June. The 34-week long program offers Beginning, Intermediate, and Advanced levels of ESOL. Topics include reading, writing, grammar, American Culture & Civics, numeracy, conversation, pronunciation, and computer labs. Placements are chosen through a lottery system. Interested students must register to be included in the lottery that is held twice a year: August & January. All classes are free to eligible students with limited English proficiency.

The Transition to Community College Program at Massasoit's Brockton Campus is designed to provide support and college courses free to adult learners making the transition from Adult Learning Centers to Community College. The program offers qualifying ABE students from Brockton, surrounding towns and Adult Learning Centers the opportunity to access free postsecondary education leading to a college degree or a certificate at Massasoit Community College. Students are offered college credit courses, English and mathematics developmental courses (when needed), counseling and advising as part of this free, two-semester long education program. Students are provided with the academic tools and support needed to assimilate and succeed in the College environment to complete the program. The Transition to Community College Program is free to all who meet the eligibility requirements.

For information on Adult Basic Education programs, call 508-588-9100, x1301 or visit massasoit.edu/adultbasiced.

COLLEGE RESOURCES

Access & Disability Resources

Brockton Campus, Student Center, Lower Level, Suite 179

Canton Campus, C 129

massasoit.edu/adr

adr@massasoit.mass.edu

x1807 - Brockton | x2132 - Canton | x1807 - Middleborough

Massasoit Community College and Access & Disability Resources (ADR) are committed to ensuring that students with disabilities have equal, effective, and meaningful access to all academic programs, community events, goods, and services provided by the college in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Students seeking academic accommodations for credit courses or certificate programs will need to be accepted to Massasoit Community College prior to requesting accommodations.

Accommodations

To establish eligibility for ADR services and/or accommodations students will need to:

1. Complete and submit the ADR Intake and Request for Accommodation Form (found on the ADR web page at massasoit.edu/adr)
2. Provide ADR with current and relevant disability documentation guidelines are on the ADR web page). Students can upload documentation on the ADR Intake and Request for Accommodation Form or contact the office to make other arrangements. Disability documentation should not be submitted to any office other than ADR.
3. Complete an Intake meeting with ADR staff to discuss disability history, documentation, past use of accommodations, and the current impact of the disability in the educational environment.

Some common accommodations are extended time for testing, reduced distraction testing, audio recording, peer note taking, access to alternative format textbooks, and access to assistive technology. Specific accommodations are determined on a case by case basis. ADR does not offer diagnostic testing, coaching (social or academic), personal care assistance, transportation assistance, or modification of curriculum. Students who are advised to take placements tests and want to use accommodations for placement testing should contact ADR directly to schedule placement tests.

Accessibility

Massasoit Community College is committed to ensuring that individuals with disabilities have equal, effective, and meaningful access to all academic programs, community events, goods, and services provided by the college (in compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973). We strive to ensure both physical and digital access throughout our campuses; however, if you experience a physical or digital barrier which restricts your access to campus programs, facilities, or events, please complete the Access Concern Form found at <https://massasoit.edu/student-services/reporting-forms/>. Examples of access concerns include, but are not limited to, an inoperative elevator, an inaccessible document on Canvas, a website accessibility concern, or a blocked access ramp. The college reviews concerns in a timely manner during normal business hours. If there is an immediate risk to health or safety, please contact Campus Police at 911 from any campus phone or at 508-427-1296. If you are not satisfied with

the response to your concern or if you want to invoke another procedure, you have three additional options:

1. Students may file a complaint under the Student Grievance Procedure;
2. Students and employees may file a complaint under the College's Policy on Affirmative Action, Equal Opportunity & Diversity; and/or
3. All persons may file a complaint with the Office of Civil Rights (OCR) of the U.S. Department of Education.

Campus Police

Brockton Campus: Student Center, Lower Level | SC159

Canton Campus: C 202

Emergency: 911 from any College phone; General Business: x1041

Campus police are available 24/7 at 508-427-1296

Massasoit employs its own College Police Department, which is available at all times.

All members of the Massasoit Community College community are required to report all criminal actions to the College Police Department immediately. The Massasoit Community College Police Department protects and serves the College community. The Police Department, as a partner with the entire college community, will detect, deter, and apprehend criminal offenders. Massasoit police officers are licensed under Massachusetts General Law, Chapter 22, Section 63, by the State Police, granting them full powers of arrest while on property owned, used, and/or occupied by Massasoit Community College.

Campus Alerts and Emergency Messaging Systems

The College has several systems that are used for important messages, including emergency notices. The Campus Alert System is used to send emergency messages by phone, text, and email. This system is also used to notify of school closings, early dismissals, and late openings due to inclement weather.

In order to register your home, cell, and text messaging services with this system you will have to sign into the system and provide this information. The login page for registration is found at www.getrave.com/login/massasoit.

If you would like to receive notices of school closings, early dismissals or late starting times, you can opt into this service after logging into the registration portal.

There are also overhead digital message screens located in all campus buildings. These screens display course cancellations and other important notices and will be used in the event of an emergency to convey critical information.

Community Notification of Where to Access Sex Offender Information

In accordance with federal law, the College is required to advise the campus community where information concerning registered sex offenders may be obtained. Information concerning Level 2 and Level 3 offenders is available to the general public by contacting the Commonwealth of Massachusetts Sex Offender Registry Board, P.O. Box 4547, Salem, MA 01970, 978-740-6400, or the Massasoit Police Department located at One Massasoit Blvd., Brockton, MA 02302. Level 3 offender information is also available online at www.mass.gov/sorb.

If you have any questions regarding access to sex offender information, contact the College's Chief of Police or their designee.

CORI/SORI (Criminal/Sex Offender Record Information)

In order for a student to be eligible to participate in an academic, community, or clinical program that involves potential unsupervised contact with children, the disabled, or the elderly, the student may be required to undergo a Criminal Offender Record Information (CORI) check and/or a Sex Offender Registry Information (SORI) check. Students found to have certain criminal convictions or pending criminal actions will be presumed ineligible to participate in such activities. The College is authorized by the Commonwealth's Department of Criminal Justice Information Services, pursuant to Massachusetts General Laws, Chapter 6, Sections 167-178B, to access CORI records. Sex Offender checks shall be performed pursuant to Massachusetts General Laws, Chapter 6, Sections 178C-178P. For more information regarding the College's CORI/SORI check process, please contact the Dean of Nursing and Allied Health.

Driving on Campus

The speed limit on campus is clearly posted and strictly enforced by police personnel. Violations of speed limits on campus can result in civil infractions and associated fines.

Parking

Massasoit maintains parking lots at all three locations for student, faculty, staff, and visitor parking. Lots designated for faculty/staff and visitor parking are posted. All other lots are open for general usage during the day and evening. Parking violations may result in citations issued by Campus Police or local police officers. These tickets are administered by local municipal officials.

All students, faculty, and staff are required to have a parking sticker. Parking stickers can be obtained at the Campus Police Stations on the Brockton and Canton Campuses. Fines start at \$10.

Handling Medical Issues On Campus

Students, faculty, and staff in both Brockton and Canton who experience medical distress or emergencies will contact College Police, who will respond to the call, assess the situation, and determine whether the affected individual should be transported to a local hospital.

College Police is staffed 24-hours a day. In the case of witnessing a medical emergency, College Police should be the FIRST POINT OF CONTACT for all issues, including those involving emotional distress and mental health issues. 911 may be accessed from any classroom phone or 508-427-1296 from any cell phone.

Local Emergency Facilities

Brockton Hospital/Signature Healthcare
680 Centre Street, Brockton, MA 02302 MA
508-941-7000

Boston Medical Center South
235 North Pearl Street, Brockton, MA 02301
508-427-3000

South Shore Hospital
55 Fogg Road at Route 18,
South Weymouth, MA 02190
781-624-8000

Morton Hospital
88 Washington Street, Taunton MA 02780
508-828-7000

Transportation

Inter-Campus Shuttle

The Inter-Campus Shuttle transports students and faculty between the Brockton and Canton campuses. It runs on a regular schedule and provides full handicap access. No eating, drinking or smoking is permitted in the shuttle.

The shuttle departs the Brockton Campus from the front entrance of the Student Center (next to the BAT bus stop) and on the Canton Campus from the front entrance of the Administration Wing.

Visit massasoit.edu/shuttle for bus schedule and contact information.

Public Transportation

Public transportation is available at the Brockton Campus via the Brockton Area Transit (BAT). Information regarding service schedule is available at www.ridebat.com.

Information Technology Services

massasoit.edu/its
helpdesk@massasoit.mass.edu | x1139

Information Technology Services (ITS) provides support for technologies to enhance learning and increase the efficiency of academic and administrative processes. In partnership with academic and administrative departments, ITS is a key contributor to the success of the College's mission. We strive to promote partnerships and collaboration to achieve excellence in the use of information technology and we strive for responsiveness, reliability, and excellence in customer service.

ITS assists the College community in the use of technology through service delivery and support; training opportunities for faculty and staff; maintenance of desktop, laptop, network, and server technology; and provision of Web services. We maintain academic computer labs, support desktop and laptop technology for faculty and staff, help ensure that the College's technology infrastructure meets user needs, and support the delivery and receipt of distance learning. Scheduled maintenance occurs on Friday mornings between 5:00 am and 9:00 am Any disruption in service affecting classes will be posted in advance.

ITS Policies and Procedures Help Desk Support

The ITS Help Desk is available year-round to help answer questions about campus technology. For the best response we encourage you to submit requests for assistance through our Service Portal (massasoit.teamdynamix.com/TDClient/1991/Portal/Home).

Our current hours are published in the Service Portal along with many knowledge base articles that answer common questions.

We are also available via phone (x1139), [ITS Help Desk Support](#), or by visiting in person in room FA546.

When a Help Desk request is received:

Each request is assigned a ticket number. You will receive email verification that the call has been recorded.

- Requests are prioritized, with the highest priority assigned to network or system-down conditions and active classroom lab

problems.

- The appropriate ITS staff person will respond to the problem.
- If the user is not present, an email to the user will indicate what work was or was not performed.
- When a request is closed, the user will receive confirmation via email.
- The current status of your ticket(s) can be viewed in the Service Portal <https://massasoit.teamdynamix.com/TDClient/1991/Portal/Requests/TicketRequests/>

Standard Support Policy

Information Technology Services support is limited to college-issued devices. Personal or home technologies are not supported.

All new technologies must be procured in accordance with the [College's Technology Purchasing Policy](#) and handled in accordance with the [Inventory Control Policy](#). ITS will work with departments to plan and anticipate technology needs.

Information Security

Faculty, staff, and students may have access to protected information. All protected information should be treated as confidential, must be properly secured, and handled as outlined in the [Data Classification and Protection Policy](#). All employees must complete information security training upon hire and annually thereafter.

Account Information

Your Massasoit Account provides access to computing resources across the College. It is used to access campus computers, the wireless network, your email, file shares, MyMassasoit, and many other services. Your Massasoit Account credentials secure your online identity and you are responsible for securing these credentials and the actions taken using your credentials. All email accounts must be protected using Multi-Factor Authentication (MFA). You should never share your credentials with other users, Massasoit will never ask for your password over the phone or email, and we do not need your password to provide assistance. If you are ever prompted to provide your password and you are not certain it's a legitimate Massasoit resource you are trying to access, do not provide your credentials. Please call the ITS Help Desk to verify the legitimacy of the resource. More information on the life cycle of accounts is available in the Service Portal.

Printing and Copying

Printing

Brockton Campus

All students have a PaperCut Printing account of \$20.00 per session, which they can access by logging on to a library computer, ARC computer, or any of the open labs. After using the print command on the computer, a message window will open indicating the cost of the print request and the remaining balance on their print account. Students may add money to their account by paying at the Student Central and then updating their account at the Help Desk (T544). If Student Central is closed, students may complete a form available in the MyMassasoit portal that authorizes more copies and the charges will be reflected in their student account. Please submit completed forms to the librarian or ITS Help Desk.

Canton Campus

All students have a PaperCut account of \$20.00, which they can access by logging on to a Library or an ARC computer, located in C126. After using the print command on the computer, a message window opens that indicates the cost of the print request and the remaining balance on their print account. When Student Central is closed, students can complete a form available in the MyMassasoit

portal that authorizes more copies and the charges will be reflected in their student account. Please submit completed forms to the librarian or ITS Help Desk.

Middleborough Center

Student printing at the Middleborough Center is available in the Student Lounge and the MD 102 Computer Lab when a class is not meeting in the lab.

Copying

There are copy machines available for student use in both the Brockton and Canton libraries. Copies are 15¢ per copy. Copy service is not connected to the printing account.

Libraries

Brockton Campus: Student Center, Upper Level, SC 201

Canton Campus: Third Floor

For the most current information on our hours, events, and services, please visit library@massasoit.edu library@massasoit.mass.edu

x1941 - Brockton | x2942 - Canton

The Libraries at Massasoit Community College collaborate with academic programs and student groups to offer a diverse range of programming reflecting the vibrant experience of our populations. The Libraries also support and fulfill our college's mission through 1) the curation and maintenance of inclusive academic resources; 2) offering a full array of information and research services; and 3) an active, program-rich learning environment at our Brockton and Canton locations.

Library assistance is available to students, faculty and staff by drop-in, appointment (both in-person and virtually) or by phone, email, or live chat.

Services

Reader's advisory and reference services as well as research assistance/consultation for students; customized research guides aligned to disciplinary practice and information literacy instruction services for faculty, as well as data and archival support for administrative teams.

Collections/Resources

Our collections fully-support the programmatic and leisure needs of our users. We offer both electronic and print books, scholarly articles, professional literature, course reserves, streaming video, circulating technology (i.e., laptops, Chromebooks, hotspots, calculators) and Open Educational Resources (OERs). The Library is a member of the HELM [Higher Education Libraries of Massachusetts] Consortium. Through this partnership, the Massasoit community can access the holdings of thirteen peer institutions.

We additionally offer study and meeting space for individuals and groups; as well as networked computers with printing and scanning.

The Massasoit Future of Work Institute

Downtown Brockton, 230 Main Street

massasoit.edu/FWI

fowi@massasoit.mass.edu

The **Massasoit Community College Future of Work Institute** fosters collaborative partnerships that promote community engagement and economic mobility across the South Shore by aligning education with industry needs. The Institute serves as a hub for innovation and inclusive opportunity.

The Institute applies research-based practices and inclusive strategies to stay current with evolving trends in the workforce and aims to contribute to the economic development of the Commonwealth by supporting the future of work in the South Shore.

The Institute serves as the “think-tank” space for the College, community, and industry partners to identify targeted strategies that address workforce challenges, trends, and opportunities to build the pipeline for the workforce of tomorrow through:

• **Identifying and Assessing Best Practices:**

» The Institute aims to stay at the forefront of industry demand by researching and adopting best practices regionally and nationally. This ensures that the programs offered by the College are competitive and effective in addressing current and future workforce challenges.

• **Developing Innovative Programs:**

» To meet the dynamic needs of the workforce, the Institute focuses on creating regional industry partnerships and designing initiatives that bridge the gap between education and industry requirements.

• **Serving as an Institutional Liaison:**

» The Institute advances the common goals between the College and external entities. Its function is to ensure that the College’s programs are aligned with the broader strategic goals at the regional, state, and national level.

Core Pillars

1. Community Engagement & Partnerships

Build strong relationships with local organizations, employers, and stakeholders to align resources, share expertise, and strengthen trust across communities.

2. Workforce Innovation

Design data-informed, future-focused workforce programs that respond to industry trends and create pathways to sustainable employment.

3. Educational Access for Justice-Involved Individuals

Support justice-impacted individuals through inclusive programs, credential-based learning, and wraparound services that reduce barriers to opportunity.

Correctional Education and Returning Citizens Program (CERC)

Massasoit is committed to providing access to all students who wish to pursue education. The College works with individuals returning to society from previous incarceration or involvement with the court system.

Massasoit is a U.S. Department of Education approved [Prison Education Program \(PEP\)](#) and awards Pell funding to eligible students.

As a PEP, incarcerated students at Old Colony Correctional Center and DOC- Milford have the opportunity to earn a college credential which will prepare them to enter the workforce upon their release.

In addition to the Department of Correction (DOC), Massasoit has established partnerships with the House of Correction (HOC), MA Probation Services, parole and community-based reentry service centers. Educational pathways for soon-to-be-released individuals in CORI-friendly careers with high demand and family-sustaining wages have been identified to meet both student and employer needs.

CERC Programs:

- Prison Education Programs – Old Colony Correctional Center and DOC- Milford garage
- Reentry: Educational Access and Assistance for Returning and Justice Involved Citizens

View our [Massasoit Awards Degrees to CERC Program Students](#) page.

ENGAGEMENT SPACES

Akillian Gallery

The Akillian Gallery is a visually welcoming space, uniquely designed by Massasoit’s Architecture Students. The Gallery hosts numerous exhibitions, lectures, meetings, and college and business gatherings throughout the year. All exhibitions are free and open to the public. The gallery is open by appointment.

Buckley Performing Arts Center

The Buckley Performing Arts Center on the Brockton Campus serves the College and surrounding communities by offering a first-class facility for a variety of uses, including theater for adults and children, concerts, recitals, readings, lectures, meetings, and conferences. In addition, the Buckley Performing Arts Center produces a performance series throughout the year that encompasses contemporary and classical music, dance, and theater, including a season of plays and musicals produced by the college-sponsored community theater, the Massasoit Theatre Company. For more information, call 508-588-9100, x1982 or visit [www.massasoit.edu/buckley](#).

The Digital Media Arts Center

The Digital Media Arts Center (DMAC) at Massasoit directly supports Media and other courses at the college. The facility is utilized by faculty, staff and students to learn Television Production, Digital Video Editing, High Definition, Radio and Digital Audio Production, Digital Music and Digital Media/Web Production. The area includes a 40X40 foot sound stage, a PC (Avid) and Apple Mac (Final Cut Pro) Non-linear editing lab, a full Broadcast Digital Video Production control room, with direct-to-disk digital recording, an audio/music production lab, two radio/digital audio production

rooms, a multi-track digital audio recording station, a cable channel head-end, and full DVD creation and authoring production station.

Massasoit Future of Work Institute in Downtown Brockton

In October 2023, the College took possession of a 3,500 sq. ft. space in Downtown Brockton that includes classrooms and offices. The site is home to the Workforce Development Institute which serves as a “think-tank” space for the College, business, and industry partners to identify targeted strategies to address workforce challenges, trends, and opportunities and develop training and development solutions for the workforce of tomorrow.

Ida Cerezo O'Donnell Unity Center

The Ida Cerezo O'Donnell Unity Center provides the student body with both a physical and virtual space to explore and embrace the intersections of their identities. In addition to sponsoring a wide range of social awareness and justice-themed events designed to build an inclusive community, the Center's offerings include leadership development trainings, opportunities for mentorship, and both academic and career advisement.

The Unity Center oversees the Ubuntu Scholars program, which is designed to equip, engage, and empower under-served male students at Massasoit, primarily males of color, in an effort to ensure a healthy transition to college and facilitate both academic and personal success.

The Unity Center also is home to the Women's Empowerment and Leadership Group dedicated to the support, education and personal growth of female students, including but not limited to programing about women's history, women's health and safety and workshops that address women issues.

Peter Asiaf Field House

The heart of our athletic prowess lies in the Peter Asiaf Field House. Named after the former Massachusetts State Representative Peter Asiaf, the “Father of Massasoit Athletics” the Asiaf Field House was completed in the summer of 1976 and is located on the Brockton Campus. The Asiaf Field House showcases a variety of features and classrooms along with the Athletic Department offices.

To access all that the Asiaf Field House has to offer, make sure to bring your valid student or staff ID.

Julie Mulvey Gymnasium

Featuring a total of 16,000-plus square feet, the Julie Mulvey Gymnasium serves as the home court for both the men's basketball, women's basketball, and women's volleyball programs. Aside from games and practices, the facility is open for students, faculty and staff.

There are three basketball courts running across the court as well as a full-length court running through the middle of the gymnasium.

In addition to basketball, the gymnasium allows for a total of three volleyball courts to be set up along with a number of intramural activities.

The Massasoit Gymnasium has hosted a variety of events

including the Massachusetts Community College Athletic Conference (MCCAC) State Tournament for both men and women, the MIAA Girls Basketball South Sectionals and a number of AAU basketball tournaments.

Furthermore, the Massasoit Gymnasium holds indoor baseball, softball, and soccer practices when necessary. The gym boasts two batting cages on opposite ends of the main court.

Tom Frizzell Baseball Complex at Louis R. Colombo Field

Located on the Brockton Campus, Louis R. Colombo Field has been the home diamond for the Massasoit baseball program since 1970.

Colombo Field was the host of the Region XXI Tournament in 2014 and has hosted several AAU Tournaments, Cranberry League games and practices as well.

Athletics Department Offices

The Athletic Department offices are housed on the second floor of the Field House in FH209. Within the primary office you can find Athletics Director Erica Rivers who can answer any questions regarding the Field House or athletic programs.

The Athletics Office is also where you check out any equipment, Weight Room keys, ping-pong paddles, etc. In addition, all coaches' offices are stationed in the FH209 as well.

Stop by the Athletics Offices if you have any questions or call 508-588-9100 x1431.

Pool

The beautiful 25-yard swimming pool features a diving board and starting blocks for swimmers. The six-lane pool is available for students, faculty and staff as part of Open Swim during the academic year.

To access the pool, go through either the men's or women's locker rooms. The pool features stadium seating, which can be accessed on the second floor of the Field House.

Weight Rooms

Located on the lower level of the Field House, the Weight Rooms feature 20 total weight-training machines for use. The cardio and weight training equipment can be used by checking out a Weight Room key from the Athletics Office (FH209) in exchange for your license and student ID card.

Multipurpose Room

The Multipurpose Room, located on the second floor, hosts a wide range of activities including: dance and acting classes, intramurals, Zumba, yoga and other cardio classes.

The room is open to all students, faculty, and staff whenever scheduled classes are not in progress.

Locker Rooms

Locker Rooms are available for use for those using the facilities. Full-length lockers are available for use while you are working out. Equipment and clothing are not to be

stored in full-length lockers overnight. You may use the small box lockers for overnight use. It is requested that all lockers be emptied out at the end of the semester so that the lockers can be cleaned. Massasoit Community College reserves the right to inspect/open any locker that they feel is in violation of College policy.

External Relations Institutional Advancement

Brockton Campus, Administration Building, 2nd Floor

massasoit.edu/advancement/
advancement@massasoit.mass.edu

Massasoit Community College's Institutional Advancement office is committed to ensure the success of Massasoit by developing and building relationships with alumni, parents/guardians, friends, students, staff, faculty, community leaders, and our corporate partners. The office does this by promoting the outstanding, accessible, equitable, and affordable education our diverse student population receives, and the amazing work being done by our student, faculty and staff. We seek to share information on the work being done at the College through engagement and fundraising events to support the work of the College.

Massasoit Community College Foundation, Inc.

massasoit.edu/massasoit-foundation

The Massasoit Community College Foundation, Inc. is a tax-exempt 501(c)(3) organization established in 1970 to foster and promote the growth, progress, and general welfare of the college and its students. Its objective is to raise funds and promote scholarships to assist students from all backgrounds in accessing a high-quality, affordable education for self-improvement, financial well-being, and intellectual growth. Private funds raised by the Foundation supplement state appropriations to support the facilities, equipment, and student experience.

Foundation Board members serve as ambassadors to promote the image of the college and build connections with the communities we serve. Through partnerships with regional businesses and community organizations, the Foundation enhances the educational purposes of the college in promoting the development of a productive workforce, thereby contributing to the economic vibrancy of our region. Through its fundraising and outreach, the Foundation seeks to build a network of community support and increased public understanding of the college as a regional resource and vital economic contributor. Gifts to the Foundation are tax deductible to the extent permitted by law. Massasoit Community College Foundation, Inc. –

Board of Directors

Robert Terravecchia, Jr., *President*

President and Chief Executive Officer, Coastal Heritage Bank

Simone Santiago, *Vice President*

Managing Director, Morgan Stanley

Lisa Rheault-Sliney, *Treasurer*

Vice President, Rockland Trust

Robert MacIntosh, *Assistant Treasurer*

Former Chief Economist, Eaton Vance Securities, Retired

Bruce Hughes, '74, *Secretary*

Principal Planner, Montachusett Regional Planning Commission

Paulo Bezerra,

Truly Unlimited, Founder

Thomas Carroll, Jr., *Board of Trustees Representative*

Chief Financial Officer, Bay State Physical Therapy

Mark Coletta

Community Relationship Manager, Plan of MA & RI

Lourenco DaSilva

Jayne F. Kelleher '85

Bethany at Home, Director of Operations

Frank Lane

Founder & President, Lane Printing & Advertising

Alexander Margulis

Mansfield Bio-Incubator, Chief Operating Office

Rita Mendes, Esq. '06

Owner/Principal, Mendes Law Group and Mendes Realty; Brockton City Councilor-at-Large

Angela Nuss

Real Estate Salesperson, Jay Nuss Realty Group, LLC

Jimmy Pereira

Real Estate Agent, HFM Realty, Inc

Edward F. Perry, Jr.

Owner-Manager of WATD radio (95.9FM)

Patrick Powers

Senior Director of Business Development, RogersGray

Eval Silvera, *Board of Trustees Representative*

Founder/Owner, Brockton Beer Company

For further information regarding the foundation, email mccfoundation@massasoit.mass.edu.

Grants Department

Brockton Campus, Administration Building, 2nd Floor

massasoit.edu/advancement/grants/
grants@massasoit.mass.edu

The Grants Department helps faculty and staff obtain external funding that supports the college's mission, strategic plan, and programs. We provide assistance with all aspects of grant development, including concept formation, budget development, proposal writing, and submission.

Massasoit faculty and staff who wish to pursue grant funding or who are approached by external organizations to collaborate on a grant should contact the Grants Department staff to discuss a project's feasibility and the college's grant application procedures.

Communicating with our staff both before seeking external funding and before committing to partnering on a grant with another organization is important to help ensure that:

- The college is not making a commitment without a clear understanding of programmatic expectations and financial obligations
- Massasoit's grants efforts are coordinated
- The necessary administrative approvals are obtained
- Funders are not being approached by multiple individuals or departments from the college

Office of College Communications

Brockton Campus, Administration Building, 2nd Floor

massasoit.edu/about/president/college-communications/grants@massasoit.mass.edu

The Office of College Communications is responsible for helping tell the story of the entire college – including faculty, staff, and students – to advance Massasoit's mission. The Office oversees the College's marketing, advertising, branding, media relations, social media, website content programs, and provides support to other departments across the College as it relates events, publications, and community relations. The executive director serves as the College's Records Access Officer. Additionally, the Office manages the College's stock of branded merchandise and supplies available for events and programs.

To view the College's newsroom and blog, visit [Massasoit.edu/newsroom](https://massasoit.edu/newsroom).

To request a public record, visit massasoit.edu/public-records.

To request services from the Office of College Communications, visit the TeamDynamix page in the MyMassasoit Portal.

STUDENT AFFAIRS

Dean of Students

Dean of Students Office, Student Center SC 208

massasoit.edu/student-services/dean-of-students
deanofstudents@massasoit.mass.edu | x1402

The Dean of Students Office is responsible for services and programs designed to support students' academic, social, and personal development and to facilitate student success. The Dean of Students Office provides student advocacy as well as support for student concerns such as basic needs security, illness, death in the family, problem solving, and conflict resolution. Students are educated on college policies and procedures in order to promote a safe learning environment.

In addition, the Dean of Students Office is responsible for the adjudication of potential violations of the Student Code of Conduct and the development of systems and procedures in the adjudication process; serves as the chairperson for the CARE (Campus Access, Retention, Equity, and Success) Team; assists students in understanding their rights and responsibilities as members of the

College community; and serves as a liaison to faculty, staff, and community members in response to conduct matters.

Departments under the direction of the Dean of Students are: Health & Wellness; Unity Center; Student Life, and the Center for Basic Needs Security.

Student Life

Brockton Campus, Student Center, Lower Level

Canton Campus, C137

massasoit.edu/studentlife

studentlife@massasoit.mass.edu | x1481 - Brockton | x2118 - Canton

The mission of the Student Life Office is to create an inclusive, engaging, and supportive campus environment that fosters each student's academic, personal, and professional success. Offering comprehensive programming, college sponsored organizations, and service opportunities, that promotes a global community and the intellectual, social, and emotional growth of our diverse student body. The Student Life Office is committed to the College's mission of creating a supportive and safe environment for all students. Students are encouraged to plan, organize, and implement programs that promote intellectual, social, and emotional growth for the benefit of the entire College community. Most events are held during the activity hour, which is Monday, Wednesday, and Friday from 12-1 p.m.

Student Clubs

For the most current listing of student clubs, descriptions, and contact information, please visit the Student Life page at massasoit.edu/studentlife. Students are encouraged to contact Student Life for assistance with starting a new club. Policy for Student Club Recognition

Student Leadership

Student Senate

The Student Senate is the Student Government Association at Massasoit Community College. They serve as a liaison between the student body and the college administration, participating in planning and decision-making processes to improve the college experience for all students. They also oversee student clubs and organizations, including the annual review of club applications and the allocation of funds to support the missions of established clubs and organizations. Senators are also very involved members of the college community, planning and attending student activities and events, and participating in community service projects.

Student Trustee

The Student Trustee is the elected student representative to the Board of Trustees, the College's governing board that typically meets once a month. The Student Trustee serves as the voice of the students in matters such as strategic planning, financial decision-making, and policy development. In addition, the Student Trustee represents the College on the statewide Student Advisory Council that meets monthly and serves as a member of the Student Senate that meets weekly. The Student Trustee also has opportunities to meet with legislators and advocates for the students at Massasoit and community colleges as a whole.

Athletics

www.massasoitcwarriors.com

athletics@massasoit.mass.edu | x1437 | x1430

The objective of the Massasoit Community College Athletic Department is to provide students with the highest quality athletic, academic, and social experience. Our mission is to achieve competitive success in every program and develop and maintain an environment that promotes sportsmanship, teamwork, compliance, equity, and diversity. We strive to provide quality leadership and management to help our teams achieve a positive level of success.

Asiaf Field House Information

Field House Hours:

Monday – Friday, 9:00 a.m. to 5:00 p.m

Pool Hours:

Varies semester to semester; please check the athletics webpage for current hours massasoit.edu/student-services/athletics/.

Open Gym:

Varies semester to semester; please check the athletics webpage for current hours massasoit.edu/student-services/athletics/.

Multipurpose Room:

Available during Field House hours when no classes are in session.

NJCAA Sports

Men's Soccer

The men's soccer program qualified for the NJCAA Northeast District Tournament for 14th time in the last 15 seasons in 2021. Massasoit men's soccer has been one of the region's top programs over the years including winning back-to-back NJCAA National Championships in 1986 and 1987. In total, the Warriors have qualified for the National Tournament 16 times, most recently in 2021 as an at large bid.

Women's Soccer

The women's soccer program has been a constant top tier program in Region 21, advancing to the regional tournament in each of the last 15 seasons. During the 2021 campaign, the Warriors went undefeated during the regular season on the way to winning just the second Region 21 title in program history. The regional crown earned the Warriors an automatic bid to the NJCAA National Tournament, as the Warriors made just their second appearance ever, and first since 1989.

Men's Basketball

The men's basketball program advanced to the NJCAA National Tournament for the first time in program history during the 2017-18 season by winning the NJCAA Region 21 Championship. In total, the Warriors have captured a pair of Region 21 titles and four MCCAC State Championships and posted 11 20-win seasons in program lore.

Women's Basketball

The women's basketball program made history in 2019-20, climbing to No. 1 in the NJCAA rankings for the first-time in any women's sports at Massasoit. The Warriors captured the Region 21 Championship that season, first since 2013-14 and earned the No. 1 seed at the NJCAA National Tournament.

Baseball

The baseball program has produced a long run of successes, winning a NJCAA National Title in 1993. In addition, the Warriors

have won 11 New England Championships and seven MCCAC State Titles. The Warriors qualified for the Region 21 Tournament for the 37th consecutive season.

Volleyball

In 2019, the Massasoit volleyball team captured the Region 21 Championship in the programs first season in 33 years. Massasoit qualified for the Region 21 Tournament for the second straight season and has been a top tier program within the conference.

Academic Resource Center (ARC)

Brockton Campus, Student Center, Lower Level
Canton Campus, 126

massasoit.edu/arc

arc@massasoit.edu | x1801 - Brockton | x2516 - Canton

The Academic Resource Center offers a range of in-person and virtual tutoring and academic support services. Individual and small-group tutoring is available in many subject areas such as mathematics, sciences, accounting, computer technology, study strategies, reading, writing, and language acquisition. In addition to tutoring, computers are available for writing, research, and course study. Finally, workshops on student success and study strategies are offered each semester.

In the ARC, tutors help students become more effective, independent learners. Students may access ARC tutoring services by making an appointment or utilizing drop-in services. Appointments are strongly recommended in order to assure individualized attention as well as prompt service upon arrival.

The ARC has locations on both the Brockton Campus and the Canton Campus. The Brockton ARC is located on the lower level of the Student Center with subject specific tutoring centers (The Writing Center, The Math Center, The Science Center, and The Accounting & Computing Center) and Group Study Rooms available by reservation for groups of 3-6 students. For subject-specific tutoring schedules or to make an appointment, please contact the front desk at 508-588-9100, x1801 or arc@massasoit.edu.

The Canton ARC is located on the 1st floor in Room 126 and can be contacted at 508-588-9100, x2516 or cantonarc@massasoit.edu.

Advising, Career & Transfer Center

Brockton Campus, Student Center, Lower Level

massasoit.edu/act

act@massasoit.mass.edu | x1461

The Advising, Career & Transfer (ACT) Center offers comprehensive support services whose main objectives are to help students attain their educational goals and to help facilitate student growth and development. Advisors welcome the opportunity to discuss with students any topics that may contribute to a more satisfying college experience.

Students who come to the Center commonly receive support in the following areas:

- Academic Advising
- Career Exploration
- Transfer Information/Counseling

Academic Advising

At Massasoit, there are more than 60 programs of study offered

with over 800 different courses to select from each year. With so many options available, the ACT Center can help students navigate which programs and courses to choose in order to meet their educational and career goals.

From the student's initial orientation right through graduation, the center provides assistance on such topics as program of study selection, course selection/sequencing, course load, and change of program process.

Career Exploration

Choosing a career can be an easy task for some students, while for other students, the task can seem overwhelming. No matter which perspective a student may take towards career decisions, the ACT Center is an invaluable resource for any student needing career information and exploration. Advisors collaborate with students in their career decision-making process, and may help them assess their career interests and values, select a program of study as it relates to a career, and research specific careers and their outlook in the workforce.

There are numerous tools that advisors may employ when working with students regarding career and may include:

- Career Assessments & Inventories
- Career-related Websites
- Career Exploration Workshops
- One-on-one career advising with an advisor

Transfer Information

massasoit.edu/transfer | x1461

Transfer services are part of Massasoit Community College's dynamic Advising, Career & Transfer Center. The Coordinator of Transfer Affairs & Articulation and academic advisors are committed to helping students navigate through the process of selecting and ultimately applying to a four-year college or university. Students may take advantage of many transfer opportunities through MassTransfer or Commonwealth Commitment with four-year state institutions, or find many exciting transfer pathways at four-year private colleges/universities. With scholarship opportunities, course equivalency guides, our transfer calendar and virtual tour options, Massasoit Transfer Services offers comprehensive transfer advising throughout your time at Massasoit.

For information on adding and withdrawing from classes, see Add/Drop Policy and Withdrawal Policy.

Career Services

massasoit.edu/careerservices | x1461

The Career Services Office assists provides support at every stage of a student's education. The office assist students with a variety of career concerns from making a career choice, matching majors to occupations and devising a career action plan to reach one's educational or occupational goals.

Assistance is provided to students seeking internship opportunities, job search help, résumé review, interview preparation. Alumni is also supported in obtaining full- or part-time employment. Local employers are on campus during the fall and spring semesters to recruit students for jobs.

Each spring a job fair is held with a variety of employers from throughout the region. Students will have opportunities to apply for jobs and explore careers. Workshops are presented on Resumes, Cover Letter Writing, Interviewing, Networking, and Dressing for Success. Current full and part-time positions are posted on the Career Services JobLink.

Career Services is located on the Brockton Campus, Student Center, lower level, SC190. Hours are 8 a.m. - 5 p.m.

Choices

Brockton Campus, Student Center, Lower Level, SC 128 | x1316

The mission of the Choices Program is to provide support services that meet the needs of Transitional Assistance (DTA) recipients and other qualified low-income individuals, including those receiving MassHealth, Snap, or WIC benefits. Choices assists students in managing the demands of parenting, family responsibilities, employment, and personal issues as they pursue a college education. Choices promotes realistic self-appraisal, enhanced self-esteem, and career exploration. Program participants are offered the opportunity to pursue higher education and obtain the skills needed to achieve their career goals.

Choices promotes a holistic approach designed to foster self and occupational awareness to assist each participant in recognizing and understanding their individual strengths and limitations. As a result, participants are better prepared to begin the process of choosing, finding, and keeping employment.

Choices program participants have access to:

- Individual counselors providing academic and personal guidance
- Participation in a learning community connecting to peer support
- Career exploration and decision-making
- Referrals to college and off-campus resources
- Workshops and special events

Students are encouraged to participate in tutoring, workshops, extra-curricular college activities, and college clubs and organizations.

For eligible recipients, day care fee assistance and transportation reimbursement may be available through the Department of Transitional Assistance.

Basic Needs Security

The College recognizes that students can only learn effectively if they can access basic needs such as housing and food. Massasoit's Center for Basic Needs Security can connect students with resources related to housing, food insecurity, clothing, utility assistance, financial/ benefit assistance, legal support services, technology access, childcare, and transportation. Students can email Ellyn Craig- Senior Special Program Coordinator for Basic Needs Security at ecraig3@massasoit.mass.edu or call 508-588-9100 X 1018. The Basic Needs Security office is located in SC123. Students may also complete a C.A.R.E.S report through the Massasoit Reporting Forms webpage. The Food Pantry at Massasoit Community College offers students the opportunity to shop for free groceries and hygiene products monthly. Students can come to the Food Pantry daily Monday- Thursday for a free lunch, snack, and drink with their student ID. The Food Pantry is located in SC136 and can be reached at 508-588-9100 X 1402. Alice's Closet is an on-campus clothing closet free for Massasoit Community College students. Students may visit the Food Pantry to schedule an appointment with Alice's Closet.

Health and Wellness

massasoit.edu/healthwellness

The Office of Health & Wellness at Massasoit is designed to support the holistic health and wellbeing of students. We provide health information, outreach campaigns and programs that are focused on high risk areas that impact college aged populations such as drugs, alcohol, stress management, mental health problems, mental health prevention strategies, and tobacco cessation. In addition to maintaining student health and immunization records, the Office of Health & Wellness leads efforts related to public health crises/emergencies. Additionally, we provides referrals for students experiencing physical or mental health concerns and organizes a comprehensive campus-wide education and programs related to all the dimensions of health.

Latch Academic Support Program

Brockton Campus, Student Center, Lower Level, SC 129
Canton Campus, Enrollment Center, C 118

latch@massasoit.mass.edu | x1070 - Brockton | x2000 - Canton

The Latch program is a first-year support and learning community. It serves a diverse population of about 185 students per semester who are looking for support as they transition into college and develop their reading, writing, mathematics, and other academic skills. For nearly 50 years, Latch's community approach to education has helped students establish successful independent learning strategies and set realistic academic and career goals.

The Latch program offers a mix of academic advising and counseling, peer tutoring and mentoring that create a tight-knit learning community in which students learn together and from one another. Moreover, professors maintain regular contact with Latch's academic counselors on students' progress, providing a way for our support team to address academic issues as they arise. Since student engagement and participation are keys to successfully transitioning into college, students agree prior to acceptance in the program to participate in all of its aspects.

Students are eligible for the Latch program if they are enrolled in a degree or certificate program; are new to college and looking to develop their reading, writing, mathematics, and other academic skills; are a matriculated student who has been removed from a degree or certificate program due to academic probation or deficiency; tested into one or more developmental courses; have had unsatisfactory academic experiences in the past; and/or have been away from school for a long time.

To apply, students may submit an application on the Latch page on the Massasoit website, pick up an application on the Brockton or Canton campuses, call, or request an application through email.

TRIO Student Support Program

Brockton Campus, Student Center, Lower Level

massasoit.edu/trio | x1061

TRIO Student Support Services Program is a federally funded program that helps first-generation, low income, and students with disabilities with demonstrated academic need to overcome class,

social, and cultural barriers to higher education. The goal of the program is to increase retention, graduation, and transfer rates from two-year to four-year institutions of eligible students. The program is available to 180 Massasoit students who have applied and have been accepted each year.

To qualify, students must meet at least one of the following criteria:

- Be a first-generation student (neither parent is a four-year college graduate);
- Be within the federal TRIO Program low-income guidelines;
- Be a qualified individual with a documented disability

Each student will be assigned an academic counselor to help them succeed in college.

The student and counselor will jointly develop an Educational Action Plan.

Students have access to intensive academic advising, personal counseling, mentoring, laptop computers, and assistance with transferring to four-year colleges.

- Students benefit from personal assistance in applying for and managing financial aid, as well as the TRIO/SSS Grant Aid Scholarship to those that qualify.
- Students have the opportunity to take part in special on- and off-campus cultural and leadership activities, and campus visits with other TRIO students.
- Special topics in SSS workshops include study skills, time, stress, and money management, leadership, and developing a resume.

SUCCESS Scholars Program

Brockton Campus, Student Center, SC1887

Canton Campus, C112

massasoit.edu/success

The SUCCESS Scholars Program is a student support program open to all part-time students. The goal of this innovative program is to improve the retention, transfer, and graduation rates of part-time students through holistic, wraparound student support services.

Our services include case-managed academic and career advising, peer coaching, and an ongoing student-led Participatory Action Research (PAR) project. Program activities will include opportunities for students to develop their academic and leadership skills, financial wellness, career interests, and more.

The SUCCESS Scholars Academic Counselors provide guidance on many subjects including but not limited to:

- Academic Enrichment
- Financial Wellness
- Career Work Readiness
- Health & Wellness

The Massasoit Community College SUCCESS Scholars program helps students do well and move through their academic program while managing the costs and demands of a college education. They also have the opportunity to build relationships with fellow students of similar backgrounds and experiences who share like-minded interests, passions, and academic goals.

Veterans Services

Veterans Center, **Brockton Campus**, Student Center, Lower Level

Veterans Center

The Massasoit Community College Veterans Center and its staff are dedicated to assisting those who served and is open to all military members and their families and veterans attending the college. The Veterans' Center is a one-stop location with a dedicated certifying official to assist with educational/financial benefits and college administrative issues; a dedicated Veteran counselor to assist with any educational or personal issues; a lounge area for studying, socializing, and unwinding; computer workstations for class assignments, research, employment search, and browsing; and a multimedia-enabled conference area for presentations and meetings.

Policies for Veteran Students

Veterans Benefits and Transition Act of 2018 Section 103

In accordance with Sec. 103 of the Veterans Benefits and Transition Act of 2018:

Massasoit Community College permits any covered individual* to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33 (a certificate of eligibility can also include a statement of benefits obtained from the Department of Veterans Affairs' (VA) website, eBenefits, or a VAF 28-1905 form for Chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

*A covered individual is any individual who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill® benefits.

Massasoit Community College does not penalize Chapter 31 or 33 students if/when the VA is late making payments. Massasoit Community College does not have any policies in place that would do any of the following while waiting for VA payments:

- Prevent enrollment
- Assess a late penalty fee
- Require alternative or additional sources of funding
- Deny access to school resources

In order to prevent outstanding student accounts, Chapter 31 or 33 students must:

- Submit a COE or Statement of Benefits by the first day of classes
- Submit a written request to be certified
- Provide any additional information needed for certification

The Veterans Access, Choice and Accountability Act of 2014

Massasoit Community College adheres to The Veterans Access, Choice and Accountability Act of 2014. As of July 1, 2017 any qualifying Veterans, dependents and individuals are eligible for in-state tuition and fees.

For all courses, semesters, or terms beginning after August 1, 2021, Massasoit Community College charges qualifying veterans,

dependents and eligible individuals tuition and fees at the rate for in-state residents. Covered individuals including the following will be charged the in-state resident rate:

- A veteran using educational assistance under either Chapter 30 (Montgomery GI Bill® – Active Duty Program), Chapter 31 (Vocational Rehabilitation) or Chapter 33 (Post-9/11 G Bill), of 38 U.S.C. who lives in the state in which the institution is located (regardless of his/her formal state of residence).
- Anyone using transferred Post-9/11 G.I. Bill benefits (38 U.S.C. § 3319) who lives in the state in which the institution is located (regardless of his/her formal state of residence).
- Anyone described above while he or she remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same institution. The person must be using educational benefits under Chapter 30, Chapter 31 or Chapter 33 of 38 U.S.C.
- Anyone using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311(b)(9)) who lives in the state in which the institution is located (regardless of his/her formal state of residence).

Harry W. Colmery Veterans Educational Assistance Act

Accordance with the Harry W. Colmery Veterans Educational Assistance Act- Forever GI Bill® signed into law on August 17, 2017 monthly housing allowance will be based on the specific campus where the student is taking most classes.

Main Campus: One Massasoit Blvd, Brockton, MA 02302

Extension Campus: 900 Randolph Street, Canton, MA 02021

Extension Campus: 49 Union Street, Middleboro, MA 02346

Massasoit Community College under S2248 PL 115-407 will not enforce any penalties for any late payments or any other penalties against a veteran, dependent or eligible individual. Any portion of the student bill not covered by VA benefits is still expected to be settled by the due date.

Military Leave/Withdrawal

Massasoit Community College adheres to the Massachusetts Public Colleges and Universities policy on students who are called to active military duty as follows:

Students who are unable to complete a semester because they are called to active United States military duty shall, upon verification, be granted the option of a refund or credit of tuition and campus fees. With respect to any health insurance fee, the refund policy is subject to the concurrence of the institution's insurance carrier.

Any students who have received any form of financial aid, including a full or partial scholarship or student loan or who expect to receive such, should contact the Financial Aid Office at their respective institution to make appropriate arrangements.

Students shall receive non-punitive withdrawals in all courses from which they are required to withdraw.

Verification shall be provided by furnishing the Registrar with a copy of the Order to Active Duty within one week (7 days) of receipt of the order. If the Order is not in writing, the student may sign an affidavit attesting to such order which includes an address or telephone number where the institution can verify the Order and furnish the affidavit to the Registrar within one week (7 days) of receipt of the order.

The institution's president may waive or suspend any institutional policy or regulation that negatively impacts students in their withdrawal or subsequent readmission to the institution due to a call to active duty.

The institution, upon request of a student, should assist the student in filing mitigating circumstances forms with external state or federal agencies (for example, Veterans Affairs) in an attempt to prevent overpayment charges being made against the student.

Any student required to withdraw due to being called to active duty shall be given priority in enrollment in the program of his or her choice upon return to the institution for the two semesters immediately following his or her discharge from active duty.

To initiate the process, students must go to Student Central, complete a Withdrawal from the College form, and provide a copy of the Order to Active Duty or an affidavit as described above. A grade of W will be recorded for all courses after the official withdrawal procedure has been completed. For more information, contact the Veteran Services Counselor at 508-588-9100, x1063 or at veterans@massasoit.mass.edu.

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

COLLEGE POLICIES

MyMassasoit Portal

All current students are provided with an account to the MyMassasoit web portal. The portal is the place for students to access grades and transcripts, register for classes, access online course material, provide contact information for the College emergency notification system, join online clubs and organizations, receive notification of canceled classes, and access college email.

This email account is the means for all official electronic communication with the College.

The portal is accessible through the MyMassasoit link on the Massasoit home page, massasoit.edu.

Students sign in using their Massasoit username and a password.

Assistance is available from the Help Desk in T 544 on the Brockton campus or by emailing helpdesk@massasoit.mass.edu, or calling x1139.

Affirmative Action Equal Opportunity Notice

Massasoit Community College is an affirmative action/equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, veteran status, genetic information, gender identity or sexual orientation in its programs and activities as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and college policies. The College prohibits sexual harassment, including sexual violence. Inquiries or complaints concerning discrimination, harassment, retaliation or sexual violence shall be referred to Anee Synnott, Title IX & Compliance Officer, 508-588-9100 x1304, Brockton Campus, Administration Building 219; the Massachusetts Commission Against Discrimination; the Equal Employment Opportunities Commission; or the United States Department of Education's Office for Civil Rights. For more information about your rights and the process for filing a complaint, please see the full Policy on Affirmative Action, Equal Opportunity & Diversity at massasoit.edu/EEO.

Alcohol and Drug Use

No alcoholic beverages may be consumed, served, sold or stored by students, guests, invitees, educators, administrators or executives of the College at the Brockton, Canton or Middleborough education campuses or athletic facilities or in any motor vehicle owned or leased by Massasoit Community College, without the advance (not more than 90 days) written approval of the College President.

If, after having secured the required written approval, alcohol is served or sold by anyone, then it must be served or sold strictly in accordance with applicable state law. All arrangements for the delivery, service, sale, storage and removal of alcoholic beverages at the education campuses or athletic facilities of Massasoit Community College shall be coordinated with the Director of Food Services, who shall identify and retain the name of the responsible person.

No alcoholic beverages may be consumed, served, sold or stored by outside organizations or off-campus entities or their guests or invitees of the College using any Massasoit Community College education campus or athletic facility or in any motor vehicle owned or leased by the College without the advance (not more than 90 days) written approval of the College President. If, after having secured the required written approval, alcohol is served or sold by anyone, then it must be served or sold strictly in accordance with applicable state law. All arrangements for the delivery, service, sale, storage and removal of alcoholic beverages at the education campuses or athletic facilities of Massasoit Community College shall be coordinated with the Director of Food Services, who shall identify and retain the name of the responsible person.

No alcoholic beverages may be consumed, served, sold or stored at any Massasoit Community College student group activity or function, whether held on-campus or off campus. The only limited exception to this strict prohibition is for recognized religious ceremonies or situations where it is absolutely certain every student present will be of legal drinking age, and the advance (not more than 90 days) written approval of the College President has been secured.

If, after having secured the required written approval, alcohol is served or sold by anyone, then it must be served or sold strictly in accordance with applicable state liquor laws. Notwithstanding the defined limited exceptions, no College funds, no College funds indirectly made available to students and no student fees shall be used in support of any Massasoit Community College student group activity or function at which alcoholic beverages will be consumed, served or sold, whether held on- or off-campus. No unlawful drug or illegal substance may be consumed, served, sold, stored or used by students, guests, invitees, educators, administrators or executives of the College at either the Brockton, Canton or Middleborough education campuses or athletic facilities or in any motor vehicle owned or leased by Massasoit Community College.

No unlawful drug or illegal substance may be consumed, served, sold, stored or used by outside organizations or off-campus entities or their guests or invitees using any Massasoit Community College education campus or athletic facility or in any motor vehicle owned or leased by the College.

No unlawful drug or illegal substance may be consumed, served, sold, or used at any Massasoit Community College student group activity or function, whether held on-campus or off-campus. There are no exceptions to the College policy that no College funds, no College funds indirectly made available to students and no student fees shall be used in support of any Massasoit Community College student group activity or function at which any unlawful drug or illegal substance will be served, sold, or used, whether held on- or off-campus.

Any person actually observed consuming, serving, selling or storing alcoholic beverages on College property in violation of this Alcohol & Drug Policy or applicable state liquor laws and any person actually observed consuming, serving, selling, storing or using any unlawful drug or illegal substance on College property in violation of this Alcohol & Drug Policy or applicable state drug laws or substance laws shall be required to immediately leave the property of Massasoit Community College. Such individuals are also subject to arrest and criminal penalties as provided by state law, and the College may report such apparent violations to law enforcement authorities for further investigation and prosecution.

In addition, students and College personnel should be aware that they are subject to such civil penalties as may be deemed appropriate, under the particular circumstances, by the President of Massasoit Community College, including the distinct possibility of temporary suspension or even permanent dismissal from employment or attendance at the College.

It is the official policy of Massasoit Community College to assist students and College personnel in dealing with problems they may be experiencing with alcohol, drugs and chemical substances, provided that the student or employee acknowledges the problem and seeks to remedy the situation before the College administration decides that it must take action under this Alcohol & Drug Policy. Students seeking information concerning substance abuse, rehabilitation programs and counseling services should contact Advisement and Counseling.

It is not a violation of this Alcohol & Drug Policy for a student, guest, invitee, educator or administrator to carry, consume, possess or otherwise use a prescription drug or an over the counter drug or medicine in a lawful manner. No authorization to carry, consume, possess or otherwise use a prescription drug or an over the counter drug or medicine need be sought or secured from the President or any other College official, provided such consumption or use is lawful and is reasonable under the circumstances involved. However, the College's Alcohol & Drug Policy does not authorize or condone the abusive use of any lawful drug or medicine, whether obtained by prescription or over the counter, which could result in a drug overdose, chemical dependence, adverse health effects or an accident to anyone on College property or in a College owned or leased motor vehicle. While the President of Massasoit Community College may adopt a different standard for evaluating the circumstances involving the excessive consumption or abusive use of lawful prescription drugs and over the counter medicines and make a reasonable allowance for mitigating circumstance, the President may impose on College personnel and students such civil penalties the President deems appropriate, under the particular circumstances, including the possibility of permanent dismissal from employment or attendance at the College.

Students and College employees need to understand that Massasoit Community College is subject to various state and federal laws that deal with the abusive use of alcohol, drugs and chemical substances, including specifically the federal Higher Education Act of 1965. Title XII, which was an amendment to this Act created by the Drug-Free Schools and Communities Act of 1989, applies to every educational institution receiving federal funding. In addition, certain College employees, including those involved in federally funded grants and projects, are subject to the Drug-free Workplaces Act of 1988, and as a result the College may be a mandatory reporter of certain employee acts that could result in a criminal conviction. See Disclosure of Student Disciplinary Records Policy for further information.

Marijuana Policy

Although Massachusetts law permits the use of medical marijuana and the possession, use, distribution, and cultivation of marijuana in limited amounts, federal law, including the Federal Controlled Substances Act of 1970, the Drug Free Workplace Act of 1988 and the Drug Free Schools and Communities Act of 1989, prohibits the possession, use, distribution and/or cultivation of marijuana at educational institutions. Further, as marijuana remains classified as an illegal narcotic under federal law, institutions of higher education that receive federal funding are required to maintain policies prohibiting the possession and use of marijuana on their campuses. Accordingly, the possession, use, distribution or cultivation of marijuana even for medical purposes is prohibited on all Community College property or at College sponsored events and activities. Also prohibited is the operation of a motor vehicle while under the influence of marijuana on Community College property, or at College sponsored events and activities. Further, this policy prohibits the possession, use, or distribution of all marijuana accessories and marijuana products. Marijuana accessories shall include, but not limited to, any device or equipment used for ingesting, inhaling, or otherwise introducing marijuana into the human body. Marijuana products shall include, but not limited to, products that are comprised of marijuana and other ingredients and are intended for use or consumption, such as, but not limited to edible products.

Violations of this policy by any student or employee shall result in disciplinary action, up to and including expulsion or termination in accordance with applicable College policies or collective bargaining agreements.

Policy for Student Club Recognition

The Student Life Office and the Student Senate encourage the formation of new student clubs. Every club must have a full-time faculty or staff advisor and be open to all members of the student body. Students interested in forming a new student club will be required to submit certain documentation to the Director of Student Leadership and Engagement who may request a meeting with club organizers in order to collect additional information needed for recognition. Recognition of a student club by the College or the Student Senate shall not imply approval or endorsement of the club or its activities. All student clubs and their members are subject to the College's policies and procedures, including the Student Code of Conduct and Policy on Affirmative Action, Equal Opportunity & Diversity. For a copy of the club formation toolkit, which includes a complete description of the process for forming a student club, or for additional information about the College's active student clubs, please visit the Student Life Office located in the Student Center SC1883 in Brockton or call 508-588-9100 extension 1486.

Fed Law/1st Amendment Issues/Policy on Student Club Recognition 2018-#

Animals on Campus

Animals are permitted on campus only for the specific purpose of services pursuant to state and federal disability laws. Please see Service Animal Policy for further information.

Massasoit's Vet Tech Program houses animals on the Canton Campus.

Service Animals

Generally, service animals that are assisting individuals with disabilities are permitted in all areas of the College where members of the public are permitted. For additional information, including

restrictions relating to safety and College operations, please see the College's [service animal resource page](#) or contact Jennifer Pike, Access & Disability Resources Coordinator 508-588-9100x1425, Brockton Campus, Student Central, Room 183, jpik10@massasoit.mass.edu.

“Service Animal” Defined

The Americans with Disabilities Act's regulations define “service animal” as any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. However, in certain instances, the use of other animals as a service animal may be permitted under other laws so please consult with the College's Disability Services Officer.

Type of Work or Tasks a Service Animal May Provide:

Work or tasks performed by a service animal must be directly related to its handler's disability. Examples of work or tasks performed by service animals include, but are not limited to:

- Assisting individuals who are blind or have low vision with navigation and other tasks.
- Alerting individuals who are deaf or hard of hearing to the presence of people or sounds.
- Providing non-violent protection or rescue work.
- Pulling a wheelchair.
- Assisting an individual during a seizure.
- Alerting individuals to the presence of allergens.
- Retrieving items such as medicine or the telephone.
- Providing physical support and assistance with balance and stability to individuals with mobility disabilities.
- Helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

Services that do not qualify as work or tasks performed by a service animal include:

- Crime deterrent effects.
- The provision of emotional support, comfort, or companionship, often referred to as “therapy” or “companion” animals.

Service Animal Documentation

Consistent with state law, all dogs on campus shall:

- Possess an animal license in compliance with Massachusetts law.
- Be properly immunized and vaccinated.
- Wear a current license and rabies vaccination tag.

It is recommended that a service animal wear some type of recognizable symbol identifying it as a service animal. However, there is no requirement for documentation to prove that the animal has had particular training or is a “certified” service animal.

Registration of a Service Animal on Campus

When practicable, a student or employee seeking to use a service animal is requested to notify the Office of Disability Services prior to bringing the animal on to College property. A service animal's handler will be asked to complete a voluntary Service Animal Registration Form, an Acknowledgment of Responsibility, and a Waiver of Liability Agreement. These documents shall be maintained confidentially by the College. If the animal qualifies as a service animal, the handler will voluntarily agree to comply with this policy at all times while the animal is on College property.

Members of the general public intending to visit the college with a service animal should notify the College's Office of Disability Services in advance when practicable. Specific questions related to the use of service animals on College property can be directed to Marie McDonnell via email at mmcdonnell@massasoit.mass.edu or by phone at 508-588-9100, x1082.

Permissible Inquiries about a Service Animal

It is permissible for the College to make the following inquiries in order to determine whether an animal qualifies as a service animal:

- Is the animal required because of a disability?
- What work or task is the animal trained to perform?

The College shall not inquire about the nature or extent of a person's disability. Further, the College shall not make these inquiries about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).

Control of a Service Animal

The College is not responsible for the care or supervision of a service animal. A service animal must be under the control of its handler at all times. A service animal shall have a leash or other tether, unless the handler is unable because of a disability to use a leash or other tether, or the use of such would interfere with the service animal's safe, effective performance of its work or tasks. Under those circumstances where a service animal is not tethered, the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).

Health, Hygiene and Cleanliness

Service animals must be clean. Daily grooming and occasional baths should be utilized to keep the animal's odor to a minimum. Adequate flea prevention and control must be maintained. If a service animal's odor is offensive to other individuals, the handler will be requested to bathe the service animal prior to returning to the College. A service animal's handler must clean up after the animal. If due to a disability the handler is unable to do so, the handler shall make alternative arrangements to do so.

Exclusion of a Service Animal from College Property

The College may direct an individual with a disability to remove a service animal from the premises if the animal:

Is out of control and its handler does not take effective action to control it (including the animal poses a direct threat to others on campus and/or exhibits behavior that interferes with the educational process);

Is not housebroken, is ill, or presents a reoccurring offensive odor; and/or is not properly licensed and/or vaccinated. If the College excludes a service animal from its premises, it shall still afford the individual with a disability the opportunity to participate in its programs or activity without having the service animal on the premises.

Public Etiquette Rules

Members of the public should avoid:

- Petting a service animal as it may distract the animal from its work.
- Feeding a service animal.
- Deliberately startling a service animal.
- Calling or attempting to attract the attention of a service animal.

- Attempting to separate a service animal from its handler.

Grievances

Any person who believes that his/her rights to use a service animal on College property have been violated may file a complaint under the College's Affirmative Action Plan by contacting the College's Affirmative Action Officer.

Children on Campus

The staff at Massasoit Community College understand that in some circumstances it may be necessary to bring children on campus. Thus, although not encouraged, children are not prohibited from being on the campus as long as they are under the direct supervision of a parent and/or a designated adult at all times. College staff and faculty members responsible for specific College areas reserve the right to exclude children from that area when, in their judgment, it is in the interest of health, safety, or the educational process. The College cannot be responsible for the care and supervision of unattended children. Campus Police will be asked to locate and return to the custody of the parent any unattended children.

Clery Act

Massasoit Community College complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), which is a federal law requiring most colleges and universities nationwide to publish statistics in order to inform the campus community about certain criminal offenses committed on or near campus. Clery statistics involving Massasoit Community College can be requested by contacting the College Police Department or visiting the College's website at massasoit.edu/massasoit-police.

Confidentiality of Student Records

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. A student may submit to the registrar, dean, chair of the academic department, or other appropriate official, written requests that identify the record(s) he or she wishes to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. A student may ask the College to amend a record that he or she believes is inaccurate or misleading. The student should submit a request in writing to the College official responsible for the record, clearly identifying the part of the record they want changed and specifying why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosure of personally identifiable

information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on or assisting an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Further, upon request, the College discloses education records without consent to officials of another school in which a student seeks admittance or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by an institution of higher education to comply with the requirements of FERPA. Such complaints may be filed with the Family Policy Compliance Office at the U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-8520.
5. The College identifies the following student information as directory information: student name, town of residence, college email address, level of education (first year or second year), enrollment status (full- or part-time), program of study, dates of attendance, degrees, and awards received from Massasoit (e.g. Dean's List, athletic awards, etc.). Directory information may be released by the College to a third party requesting such student information without first obtaining the consent of the eligible student. **An eligible student has the right to refuse to permit the College from identifying some or all of those types of information about the student as directory information.** An eligible student must notify the College's registrar within two weeks of the beginning of each academic semester if the eligible student does not want any or all of those types of information about a student designated as directory information. Notwithstanding the College's definition of directory information, the Department of Defense, pursuant to the Omnibus Consolidated Appropriations Act of 1997 (Solomon Amendment), identifies the following information as student recruiting information: student names, addresses, and telephone listings; and if known, students' ages, levels of education, and majors. If an eligible student chooses not to exercise his or her aforementioned right to refuse to permit the College to designate some or all of the student's record information as directory information, the College will release to the Department of Defense, or an agency thereof, that student information which the Department of Defense has designated as student recruiting information. This may result in the non-consensual disclosure of personally identifiable information. When student information is released pursuant to a Department of Defense request, notice of the request, and the release of student information in accordance therewith, will be posted in a conspicuous location in the College's Registrar's Office for the period of one academic year.

Disclosure of Student Disciplinary Records

Effective since 1998, in accordance with the Family Education Rights and Privacy Act of 1974 (FERPA), federal legislation allows

victims of violent crimes, including survivors of non-forcible sex offenses, to be informed of the outcome of an accused's disciplinary hearing. The Dean of Students is responsible for this information.

The name of the victim or witness of a crime of violence or non-forcible sexual offense may not be released without the student's prior written consent. Massasoit Community College is allowed to disclose the following information relative to a student found by a campus disciplinary body to have committed a crime of violence or a non-forcible sexual offense:

- Name
- Violation committed
- Sanction imposed by the College

Requests seeking this information should be directed to the Dean of Students, who houses all disciplinary records.

Under certain circumstances, Massasoit Community College is allowed to release to parents of students who are under 21 years old information regarding alcohol or drug-related disciplinary violations. The Dean of Students is responsible for the release of this information.

CORI/SORI (Criminal/Sex Offender Registry Information)

In order for a student to be eligible to participate in an academic, community or clinical program that involves potential unsupervised contact with children, the disabled, or the elderly, the student may be required to undergo a Criminal Offender Record Information (CORI) check and/or a Sex Offender Registry Information (SORI) check. Students found to have certain criminal convictions or pending criminal actions will be presumed ineligible to participate in such activities. The College is authorized by the Commonwealth's Department of Criminal Justice Information Services, pursuant to Massachusetts General Laws, Chapter 6, Sections 167-178B, to access CORI records. Sex Offender checks shall be performed pursuant to Massachusetts General Laws, Chapter 6, Sections 178C-178P. For more information regarding the College's CORI/SORI check process, please contact the program director.

Student Fundraising

Recognized student groups may conduct fundraising activities after receiving written approval from the Director of Student Life. Fundraising activities of recognized student groups must relate directly to campus events sponsored by the club or the College. These groups must follow the guidelines established by the Office of Student Life. Contact studentlife@massasoit.edu for further information.

Hazing

Hazing, any conduct or method of initiation into any student organization on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person, is strictly prohibited. The crime of hazing is punishable by a fine and/or imprisonment. Anyone knowing that a person was the victim of hazing must report such crime to an appropriate law enforcement official as soon as possible. Failure to report a hazing crime will result in a fine.

All advisors/coaches to clubs, organizations, and teams will distribute a copy of this policy to their members.

An Act Prohibiting the Practice of Hazing was enacted by the Massachusetts General Court in 1985. Chapter 269 of the General Laws was amended by adding in the following three sections:

Section 17. Whoever is a principal organizer or participant in the

crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment. The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

Section 19. Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations. Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgment stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen. Each institution of secondary education and each public or private institution of post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen. Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the

institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

The following Disciplinary Policy shall be applied to any organizer (individual or organization) and/or participants (individual or organization) with any affiliation to Massasoit Community College.

Any individual or organization associated with Massasoit Community College for whom there is reason to believe may have been involved as an organizer or participant in the practice of hazing shall be subject to any or all of the following procedures:

1. A review by the Massasoit Community College Student-Faculty Judiciary Council.
2. A review by the Massasoit Community College administrative staff and/or Campus Police, as deemed appropriate, subject to established College and statewide grievance procedures.
3. Criminal prosecution by appropriate law enforcement and judicial agencies.

Should there be any questions concerning the College's Hazing Policy, please contact the Dean of Students.

Identification

All full- and part-time students must have a Massasoit Student ID on their person when on the premises of Massasoit Community College. The Brockton and Canton Student Life Offices issue photo IDs to all students during regular office hours. The ID is required for use as a library card, admittance to athletic facilities, and to receive discounts or free admission to events sponsored by the College. Students requiring a replacement ID will be charged \$5.00. Massasoit allows students to use a preferred name on their student ID; the preferred ID form is available through the MyMassasoit portal.

Immunizations

Chapter 76, Section 15C of the General Laws of Massachusetts requires all full-time students (those taking 12 credit hours or more) and all students on a VISA provide proof of immunization for: measles, mumps, and rubella; tetanus, diphtheria, and pertussis (Tdap); hepatitis B; and Varicella.

Requirements include:

1. At least one dose of mumps and rubella vaccine(s) given at or after first birthday.
2. Two doses of live measles vaccine, given at least one month apart beginning at or after first birthday.
3. A booster of Td within the last five years or one dose Tdap if more than five years.
4. Three doses of hepatitis B vaccine.
5. Two doses Varicella, at least one week apart, after first birthday; or proof of chicken pox.

IT Acceptable Use

I. Introduction

Respect for intellectual labor and creativity is vital to academic discourse and enterprise. The principle applies to works of all authors and publishers in all media. It encompasses respect for the right to acknowledgment, the right to privacy, and the right to determine the form, manner, and terms of publication and

distribution. Because electronic Information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments.

Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access, and trade secret and copyright violations, may be grounds for sanctions against members of the academic community, including students.

II. Background and Purpose

This document constitutes a college-wide policy intended to allow for the proper use of all College computing and network resources, effective protection of all individual users, equitable access, and proper management of those resources. This should be taken in the broadest possible sense. This policy applies to the entire college network. These guidelines are intended to supplement, not replace, all existing laws, regulations, agreements, and contracts which currently apply to these services. Access to networks and computer systems owned or operated by the College impose certain responsibilities and obligations and is granted subject to College policies and local, state, and federal laws. Appropriate use should always be legal, ethical, reflect academic honesty, reflect community standards, and show restraint in the consumption of shared resources. It should demonstrate respect for intellectual property, ownership of data, system security mechanisms, and individuals' rights to privacy and to freedom from intimidation, harassment, and unwarranted annoyance.

III. Definitions

a. Acceptable Use

Acceptable use of the College's computing and networking resources includes usage for academic, educational or professional purposes which are directly related to official college business and in support of the College's mission.

b. Authorized Users

The following individuals are authorized to use the College's Computer Network and Services:

1. current faculty of the College;
2. current staff of the College; and
3. current students of the College.

IV. Individual Rights and Responsibilities

a. Acceptable Uses

The College's website, server, and all other related computer equipment and services may be used only for academic, educational, or professional purposes which are directly related to official college business and in support of the College's mission.

b. Unacceptable Uses

1. Obscene Materials

It is an unacceptable use of the College's computer network to view, download, store, or transmit pornographic materials or obscene materials.

2. Partisan Political Purposes

Pursuant to Massachusetts Campaign Finance Laws, no governmental resources (including fax machines, modems, printers, and/or copy machines) may be used by any person in order to promote or oppose a political candidate or ballot question or for the purpose of disseminating materials that promote a particular vote on a ballot question or a political candidate.

3. Game Playing

Recreational game playing is an unacceptable use of the College's computer network.

4. Downloading

No on-line information may be downloaded and installed on the College's computer systems without the authorization of or supervision by OIT.

5. User ID

No person authorized to utilize the College's computer network and all related services may disclose his/her User ID to any other person.

6. Transmission of personal information

Use of the College network for transmission or receipt of credit card information, including the Primary Account Number (PAN), PIN, expiration date or any other identifying information on a personal or business credit card is forbidden. The Federal Education Right to Privacy Act (FERPA) and Massachusetts General Law 93H protect personal and confidential information and prohibit any transmission of unencrypted data. No such data may be transmitted across the network by the use of email, chat, instant messaging service, or any other form.

7. Decoding

A user is prohibited from decoding or attempting to decode passwords of access control information.

8. Disruptive Use

It is an unacceptable use to engage in activity that might be harmful to systems or to any information stored thereon, including creating or propagating viruses, disrupting services, or damaging files.

9. Copyrighted Software

A user is prohibited from making or using illegal copies of copyrighted software, storing such copies on the College computer system, or transmitting said copies over the College's computer network

10. Wasting Computer Resources

A user is prohibited from wasting computer resources, including placing a program in an endless loop, printing excessive amounts of paper, distributing chain letters or engaging in an activity that is not consistent with this policy's Acceptable Use provision.

11. General Prohibition

A user is prohibited from performing any illegal act, including violation of state and federal civil or criminal laws and regulations.

12. Commercial Use

A user is prohibited from performing any commercial ventures resulting in personal income or profit.

13. Communications

A user is prohibited from intercepting, decoding, blocking, or interfering with any communication intended for other persons.

c. Enforcement

The College reserves the right to deny access to its computer and communications network to any user who breaches this or any other college policy. Further, if it is determined that a user is engaging in unauthorized activity, the College reserves the right to disconnect that user from the network.

All alleged breaches of this policy will be referred to and reviewed by the appropriate student/staff disciplinary committee. No person authorized to utilize the College's computer network and all related services may disclose his/her User ID to any other person.

d. Privacy

To the greatest extent possible in a public setting, the College is committed to preserving an individual's privacy. Electronic and other technological methods must not infringe upon privacy. However, users must recognize that the College's computer systems and networks are public and subject to the Commonwealth's public records law. Therefore, users utilize such systems at their

own risk. Further, users of the College's computer network System should have no expectation of privacy over any communications, transmissions, or work performed thereon. The College reserves the right to interrupt a user's use of the College computer network, or access a user's communications or transmissions for routine system maintenance, technical problems or criminal investigations.

e. Electronic Mail

Users of the College's computer network system for electronic mail purposes should have no expectation of privacy over any e-mail communications or transmissions sent or received. Further the College reserves the right to access or interrupt e-mail communications or transmissions for routine system maintenance, technical problems or criminal investigations

Each Massasoit Community College faculty, staff and student receives a college e-mail account which is used for all email communications at the College. Such accounts should be checked as often as may be necessary to ensure that any information is timely received.

f. Internet Access

Access to the Internet has been provided to staff and students for the benefit of the College and students. It allows access to information resources and databases around the world.

Everyone using the Internet from the College represents the College while on the Internet. To ensure that the Internet is used in a responsible and productive manner, the following guidelines have been established for using the Internet.

Acceptable Uses of the Internet

The College's website, server, and all other related computer equipment and services may be used only for academic, educational, or professional purposes which are directly related to official college business and in support of the College's mission. Students may use the Internet to research information or download files to be used in reports or presentations for class work. Students may use available lab systems to access their e-mail or chatrooms on a space available basis. Students that need to access files or applications on the College network will be given preference to use of the lab computers.

Staff may use the Internet in the course of their daily activities to access resources of the Commonwealth or research information to be used in the performance of their position. Databases may be accessed for information as needed and e-mail used for business contacts.

Unacceptable Use of the Internet

The Internet shall not be used for personal gain or advancement of individual views. This includes advertising for a personal non-college related business or sending e-mail to people to convince them of your opinion of a particular topic. In this case, the user should obtain an account from an Internet Service Provider (ISP) at their expense. Pursuant to Massachusetts Campaign Finance Laws, no governmental resources (including computers, fax machines, modems, printers, and/or copy machines) may be used by any person (including a public employee, whether during work hours or otherwise) in order to promote or oppose a political candidate or ballot question or for the purpose of disseminating materials that advocate a particular vote on a ballot question or a political candidate. Further, in addition to a prohibition of any type of political fundraising on State property, a public employee is further prohibited from soliciting or receiving, directly or indirectly, any contribution for any political purpose.

The Internet shall not be used to prevent others from being

productive or disrupt the operation of the College networks. This encompasses e-mail spamming, sending harassing or threatening e-mail, or sending messages under an assumed name. Harassment of any kind is prohibited. No member of the community, under any circumstance, may use the College's computers or networks to libel, slander, or harass any other person. The following shall constitute computer harassment: (1) using the computer to annoy, harass, terrify, intimidate, threaten, offend or bother another person by conveying obscene language, pictures, or other materials, or threats of bodily harm to the recipient or the recipient's immediate family; (2) using the computer to contact another person repeatedly with the intent to annoy, harass, or bother, whether or not any actual message is communicated, and/ or where no purpose of legitimate communication exists, and where the recipient has expressed a desire for the communication to cease; (3) using the computer to contact another person repeatedly regarding a matter for which one does not have a legal right to communicate, once the recipient has provided reasonable notice that he or she desires such communication to cease; (4) using the computer, to disrupt or damage the academic research, administrative, or related pursuits of another; and (5) using the computer to invade the privacy, academic or otherwise, of another or the threatened invasion of privacy of another.

g. Social Networking

Information technology resources provided by the College are the property of the College. Users shall have no expectation of privacy when using such resources. The use of all college information technology resources for social media activities, including but not limited to, Facebook, YouTube, Twitter, blogs or other forms of social media, shall be limited to academic, educational or professional purposes, which are directly related to official College business and in support of the College's mission.

All such uses shall comply with the College's computer use policies. Use of the College's information technology resources for personal social media activities is prohibited.

h. Accessing "Linked Pages" from the College's Web Site

The College is not responsible for, nor does it maintain any control over, any pages that may be linked to its website.

i. Harassment

No member of the community, under any circumstances, may use the College's computers or networks to libel, slander, or harass any other person. The following shall constitute computer harassment: (1) using the computer to annoy, harass, terrify, intimidate, threaten, offend, bother another person by conveying obscene language, pictures, or other materials, or threats of bodily harm to the recipient or the recipient's immediate family; (2) using the computer to contact another person repeatedly with the intent to annoy, harass, or bother, whether or not any actual message is communicated, and/or where no purpose of legitimate communication exists, and where the recipient has expressed a desire for the communication to cease; (3) using the computer to contact another person repeatedly regarding a matter for which one does not have a legal right to communicate, once the recipient has provided reasonable notice that he or she desires such communication to cease; (4) using the computer to disrupt or damage the academic research, administrative, or related pursuits of another; and; (5) using the computer to invade the privacy, academic or otherwise, of another or the threatened invasion of privacy of another.

j. Intellectual Property

A user is prohibited from infringing on any intellectual property, copyright or trademark rights. Users are responsible for recognizing (attributing) and honoring the intellectual property rights of others.

k. Academic Dishonesty

Users should always employ computing resources in accordance with the highest ethical standards. Academic dishonesty (plagiarism, cheating) is a violation of such standards.

l. Responding to Security and Abuse Incidents

All users have the responsibility to report any discovered unauthorized access attempts or other proper usage of the College's computers, networks or other information processing equipment. If you observe, or have reported to you, a security or abuse problem with any College computer or network equipment, including violations of this policy, please notify the Help Desk at x1139 immediately.

m. Security

Users are solely responsible for all materials viewed, stored, or transmitted by way of the College's computer system. The College expects, however, that users will comply with all College rules and state and federal laws related to Internet use. Failure to do so may result in the suspension or revocation of a user's access privileges. Further, users should have no expectation of privacy over e-mail transmissions, and the College reserves the right to access e-mail accounts for routine system maintenance, technical problems or criminal investigations.

n. Violations

Violations of this Policy may result in disciplinary action, up to and including dismissal, as well as civil and criminal liability, and/or a violation of the Electronic Communications Privacy Act or 1986, the Family Educational Rights and Privacy Act, Massachusetts Wiretap and/or Privacy Laws, defamation, copyright and/or trademark infringement laws and state or federal sexual harassment or discrimination laws.

v. Additional Information and Questions

If you have any questions or need help from the IT organization, please call the ITS Help Desk at 508-588-9100, x1139.

Specific Laboratory Use

The General Use Policies are designed for all faculty, staff, administrators, and students in most working or learning areas. However, specific laboratories, the library, and work areas will need to develop policies specific to their unique environment.

Library Internet

Massasoit Librarians and Staff support student access to the internet by the adoption of the American Library Association Standards and Codes listed below:

- The EDUCOM "Bill of Rights and Responsibilities for Electronic Learners;"
- ALA "Library Bill of Rights;"
- ALA "Freedom to Read;"
- ALA "Code of Ethics;"
- ALA "Freedom to View;"
- ALA "Access to Electronic Information, Services and Networks: An Interpretation of the Library Bill of Rights;" and
- ALA "Access to Library Resources and Services Regardless of Gender or Sexual Orientation: An Interpretation of the Library Bill of Rights."

Copies of these standards are available online. If you have any questions about this policy, or any of the library's policies, please speak to a librarian.

Pluralism

The Community Colleges have historically been a major contributing element to the emergence of our nation as one of the most technologically and economically advanced societies of

the world. The important role that the Community Colleges can play is profoundly dependent upon the extent to which they may draw from the full collective of intellectual resources within each college's community of scholars, students and administrators. Any condition or force that impedes the fullest utilization of the human and intellectual resources available represents a force of destructive consequence for the development of our Commonwealth and, ultimately, our nation. Community College students, faculty, staff and visitors must be free from conduct that has the purpose or effect of interfering with an individual's academic or professional performance and creating an intimidating, hostile or demeaning educational or employment environment. Therefore, the Community Colleges establish a policy of unequivocal condemnation of all forms of ethnic, religious, cultural or racial intolerance within the fifteen College communities.

This policy condemns all conditions and all actions or omissions, including all acts of verbal harassment or abuse, which deny or have the effect of denying to an individual his/her rights to equality, dignity and security in violation of his/her rights guaranteed under the law. The policy reaffirms the doctrine of civility, appreciation for pluralism and the pre-eminence of individual human dignity as preconditions to the achievement of an academic community that recognizes and utilizes the resources of all persons while recognizing and reaffirming the tenets of academic freedom. The Community Colleges recognize their obligation to protect the rights of free inquiry and expression, and nothing herein shall be construed or applied so as to abridge the exercise of rights under the Constitution of the United States and other federal and state laws. The Community Colleges will vigorously strive to achieve diversity sufficiently reflective of our society. However, diversity alone will not suffice.

There must be a unity and cohesion in the diversity which we seek to achieve, thereby creating an environment of pluralism.

The Community Colleges bear a responsibility by edict and an obligation by social morality to promote understanding and acceptance of ethnic, cultural, religious and racial diversity as we strive to create an atmosphere of dignity for all individuals and groups within our system of public higher education. The President will take reasonable measures to prevent and discourage harassment and will act positively to investigate alleged harassment and to effect a remedy or resolution when an allegation is determined to be valid.

Sexual Harassment

It is the goal of Massasoit Community College to promote an educational environment and workplace that is free of sexual harassment. Sexual harassment of students or employees is unlawful and will not be tolerated by Massasoit. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating with an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated. For additional information about rights, procedures, resources, and support services, please see the full Policy on Affirmative Action, Equal Opportunity & Diversity at massasoit.edu/EEO.

Social Media Guidelines

The Office of College Communications is the administrator for the College's official social media sites. Social media provides Massasoit Community College employees, students, and alumni an opportunity to interact and share ideas, photos, and video. Please see the Office of College Communications Style Guide for specific guidelines. To request a sanctioned Massasoit social media channel, please contact the Office of College Communications at communications@massasoit.mass.edu. Users must adhere to IT Acceptable use policy when utilizing social media. Additionally,

users must adhere to all Massasoit policies, including those related to harassment, discrimination, respect for diversity, and conflicts of interest, and must respect Copyright and Fair Use policies.

Solicitation

Commercial ventures are not permitted to operate or solicit on College property. The posting of advertisements on college property is subject to the College's Bulletin Board Policy. College offices and committees appointed by the President of the College may conduct fundraising activities, which are directly related to their functional purposes. Materials produced for the promotion of the event must bear the name of the sponsoring office or committee.

Tobacco & Electronic Cigarette Use

State law currently prohibits smoking inside any state building. Massasoit Community College is committed to providing a safe and healthy workplace and to promoting the health and well-being of its employees and students. For health and safety reasons, smoking and the use of tobacco and electronic cigarette products (including cigarettes, cigars, pipes, smokeless tobacco, e-cigarettes), is permitted only in personal vehicles on the Brockton and Canton campuses and in one designated area at each campus (between lots 2 & 3 in Brockton and adjacent to Lot 3 in Canton).

The Middleborough location is smoke free.

The Tobacco and Electronic Cigarette Use Policy shall apply to all Massasoit Community College employees, students, and visitors.

Web Privacy

This privacy statement discloses the privacy practices for Massasoit Community College's website and all websites that end with massasoit.edu or massasoit.mass.edu.

Information Collection and Use

Massasoit Community College collects information from our users at several different points on our website. If you choose to share personal information with us – by sending us a message or filling out an electronic form with personal information – we will use the information only for the purpose authorized.

Massasoit Community College is the sole owner of the information collected on this site and we will not sell, share, or rent this information to others in ways different from what is disclosed in this statement. All information electronically sent is collected under secure means (SSL) to ensure your privacy.

Log Files

Our website server automatically recognizes only the Internet domain and Internet Protocol (IP) address from which users accessed our site. We use IP addresses to analyze trends, administer the site, and gather broad demographic information for aggregate use. We do this so that we can improve the content of our site. Since IP addresses are not linked to personally identifiable information, this does not result in the identification of personal email address or other personal information.

Sharing

We will not share this aggregated demographic information with third parties. This is not linked to any personal information that can identify any individual person. We may partner with third-party companies to provide specific services to our community such as a credit card processing company to bill users for goods and services. These companies do not retain, share, store, or use personally identifiable information for any secondary purposes. These parties are not allowed to use personally identifiable information except for

the purpose of providing these services.

Cookies

A cookie is a piece of data stored on the user's hard drive containing information about the user. Usage of a cookie is in no way linked to any personally identifiable information while on our site. Once the user closes the browser, the cookie simply terminates. For instance, by setting a cookie on our site, the user might not have to log in with a password more than once, thereby saving time while on our site. If a user rejects the cookie, he or she may still use our site. The only drawback is that the user might be limited in some areas of our site. Cookies can also enable us to track and target the interests of our users to enhance the experience on our site.

Links

This website contains links to other sites. Please be aware that Massasoit Community College is not responsible for the privacy practices of such other sites. We encourage our users to be aware when they leave our site and to read the privacy statements of each and every website that collects personally identifiable information. This privacy statement applies solely to information collected by this website.

ACADEMIC POLICIES

Academic Degrees

The Board of Higher Education has statutory authority to confer associate degrees to individual community colleges. Upon recommendation of the faculty, those candidates who qualify may be awarded a degree of Associate in Arts (A.A.), Associate in Science (A.S.), or Associate in Applied Science (A.A.S.).

A certificate is awarded to students who complete at least 30 credits in a Board of Higher Education-approved program. The College also offers college-approved certificates of fewer than 30 credits, as well as a wide variety of non-credit certificate programs.

Academic Forgiveness

Academic forgiveness provides a second chance for students who had an unsuccessful start in an academic degree or certificate program in the past. It allows students who have demonstrated recent academic success to have failing grades (D+ and lower) removed from their grade point average (GPA) while retaining credit for grades of C- or higher. Academic forgiveness will only be granted one time per student.

Academic Forgiveness Eligibility Requirements:

- Student must have been absent from Massasoit Community College with no recorded grades for a minimum of three full academic semesters (fall and spring semesters only; Winter Session and Summer Session do not qualify).
- Student must be currently matriculated in a degree or certificate program (cannot be non-degree).
- Student must be seeking their first degree or certificate from Massasoit Community College (cannot have graduated previously from MCC).
- Student must have completed at least one semester and earned at least 12 credits with a GPA of 2.50 or higher in their returning semester(s).

If all eligibility requirements are met and academic forgiveness is granted, then all courses with a grade of D+ or lower taken before the defined absence will be excluded from GPA calculations and "Academic Forgiveness Approved" will be noted on transcripts for

each approved semester. These courses will still remain on college transcripts and will continue to be considered attempted courses in the completion rate and grade point average when determining satisfactory academic progress (SAP) for financial aid.

Academic Honesty

By enrolling at Massasoit Community College, students accept the responsibility for maintaining high standards of academic integrity and scholarly practice. Plagiarism, which is using another person's words or ideas without acknowledgment, is strictly forbidden. This means that dependence on the ideas or language of others in a student's oral, written, technical and artistic work must be properly acknowledged and documented. Information on documentation is contained in most writing handbooks and is generally covered by an instructor in one of a student's composition courses.

Academic dishonesty also includes, but is not limited to, a student giving or receiving aid during examinations or in completing laboratory assignments, computer programs, or other work assigned in courses, unless given explicit permission by the instructor.

It is the responsibility of the individual instructor to enforce this policy. If an infraction occurs, an instructor may take action which reflects the seriousness of the infraction, and could range from an informal verbal warning to, but not beyond, the issuance of a grade of F for the course.

In addition to action taken relative to the specific course, the course instructor may bring any matter related to academic honesty to the Dean of Students, who may bring the matter to the Vice President of Academic Affairs for consideration of further disciplinary action.

The student's right to due process is guaranteed in any disciplinary action involving faculty members and the administration. If a student has a complaint or a grievance he/she should contact the Dean of Students. The Student Grievance Procedure is contained in the Student Handbook which is available in the Student Life Office and the Office of the Dean of Students. The procedure outlines the necessary steps a student must follow to file a grievance

Academic Honors

Commonwealth Honors Program

The Commonwealth Honors Program at Massasoit offers students honors courses in a variety of academic disciplines. Students are generally identified in their English Composition I classes, but any matriculated student who carries a GPA of 3.2 or better, or who receives permission from one of the Coordinators, may be admitted. Admission typically comes after completion of 12 college credits, but exceptions are made for highly motivated students. Honors classes feature a seminar format of teaching and learning, a high degree of student participation, and ongoing conferences between students and their professors. All honors classes are designated as such on students' transcripts.

Students may enroll in individual courses or work to complete the program and graduate as Commonwealth Honors Scholars. Students who complete all academic requirements of the Commonwealth Honors Program receive a \$250 scholarship.

The small size and intimate atmosphere of honors classes appeal to students who seek a strong voice in their education. Students receive sustained assistance in planning their future educational goals, including transfer. Students receive a \$100 waiver for each three- or four-credit honors course.

The Brockton and Canton campuses have a dedicated Honors Center. The Honors Center is where students study, use computers,

and meet with other students in the program.

Honors Program Highlights

- Annual recognition awards
- Student presentations by members of the Honors Speakers Bureau
- Extracurricular activities for cultural enrichment
- Statewide undergraduate conference
- Student presentation of original work in oral and visual form before peers, faculty, and the public.

Massasoit Community College is a member of the National Collegiate Honors Council.

Dean's List

Students who have earned a GPA of 3.4 or higher in a semester in which they have completed at least nine credits are considered candidates for the Dean's List. Students who have received a Failure or Incomplete cannot be included on the Dean's List. However, students who make up work and whose Incomplete grades are changed by the professor may be added to the Dean's List for one full semester only.

Massasoit Green Key

The Massasoit Green Key Award is an honorary activities society, established in 1968, designed to recognize the contributions made by students in the College and the wider community and to encourage involvement and participation in the life of the College. Although selection is primarily based on leadership, participation, and unselfish contributions of one's time, energy, and ability, the student must also be making satisfactory progress in his or her academic pursuits. Membership in this organization represents the highest honor the College can bestow for outstanding leadership in both the College and the community.

Phi Theta Kappa

In 1985 the Honor Society of American Community and Junior Colleges established a chapter of Phi Theta Kappa at the College. The purpose of the society is to recognize publicly those students who pursue the ideals of scholarship, leadership, fellowship, and service. Students who have successfully completed 12 credits toward a degree program, achieved at least a 3.5 cumulative grade point average, and who have demonstrated leadership in the community and the College are eligible to be inducted into this society. Massasoit's chapter of Phi Theta Kappa is Alpha Kappa Upsilon.

Academic Standing and Progress Toward a Degree

A student's academic standing is determined by the student's grade point average (GPA). The cumulative GPA is the total of all grade/quality points acquired, divided by the total number of credits attempted.

Good Standing

Students will be considered to be in good standing if they maintain a cumulative GPA as indicated:

- 1.0** upon the completion of **1-15 total credits**
- 1.6** upon the completion of **16-30 total credits**
- 1.75** upon the completion of **31-45 total credits**
- 2.0** upon the completion of **over 45 total credits**

Withdrawals, Incompletes, Passes, and Audits are not completed courses and, therefore, do not factor into the GPA. The minimum cumulative GPA for graduation is 2.0. Students receiving financial aid are also required by government regulations to comply with

additional standards. Please refer to the Satisfactory Academic Progress policy in the Financial Aid section.

Academic Probation

Students who are not in good standing will be placed on academic probation and are strongly encouraged to meet with an advisor. The purpose of meeting with the advisor is to consider one or more of the following options:

1. A reduction or change in the student's intended course selection for the next probationary semester;
2. A reduction or change in intended work plans for next semester;
3. Tutoring;
4. Academic assistance program (Latch);
5. A program of regular, periodic meetings with the student's new instructors, advisor, and/or faculty advisor; or
6. Career reassessment program.

After one semester of Academic Probation, the student will:

1. Be removed from academic probation if the cumulative GPA is raised to or above that required for good standing;
2. Continue on academic probation if the probationary semester's GPA is 2.25 or above, but the cumulative grade point average stays below that required for good standing; or
3. Have a status of academic deficiency if the semester's GPA is below 2.25 and the cumulative GPA is below that required for good standing.

Academic Deficiency

Students have a number of alternatives when their academic status falls to academic deficiency:

1. If applicable, the student may complete their incomplete course work and bring the academic record back into good standing before the beginning of the next semester.
2. The student may submit an appeal to the Director of Advising. The director will decide to approve or deny a probationary semester for the student to remain in their program. The appeals form can be found at massasoit.edu/appeals.
3. The student may request special academic advising and planning with College advisors or developmental program staff who will consider alternatives and make recommendations to the Vice President of Academic Affairs.
4. If no action is taken within the identified time-frame, the student remains in deficiency status and in a non-degree program for one academic semester. After one academic semester, a student may apply for readmission to a degree program.

Student Status

- Freshmen are students who have completed fewer than 30 credits.
- Sophomores are students who have completed 30 or more credits.
- Full-time students are those registered for at least 12 credits per semester.
- Part-time students are those who register for fewer than 12 credits per semester.
- Matriculating students are those who have been formally accepted in a program.
- Non-degree students are those who are not in any academic program.

Academic Year

The academic year consists of two semesters of about 15 weeks each. Curricula leading to the degrees of Associate in Arts (A.A.), Associate in Science (A.S.), and Associate in Applied Science (A.A.S.) are designed so that a student pursuing a program can complete graduation requirements in two academic years, or four semesters. In most associate degree programs, the opportunity exists to complete the required curricula over a longer period of six to eight semesters by taking fewer courses per semester. Interested students should contact a counselor or academic advisor for details.

Certificate programs are typically completed in one or two semesters.

Adding and Dropping Courses

1. Full Semester Courses

- a. Any student wishing to add or drop a course may do so during the first seven (7) calendar days of the semester without financial or grade penalty for all full semester classes (Fall and Spring).
- b. Students wishing to add a course during the second seven (7) calendar days of the semester may do so only with the permission of the course instructor.
- c. Students wishing to drop a course during the second seven (7) calendar days of the semester may do so with a grade of W (Withdrawal) and a 50% refund of tuition and fees.
- d. Switching: Students wishing to drop a course during the second seven (7) calendar days of the semester may do so without financial or grade penalty IF they are also adding an eligible course with the permission of the course instructor.
- e. Students wishing to drop a course after the first fourteen (14) calendar days of the semester may do so with a grade of W (Withdrawal) and no refund of any tuition and fees.

2. Two-week Courses (Winter Session):

- a. Students may add or drop a course on the first (1st) calendar day of the course without financial or grade penalty.
- b. Students may add with permission of the course instructor and drop with a grade of W (Withdrawal) and a 50% refund of tuition and fees on the second (2nd) calendar day of the course.
- c. Students dropping a course on or after the third (3rd) calendar day of the course will receive a grade of W (Withdrawal) and receive no refund of any tuition and fees.

3. Five-week Courses (Fall, Spring, Summer):

- a. Students may add or drop a course during the first two (2) calendar days of the course without financial or grade penalty.
- b. Students may add with permission of the course instructor and drop with a grade of W (Withdrawal) and a 50% refund of tuition and fees during the second two (2) calendar days of the course.
- c. Students dropping a course after the first four (4) calendar days of the course will receive a grade of W (Withdrawal) and receive no refund of any tuition and fees.

4. Seven-week Courses (Fall, Spring):

- a. Students may add or drop a course on the first three (3) calendar days of the course without financial or grade penalty.
- b. Students may add with permission of the course instructor and drop with a grade of W (Withdrawal) and a 50% refund of tuition and fees during the second three (3) calendar days of the course.
- c. Students dropping a course after the first six (6) calendar days of the course will receive a grade of W (Withdrawal) and receive no refund of any tuition and fees.

5. Ten-week Courses (Summer Semester, Fall and Spring Accelerated Sessions):

- a. Students may add or drop a course on the first four (4) calendar days of the course without financial or grade penalty.
- b. Students may add with permission of the course instructor and drop with a grade of W (Withdrawal) and a 50% refund of tuition and fees during the second four (4) calendar days of the course.
- c. Students dropping a course after the first eight (8) calendar days of the course will receive a grade of W (Withdrawal) and receive no refund of any tuition and fees.

* NOTE: "Calendar days" include Saturdays and Sundays; students may email requests to the Registrar's Office at registrar@massasoit.mass.edu or to Student Central at studentcentral@massasoit.mass.edu on days where the office is closed.

Withdrawal Policy

Students may initiate a formal withdrawal from a course or the College through the 13th week of the semester. (Please see the Academic Calendar for specific dates.) To initiate the process, students must submit the Withdrawal Form, found in their MyMassasoit portal, visit Student Central in-person during business hours to complete a paper withdrawal form, or email studentcentral@massasoit.mass.edu from their Massasoit email account to request the withdrawal.

A grade of "W" will be recorded on the student's transcript after the official withdrawal procedure has been completed. Students are encouraged to speak to their advisor before withdrawing from any course. Please be advised that ceasing to attend a class may result in an administrative withdrawal or a failing grade. If a student stops attending classes but does not formally withdraw, the student will receive a failure (F) in any course involved. Failures are averaged into the GPA for all students.

Students who receive financial aid should consult with a financial aid counselor before withdrawing.

Attendance

Students are expected to attend all regularly scheduled classes and laboratory sessions on time. The professor at the beginning of the semester will clarify the attendance policy in writing on the course syllabus.

Parental Status, Pregnancy, and Pregnancy-related Conditions

In accordance with the requirements of state and federal law, the College prohibits discrimination against students, employees, and applicants based on parental status, pregnancy, childbirth, termination of pregnancy, lactation, related medical conditions, or recovery. Furthermore, the College provides reasonable accommodations for parental status, pregnancy, and pregnancy-related conditions, including modifications for students; reasonable break time for employees for lactation; and one or more clean, private lactation spaces that is not a bathroom for both students and employees. For more information, please see the College's Affirmative Action Policy and/or contact the Title IX Coordinator at (508) 588-9100 x1304.

Absence Due to Religious Beliefs

In accordance with Chapter 151C of the Massachusetts General Laws, any student in an educational or vocational training institution, other than a religious or denominational educational

or vocational training institution, who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study or work requirement, on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement which he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school.

No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section.

For more information about your rights and the process for filing a complaint, please see the full Policy on Affirmative Action, Equal Opportunity & Diversity at massasoit.edu/EEO.

Course Participation Reporting

Massasoit reviews student participation immediately following the add/drop period to ensure compliance with federal financial aid regulations. Faculty report students who have not engaged in any academically related activity (***please see below for details***) during the designated non-participation reporting period, which occurs shortly after the course begins and varies on the duration of the course.

Faculty will provide the Registrar with a grade of an NP to indicate that the student has not participated in the course. If you are reported as not having not participated in a course.

- You will be dropped from the course.
- Your [cost of attendance](#) and financial aid eligibility will be reevaluated based on your updated enrollment.
- Tuition and fee charges for the dropped course will be removed from your account.

If a student believes that the non-participation (NP grade) was given in error, the student must contact the instructor to correct the error and have the instructor's approval of reinstatement sent to the Registrar's Office via email. All errors must be addressed within one week (the specific deadline will be identified in an email sent to the student). Non- Participation related course drops are only processed during the designated reporting window at the beginning of each course. After this period, students who no longer wish to remain enrolled must officially withdraw themselves. Instructors may continue to report a student's last date of participation through the end of the term, including when final grades are submitted. This information may be used to determine financial aid adjustments if a student stops participating in one or more courses.

Courses where participation cannot be confirmed may not count toward your enrollment status for financial aid purposes. This may result in a reduction or cancellation of your financial aid based on your updated enrollment, and you may be responsible for any resulting balance due to the college. If you begin a course but stop participating later in the term, your financial aid may still be adjusted based on your last date of participation, and you may be responsible for any resulting balance. If a student is not reported as non-participating and would like to withdraw from a course, the student must initiate the official course withdrawal. It should also be noted that students who were not reported during the course participation process, could still receive a grade of "F" from the instructor.

The Department of Ed is now using the term "Academic Engagement" when referring to participation and attendance: Academic engagement: Active participation by a student in an

instructional activity related to the student's course of study that includes but is not limited to: • Attending a synchronous class, lecture, recitation, or field or laboratory activity, physically or online, where there is an opportunity for interaction between the instructor and students; • Submitting an academic assignment; • Taking an assessment or an exam; • Participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction; • Participating in a study group, group project, or an online discussion that is assigned by the institution; or • Interacting with an instructor about academic matters; and Academic engagement does not include, for example: • Logging into an online class or tutorial without any further participation (Logging into an online class or tutorial for a specific period of time is not sufficient documentation of attendance in that class)

Cancellation of Classes

To view school cancellations, visit the Massasoit website at massasoit.edu.

When cancellation of classes is necessary due to inclement weather, announcements will be made at approximately 6 a.m. on the following radio and TV stations: WPLM-FM (99.1), WCTK (98.1), WBZ-TV (Ch. 4), WBZ-AM (1030) WHDH-TV (Ch. 7), NECN (Ch. 8), WFXT-TV (Ch. 25). Each campus may be independent of the other in regards to class cancellations in an emergency situation. Evening school cancellations are broadcast over the same stations at approximately 3:00 p.m. To sign up for the campus alert system, visit www.getrave.com/login/massasoit or the Massasoit website under Campus Police.

Please do not call the College.

For individual class cancellations and classroom changes, please log in to the MyMassasoit web portal where class cancellations will be posted on the home page.

Change of Program

Students interested in changing their program of study initiate the process in the Advising, Career & Transfer Center. Required paperwork is filled out during an interview with an advisor and career counseling is provided if necessary. All completed requests for change of program are filed with the Registrar's Office except for selective admission programs. Applications to these programs are submitted to the Admissions Office and have specific deadlines.

Concurrent Curricula

The College allows students to be enrolled simultaneously (concurrent curricula) in up to three certificates and one degree program at the student's request before the completion of the certificate requirements, or in two degree programs at the student's request before the completion of the first degree. There is a maximum of four concurrent programs at a time. Students should complete a program modification form with an advisor in the Advising, Career & Transfer Center.

Core Curriculum

The Core is the center of our curriculum. It is a group of required courses that will help students gain a foundation of knowledge, skills, and proficiencies that we believe every graduate of Massasoit should possess. This Core will assure employers and transfer colleges that our graduates have pursued a liberal arts education that is college level in the areas of communication, mathematics, science, social science, and humanities.

A major benefit of the Core Curriculum is that it has been carefully

designed to ensure that students develop the prerequisite and co-requisite skills needed to succeed in a degree program. The Core does not pertain to certificate programs unless otherwise specified by the individual program. The Core is competency-based. If a student is able to demonstrate that he or she already possesses these skills, he or she will be allowed to select courses of a higher level and/or a greater diversity of subject matter. A series of assessment tests will be employed to determine each student's level of ability. Test results will dictate whether a student will be exempt from certain courses or placed in courses to assist the student in gaining the skills he or she needs.

Courses with numbers beginning with a zero do not fulfill Core requirements and are not credited toward the completion of an associate degree. They are required for students who demonstrate insufficient skill on the mathematics, reading, and writing assessment tests. If students believe the scores on the assessment tests are not an accurate indicator of their skills, they may request retesting twice during the initial semester. Placement test scores are valid for a period of one year. Students who take and who score over 500 on the SAT Critical Reading exam are exempt from the reading tests. Students who take the Writing exam and receive a score of 10 or higher are exempt from both the reading and writing tests and are placed into ENGL 101 English Composition I. All students must take the mathematics placement test. It is strongly recommended that students who place into developmental courses take them immediately upon entrance to the College.

Finally, the Core Curriculum has been designed to assist students to gain knowledge and skills that enhance and complement those of their chosen field. It will broaden life interests and equip a student to make more effective use of our world throughout life. We believe that it will help each student to keep growing as a person. We are proud of our Core Curriculum and trust that students, too, will share our belief when they have engaged in it. Students should carefully note developmental prerequisites for individual courses.

There are three Cores: one for Associate in Applied Science (A.A.S.) degrees; one for Associate in Science (A.S.) degrees; and one for Associate in Arts (A.A.) degrees. The minimum Core components for each are listed below.

Minimum Core Requirements

Associate in Applied Science (A.A.S.):

- 6 communications credits
- 3 quantitative credits
- 3 or 4 science credits
- 3 social science/humanities credits
- 6 liberal arts credits

Associate in Science (A.S.):

- 6 communications credits
- 3 quantitative credits
- 3 or 4 science credits
- 3 social science/humanities credits
- 6 liberal arts credits

Associate in Arts (A.A.):

- 6 communications credits
- 3 oral communication credits
- 3 quantitative credits
- 7 science credits
- 9 social science credits
- 6 humanities credits

Additional information concerning the Core Curriculum may be obtained by contacting the office of the Vice President of Academic

Affairs.

Credit Hour

Massasoit Community College has adopted the federal definition of a credit hour: an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is consistent with commonly accepted practice in postsecondary education and that reasonably approximates not less than:

(1) One hour (50 minutes) of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or the equivalent amount of work over a different amount of time;

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

In determining the amount of work associated with a credit hour, the institution may consider a variety of delivery methods, measurements of student work, academic calendars, disciplines, and degree levels.

Directed/Independent Studies

The intent of directed or independent studies is to provide: (1) an alternative method for completing catalog courses (directed study); and (2) an opportunity to explore subject matter not presently offered (independent study). Students who wish to take a directed or independent study course must fill out the Directed/Independent Study Form found on the MyMassasoit Student portal and discuss it with the faculty member who is willing to guide their studies. This discussion is to occur prior to the start of the semester in which the directed/independent study course will be held. The student must sign and submit this form to their faculty member no later than the end of the semester's add/drop period. Students who plan to complete a Commonwealth Honors project must discuss their project with their faculty member within the first three weeks of the semester. They are to sign and submit their Directed/Independent Study Form no later than four weeks after the start of the semester. The form will require the signed approval of the faculty member, Division Dean, and Vice Provost of Academic Affairs. Students may have up to two directed/independent courses per program while attending Massasoit.

English 101 Substitution

A student, based on testing scores, may place out of ENGL 101 English Composition I and substitute any college-level writing course in its place. This is also the case if a student placed into an equivalent to ENGL 102 at another school and was not required to take the ENGL 101 equivalent. Currently there are only two options for replacement: ENGL 119 Creative Writing or JOUR 120 Journalism Basics for the Digital Age.

Grading

Grade Point Average

Grades are recorded using a four-point system. Grade point average (GPA) is a calculation of a student's average grade either by semester or overall. The semester GPA is determined by dividing the total quality points earned in the semester by the sum of credits completed. The cumulative GPA is the total quality points acquired divided by the total credits attempted. For example, 26 quality points divided by 13 credits equals a 2.0 GPA.

The number of quality points earned is determined by multiplying the grade point value earned by the credits granted for that course. For example, a student receiving a grade of C in a three-credit course would receive six quality points (i.e., grade point value of 2.0 times the three credits successfully completed).

The following grades are not included in calculation of the GPA:

A	4.0	Excellent
A-	3.7	
B+	3.3	
B	3.0	Good
B-	2.7	
C+	2.3	
C	2.0	Satisfactory
C-	1.7	
D+	1.3	
D	1.0	Less than satisfactory
D-	0.7	
F	0.0	Unsatisfactory

AU (Audit): Indicates permission to sit in a course and is granted at the time of registration on a space-available basis. After a course has begun, an audit may not be changed to full registration, nor may full registration be changed to an audit.

I (Incomplete): May be given by the instructor if at least a majority of the coursework has been completed. In this event, the student is required to contact the instructor as soon as possible, certainly no later than 30 days after the semester, to determine how the work will be made up. The grade of I will remain open through the following semester (summer session excluded) at which time, if not changed by the instructor, the grade of I becomes an F.

NG (No Grade): Indicates that the faculty member did not submit a grade.

P (Pass): Given to successful completion of certain internships and practicums. This grade has no impact on GPA or in determination of status of progress toward a degree.

W (Withdrawn): Indicates withdrawal from a course. See Withdrawal Policy more information.

Students questioning a grade or other academic policy shall discuss their concerns with their instructor, then with the Department Chair, Division Dean, and Vice President of Academic Affairs.

Repeating a Course

- Students may attempt a course or its equivalent up to two times without prior permission.
- Students seeking to attempt a course or its equivalent three or more times must discuss success strategies with an academic counselor prior to registering for the course.
- Under no circumstances may a student take a course more than five times.
- Attempts include currently enrolled courses, transferred coursework, withdrawals, incompletes, audited courses, and courses with a final letter grade awarded.
- Classes dropped during the add/drop period are not counted as an attempt.
- When a student repeats a course, only the higher grade is computed in their Grade Point Average (GPA). All grades remain on the student's academic transcript.
- Students receiving financial aid have additional restrictions on repeating courses. Please refer to the Financial Aid Course Repeat Policy at massasoit.edu/finaid for more information.

Exceptions to the College Course Repeat Policy:

- Repeating a course may not be allowed in specific programs with outside accreditation. In those cases, the specific program's policy will supersede this policy.
- Failing grades that were removed from a student's GPA through an approved Academic Forgiveness appeal will not count toward the five-attempt maximum; students will still need to complete the Course Repeat Request Forms as detailed above.

Transcripts

Transcripts are a cumulative record of a student's grades at Massasoit. Students may need a copy of their transcript for an employer, for admission to a transferring institution, for personal records, etc.

To order transcripts, current or recent students who have an active MyMassasoit portal account can log into their account, find the Registrar Links card, then click "Order Official Transcript".

Former students with no active MyMassasoit account can create an account with Parchment to order transcripts. Transcript requests forms are available in Student Central (Student Center in Brockton, 1st Floor in Canton) and online.

Transcripts can only be released directly to the student or to a person or entity designated by the student (a photo ID is required when picking up a transcript in person). Transcripts are \$3.00 per copy and must be paid for upon ordering using any major credit or debit card.

For more information, visit massasoit.edu/transcripts.

The Registrar's Office does not print unofficial transcripts. Active students can view and print their unofficial transcripts from the MyMassasoit portal.

Student Learning Assessment

In keeping with Massasoit Community College's commitment to excellent educational experiences and high-quality programs for its students, and consistent with practices at other institutions within the state and nationally, Massasoit Community College routinely engages in the assessment of student learning at the course, program, institution and system levels. The learning outcomes assessment process may include a variety of methods such as standardized tests, student surveys and focus groups, campus developed instruments, and a review of student course and co-curricular work. In circumstances beyond the individual course level, where a student's course or co-curriculum work is selected for assessment, the identity of the student will be protected. The student's name, grade or other identifying information will be removed before the student work is reviewed. Selected student work may be subject to review by a limited cohort of higher educational personnel, primarily faculty. Assessment of student learning is undertaken primarily for the purpose of improving student learning, curriculum development, instructional improvement, and enhancing student academic success. Assessment activities will have absolutely no effect on a student's grade, academic standing, ability to transfer, or ability to be graduated. Massasoit Community College will take all necessary steps to ensure the confidentiality of all student records and student work reviewed through this process in accordance with FERPA regulation.

Graduation

Massasoit Community College does not require students to apply for graduation. Students who have completed their program(s) of study and met all graduation requirements will automatically be graduated at the end of the term (January, May/June/August). To graduate from MCC, students must:

- complete all program requirements, both courses and credits, which will be verified by the Office of the Registrar
- have a minimum 2.0 cumulative grade point average (GPA).

Students will be contacted by the Office of the Registrar in their final semester to notify them of their upcoming graduation from their certificate and/or associates degree program and to request the student's desired diploma name and name pronunciation.

Opt out: students will be able to opt out of graduating that term should they choose. A request from the student's Massasoit email address to the Registrar email or submission of the Request to Opt Out of Graduation form is required to delay graduation.

Massasoit has three degree conferral dates: one in January for coursework completed during the fall semester, one in May/June for coursework completed during the spring semester, and one in August for coursework completed during either summer term. Commencement ceremonies are held once a year at the end of the spring semester.

Graduation Requirements

Candidates for graduation must satisfactorily complete all of the following requirements:

- Complete all courses required for each degree/certificate program;
- Complete the minimum credits required for each degree/certificate program;
- A minimum of 15 credits (or 25% of the program) must have been completed at Massasoit for degree programs or at least 50% for certificate programs;
- Achieve a cumulative GPA of at least 2.0;
- Be free from disciplinary probation at time of graduation; and
- Have met all financial obligations in full to the College.

Commencement

Students who have completed all of the graduation requirements by the commencement date are eligible to participate in the ceremony. Information regarding the graduation ceremony for potential graduates will be posted on the Massasoit Community College website. Graduation packets are available for graduation students. Cap and gowns are available through the College virtual bookstore.

Graduation with Honors

Graduation with Honors is an official recognition by the College of outstanding academic achievement by a student during the entire period of his/her enrollment at the College. Honors are given to individuals receiving an Associate in Arts (A.A.), Associate in Science (A.S.), Associate in Applied Science (A.A.S), and our three Board of Higher Education-recognized certificate programs.

A student's cumulative GPA as of his/her last semester in attendance before degree conferral is used to determine Graduation Honors.

Honors: 3.3-3.69 GPA

High Honors: 3.7-3.89 GPA

Highest Honors: 3.9 and above GPA

The corresponding honors designation will appear on a student's official transcript. Phi Theta Kappa membership and Honors Program fulfillment will also appear on a student's official transcript.

Online Learning

Massasoit offers a variety of distance education courses each semester -- from fully online to hybrid to video conference. These options allow students to customize their learning experience to match educational goals, learning styles, and scheduling

constraints. To learn more, visit massasoit.edu/online-learning or email onlinelearning@massasoit.mass.edu. Orientation sessions are offered both online and through face-to-face orientations sessions on campus.

DIVISION OF ACADEMIC AFFAIRS

Chief Academic Officer

Rita Jones-Hyde, Ph.D.

Interim Vice President of Academic Affairs, x1901

Libraries

Institutional Research

Grants

Early College

Professional Development / CEED

Continuing Education

Pamela M. Witcher, Ph.D.

Associate Vice President, Continuing Education

Adult Basic Education/ ESOL Support

Alexandra Carvario, M.Ed., x1301

Stephen Hunter, x1303

Community Education

Cheryl Powers, M.B.A., x1305

Bilun Ozbilen, M.Ed., x1916

The Massasoit Future of Work Institute

Carine Sauvignon, Ed.D.

Associate Vice President of The Future of Work Institute

Lydia Dodson, M.B.A., M.Ed.

Executive Director

David Johanson, M.Ed.

Associate Dean

Correctional Education and Returning Citizens Program (CERC)

Gisela Morton, M.S., x1860

Kaitlyn Kearns, x1861

Business and Entrepreneurial Leadership

Michael Roggow, Ed.D.

Dean, Business and Entrepreneurial Leadership

Business Administration

Robert Pacheco, M.B.A., x1684

Culinary Arts and Hospitality Management

Paul Weeden, M.B.A., x1697

Information Management (CTIM)

Catherine Boudreau, x1698

Liberal Studies and the Arts

Donna Wright

Division Dean

Communicative Arts

Corinne Mason, x1056

English

Rebecca Coco, x1775

History and Government

Pelin Kadercan, Ph.D., x1774

Modern Languages

Robin Peery, ABD, x1815

Social Sciences

Christina Birmingham, Department Chair, x1918

Visual Arts

Linda Dunn, MSAE, x2905

Health Sciences

Catherine Powers Ozyurt, Ed.D.

Dean, Health Sciences

Susan Clover, MSN, RN

Associate Dean, Nursing

Dental Assisting

Sabrina Gambuto, x2124

Liberal Arts Transfer - Health Sciences

Medical Assisting

Eve Jankey, M.Ed., CMA(AAMA), x2601

Nursing Education

Janice Hagman, x1771

Radiologic Technology

Anthony Kapadoukakis, Ph. D., R.T.(R), x1784

Respiratory Care

Kevin Doten, BS, RRT, x1779

Behavioral Science, Public Service, & Education

Karyn Boutin, MAT

Dean, Behavioral Science, Public Service, & Education

Criminal Justice

Aviva Rich-Shea, x1927

Early Childhood Education

Lauren Dalton, MS, x1752

Elementary Education

Sawsan Zahara, Ed.D., x1700

Fire Science Technology

Fire Science Technology, x1928

Human and Social Services

Glen T. Prospere, Ph.D., x1760

Psychology

Andrea Frank, x1707

Science, Technology, Engineering & Mathematics (STEM)

Katie Ruggieri, Ph.D.

Dean, STEM

Matthew Waterman

Associate Academic Dean of STEM

Architectural Technology

Robyn Parker, Department Chair, x2528

Biology

Andrew Oguma, Ph.D., x1627

Computer Science

Janet Brown-Sederberg, MS, CPA, x1630

Engineering and Networking Technology

Jacques-Antoine Jean, x2110

Mathematics

Alexander Cotter, x1654

Physical Science

Melany McFadden, M.S., x1616

Truck and Heavy Equipment Technology

Aaron Rovaldi, A.S., x2126

Veterinary Technology

Roda Motta, MSc, BSEd, AS, CVT, x2380

PROGRAMS OF STUDY

Associate Degree Programs

Architectural Technology
Black Studies
Biology Transfer
Business Administration Careers - Accounting
Business Administration Careers - Marketing
Business Administration Careers - Management
Business Administration Transfer
Chemistry Transfer
Computer Information Systems - Integrated User Support
Computer Science Transfer
Computer Science Transfer - Data Science
Criminal Justice - Career
Criminal Justice - Transfer
Culinary Arts
Diesel Technology
Diesel Technology - Heavy Equipment Apprentice Option
(*Local 4 only*)
Early Childhood Education and Administration
Early Childhood Education and Administration-Transfer
Elementary Education
Engineering Transfer - Chemical
Engineering Transfer - Civil
Engineering Transfer - Electrical
Engineering Transfer - Mechanical
Fire Science Technology
Hospitality Management

Human & Social Services - Career

Human & Social Services - Transfer

Liberal Arts Studies

Liberal Arts Transfer

Liberal Arts Transfer - Science

LPN to Associate Degree Advanced Placement Nurse Education,
Full-time* *Deadline to apply February 1*

LPN to Associate Degree Advanced Placement Nurse Education,
Part-time* *Deadline to apply July 1*

Mathematics Transfer

Media Arts

Nurse Education - Full-time* *Deadline to apply February 1*

Nurse Education - Part-time* *Deadline to apply February 1*

Psychology#

Radiologic Technology* *Deadline to apply February 1*

Respiratory Care* *Deadline to apply June 15*

Social Science Transfer

Theater Arts

Veterinary Technology* *Deadline to apply July 5*

Visual Arts - Art and Graphic Design

Visual Arts - Fine Arts

Board-approved Certificate Programs

Dental Assistant*

Medical Assistant*

Office Technologies ^

College-approved Certificate Programs

Alternative Fuels & Emissions Certificate
(*current Diesel Students only*)

Child Development Associate ^

Computer Repair Technician ^

Computerized Accounting

Corrections ^

Department of Developmental Services Direct Support
Certificate in Human Services (DDS Employees only)

Early Childhood Education

EEC Lead Teacher (Qualifying Courses) ^

Food Production ^

Hospitality Management

Global Learning

Java Programming ^

Law Enforcement

Media Arts - Radio and Podcasting

Media Arts - Video Production

Microsoft Office Specialist ^

Networking Security Specialist ^

Paramedic*^ - *Admissions into the program are on hold until
further notice.*

Pastry ^

Phlebotomy* ^

Course Elective (Attribute) Guide

<p>Liberal Arts (LA)</p> <p>Anthropology Art Biology Black Studies Chemistry Dance Earth Science Economics English* ESL Film Geography Government History Journalism Math* Media Modern Language Music Philosophy Physics Psychology Religion Sociology Speech Theater Travel Geography</p>	<p>Humanities (HU)</p> <p>Art Dance Black Studies English* ESL Film Journalism Modern Language Media Music Philosophy Speech Theater</p>	<p>Social Science (SS)</p> <p>Anthropology Economics Geography Government History Psychology Religion Sociology FILM 122 Film & Society</p>	<p>Global Learning (GL)</p> <p>ARTG 100 Art History of the Western World BIOL 215 Ecology BLST 240 The Caribbean: History, People, and Culture CULA 151 International Cuisine DANC 101 Dance - Fitness - Fusion DANC 102 Introduction to Dancesport: Ballroom and Latin Dance DANC 103 Latin Dance ECED 111 Early Childhood Curriculum: A Multi-Cultural Perspective ENGL 201 & 202 British Literature I & II ENGL 211 & 212 Masterpieces of World Literature I & II ESCI 121 Geology I ESCI 124 Physical Ocean Environment FILM 122 Film and Society FILM 200 Film Analysis GEOG 201 Human Geography HIST 108 & 109 World History I & II HIST 140 Refugees, Immigrants, and Displaced People INTR 110 Introduction to Global Learning INTR 202 Global Studies Seminar ML - - - All modern language courses except MLSL American Sign Language RELG 101 Introduction to World Religions TRGE 101 & 102 Destination Geography I & II <i>Other courses have approved GL sections. See the Course Search for specific sections.</i></p>
<p>Business (BU)</p> <p>Accounting Business Hospitality</p>	<p>Science (SC)</p> <p><i>3-credit requirement</i> Biology Chemistry Earth Science Physics</p>	<p>Modern Languages (ML)</p> <p>American Sign Language Arabic Cape Verdean French Portuguese Spanish</p>	
	<p>Lab Science (LS)</p> <p><i>4-credit requirement</i> Biology Chemistry Earth Science Physics</p>	<p>Fine Arts (FA)</p> <p>Art Dance Media Music Philosophy Speech Theater</p>	

Additional Information:

Interdisciplinary courses may have one or more attribute.

General Electives can be of any of the subjects listed above and/or any three credits from the following subjects:

- | | | |
|--|--|---------------------------|
| Academic Freshman Program | Diesel | Human and Social Services |
| Architecture | Early Childhood Education and Administration | HVAC |
| Computer Technology Information Management | Elementary Education | Information Security |
| Criminal Justice | Engineering | Security |
| Culinary Arts | Fire Science Technology | |

* English and Math developmental courses do not carry any attributes and cannot be used toward electives.

Private Security - Basic ^

* Selective admissions programs

^ Not Financial Aid Eligible

** The Part-Time Evening Nurse Education program begins Fall 2023.

We are not currently accepting applications.

NOTE: Programs may qualify for MassTransfer. Please visit the MassTransfer website to confirm if the program you are interested in at Massasoit and a participating state university qualifies.

ASSOCIATE DEGREE PROGRAMS

Architectural Technology

Associate in Applied Science Degree

Architectural Technology is defined as the study of design, systems, and construction pertaining to the science of building. The Architectural Technology program is designed to develop marketable competence in a wide variety of skills within the building design profession. Leading objectives include developing the ability to apply technology to building design and to communicate practical solutions. This comprehensive program prepares the student in architectural and graphic design and the application of structural and heavy construction principles. The ability to apply codes to building design is developed, while emphasizing life safety. Skills in applying steel framing, plumbing, HVAC, electrical, and other engineering principles to building design are also stressed. Analysis of construction materials, understanding job management, scheduling, specifications, and application of contract documents to typical building construction round out the curriculum. Completion of the architectural program also offers graduates an opportunity continue their education at several of the fine architectural schools in Massachusetts and out of state.

Black Studies

Associate in Arts Degree

The mission of the Black Studies Associate of Arts degree is to provide an interdisciplinary arena in which students learn to critically examine, analyze, and interpret Black experiences in American society. The degree offers a broad selection of courses addressing historical, cultural, and sociological factors that affect the lives of Black people. For the purpose of this program, the term "Black" encompasses people who are African-descended Americans, Africans, and others from the African diaspora (e.g., Haiti and other Caribbean island countries, Cape Verde).

The fundamental goal of the Black Studies degree program is to offer a comprehensive introduction of the historical, anthropological, sociological, psychological, economic, and political aspects of Black America. The curriculum also offers opportunities to study the literary, musical, and artistic heritage of Black people in America and beyond.

The Black Studies Program goals are:

- Prepare students for professional careers and support current workers in the fields of public service, education, healthcare, social work, law, community development, and others.
- Prepare students to pursue advanced Bachelor and Master

degrees in Black Studies and related fields.

Biology Transfer

Associate in Science Degree

This program is designed to prepare students for transfer to a four-year institution to pursue a bachelor's degree in the biological sciences or related field.

Business Administration Careers

- Accounting

Associate in Science Degree

The Business Administration Careers program has been designed to allow and encourage the acquisition of specific skills that will enable students to enter and perform successfully in a variety of business career paths. The student will attain focus in his or her studies by concentrating in a sequence of courses collectively referred to as options.

The sequencing of specific course requirements within the Business Administration Careers Program allows the student whose career interests change after the first semester to switch Options or to switch into the transfer program with no risk of having to make up courses. Students are encouraged to consult with advisors before choosing any option sequence.

The Accounting option is designed for students who wish to pursue careers in areas such as accounting, auditing, financial advising, or tax preparation.

Business Administration Careers - Marketing

Associate in Science Degree

The Business Administration Careers program has been designed to allow and encourage the acquisition of specific skills that will enable students to enter and perform successfully in a variety of business career paths. The student will attain focus in his or her studies by concentrating in a sequence of courses collectively referred to as options.

The sequencing of specific course requirements within the Business Administration Careers Program allows the student whose career interests change after the first semester to switch options or to switch into the transfer program with no risk of having to make up courses. Students are encouraged to consult with advisors before choosing any option sequence.

The Marketing option is designed for students who wish to pursue careers in areas such as sales, advertising, marketing, or market research.

Business Administration Careers - Management

Associate in Science Degree

The Business Administration Careers program has been designed to allow and encourage the acquisition of specific skills that will enable students to enter and perform successfully in a variety of business career paths. The student will attain focus in his or her studies by concentrating in a sequence of courses collectively referred to as options.

The sequencing of specific course requirements within the Business Administration Careers Program allows the student whose career interests change after the first semester to switch Options or to switch into the transfer program with no risk of having to make up courses. Students are encouraged to consult with advisors before choosing any option sequence.

The Management option is designed for students who wish to pursue careers where they serve in a supervisory position, such as managing a small business or retail store.

Business Administration Transfer

Associate in Science Degree

The Business Administration Transfer program emphasizes the preparation of business students whose express intention is to transfer to a four-year baccalaureate degree program. The curriculum of this program is designed to provide the student with a strong foundation in the principles of business administration and liberal arts.

Chemistry Transfer

Associate in Science Degree

This program is designed to prepare students for transfer to a four-year institution to pursue a bachelor's degree in the chemical sciences or related field.

Computer Information Systems - Integrated User Support

Associate in Applied Science Degree

The Associate of Applied Science Degree in Computer Information Systems - Integrated User Support is designed to serve the needs of the career-oriented student who wishes to find employment as an Information Technology Specialist in computer and related business careers that involve information security, computer networks, Microsoft Office applications, computer software and hardware maintenance, and help-desk services. According to the United States Bureau of Labor Statistics, in the years 2019-2029, there will be an 11% increase in the demand for computer user-support specialists resulting in 557,000 new jobs openings through this decade. In the South Shore and South Coast areas of Massachusetts, the demand for persons possessing the skills acquired through this degree far exceeds the supply.

As students work through the various courses in this two-year program, they develop a solid background in the components of Microsoft Office (Word, Excel, PowerPoint, Access), setting up the Windows operating system, configuring and troubleshooting basic PCs, and local area networks (LANs). Information security concepts and help-desk systems are also included in the student's coursework. In addition to comprehensive computer-related technical skills, you will also acquire a strong, well-rounded business skill set consisting of management, communication, professionalism, and the so-called "soft skills," which are essential for success in all business environments today.

Integrated into the program are courses that prepare students to sit for industry-standard certification exams such as CompTIA A+, CompTIA Network+, CompTIA Security+, and MOS (Word, Excel PowerPoint).

From small to large, private to public, for-profit to non-profit institutions alike, information technology is the backbone to all successful, forward-moving organizations; and YOU will be prepared to be a part of today's proactive and tech-savvy team in this environment upon completion of the Computer Information Systems - Integrated User Support degree.

Computer Science Transfer

Associate in Arts Degree

The Computer Science Transfer program prepares students to continue their studies for a baccalaureate degree in Computer Science.

Computer Science Transfer - Data Science

Associate in Arts Degree

The Computer Science Transfer - Data Science program prepares students to continue their studies for a baccalaureate degree in Data Science.

Criminal Justice - Career

Associate in Science Degree

The Criminal Justice Degree Program provides students with educational experiences that will produce academic and technical skills, commensurate with a liberal arts education. The program is also geared to make its students competitive in applying for entry level criminal justice jobs and in applying to four-year colleges and universities. The Associate Degree program in Criminal Justice at Massasoit Community College includes day, evening, and online options.

Motivations for seeking a degree in Criminal Justice are many. Many wish to prepare for a career in municipal and state policing or attain a position in one of 21 federal law enforcement agencies, such as the Federal Bureau of Investigation; Bureau of Alcohol, Tobacco, and Firearms; Drug Enforcement Administration; U.S. Customs Service; or U.S. Marshals Service. This program is Police Career Incentive Pay Program (PCIPP) approved.

Many students in this program exhibit an interest in the fields of corrections, probation, parole, juvenile justice, and private security.

Students devote approximately one-half of their time studying liberal arts and social science courses such as psychology, sociology, and English. The other half of their program is more directly related to the field of Criminal Justice.

Criminal Justice - Transfer

Associate in Science Degree

The Criminal Justice Degree Program provides students with educational experiences that will produce academic and technical skills, commensurate with a liberal arts education. The program is also geared to make its students competitive in applying for entry-level criminal justice jobs and in applying to four-year colleges and universities. The Associate Degree program in Criminal Justice at Massasoit Community College includes day, evening, and online options.

Motivations for seeking a degree in Criminal Justice are many. Many wish to prepare for a career in municipal and state policing or attain a position in one of 21 federal law enforcement agencies, such as the Federal Bureau of Investigation; Bureau of Alcohol, Tobacco, and Firearms; Drug Enforcement Administration; U.S. Customs Service; or U.S. Marshals Service. This program is Police Career Incentive Pay Program (PCIPP) approved.

Many students in this program exhibit an interest in the fields of corrections, probation, parole, juvenile justice, and private security.

Students devote approximately one-half of their time studying liberal arts and social science courses such as psychology, sociology, and English. The other half of their program is more directly related to the field of Criminal Justice.

Culinary Arts

Associate in Applied Science Degree

The Culinary Arts program prepares students to enter the diverse and exciting field of food service. A fieldwork experience requirement requires the student to have a minimum of 240 hours of paid or unpaid experience in a food-service establishment, thus giving him or her the practical knowledge necessary to supplement

his or her studies.

The curriculum for Culinary Arts requires courses in a variety of subject areas as well as at least fifteen Culinary Arts courses. All Culinary Arts students are required to adhere to a dress code and to provide and care for their own uniforms.

Diesel Technology

Associate in Applied Science Degree

The Diesel program is designed to train diesel technicians who can maintain, repair, and overhaul diesel engines and support systems. Through lecture and lab instruction, this program provides students with a broad range of knowledge and skills necessary to work within the dynamic field of diesel technology.

The Associate Degree curriculum prepares students to enter the industry at the mechanic level. After gaining experience, graduates of the associate-level program can expect to move into a position with the potential of advancing to shop foreman, service manager, branch manager, service writer, or field technical service representative; some may even run their own businesses.

Early Childhood Education and Administration

Associate in Science Degree

The Early Childhood Education and Administration Associate in Science Degree The Early Childhood Education and Administration department offers a comprehensive career program for students interested in working with young children. The program will prepare students for Department of Early Education and Care (EEC) certification as Lead Teacher and, after six months of work experience, as a Director in a child care setting. The curriculum is designed to meet the standards of the National Association for the Education of Young Children (NAEYC).

Formal instruction is integrated with fieldwork in the form of a supervised practicum experience. The opportunity to observe and work in early childhood facilities will support course work, as well as fulfill EEC employment requirements. Admission to the Early Childhood Education and Administration Program, however, does not ensure a practicum placement.

Prior to the students obtaining a practicum assignment, their records may be subject to review pursuant to the Criminal Record Information Act, Massachusetts General Laws, Chapter 6, Sections 172-178, and Massachusetts General Laws, Chapter 28 A, Section 1 et seq., and regulations promulgated pursuant to such statutes.

Early Childhood Education and Administration – Transfer

Associate in Science Degree

The Early Childhood Education and Administration department offers a comprehensive career program for students interested in working with young children. The program will prepare students for Department of Early Education and Care (EEC) certification as Lead Teacher and, after six months of work experience, as a Director in a child care setting. The curriculum is designed to meet the standards of the National Association for the Education of Young Children (NAEYC).

Formal instruction is integrated with fieldwork in the form of a supervised practicum experience. The opportunity to observe and work in early childhood facilities will support course work, as well as fulfill EEC employment requirements. Early Childhood Education and Administration Program, however, does not ensure a practicum placement.

Prior to the students obtaining a practicum assignment, their records may be subject to review pursuant to the Criminal Record Information Act, Massachusetts General Laws, Chapter 6, Sections 172-178, and Massachusetts General Laws, Chapter 28 A, Section 1 et seq., and regulations promulgated pursuant to such statutes.

The Early Childhood Education and Administration Transfer Option is designed to meet the requirements of the Massachusetts Board of Higher Education Transfer Compact. The intent of the compact is to facilitate transfer from community colleges in Massachusetts to early childhood preparation programs at public four-year institutions in Massachusetts. Graduates of the transfer option will meet EEC requirements for teachers.'

Elementary Education

Associate in Arts Degree

The Elementary Education program is designed to prepare students to complete the initial two years of teacher training. Successful completion of the program will allow students to enter a state college or university as a junior having completed requirements of the Elementary Education Transfer Compact. In order to become an elementary school teacher, the student must complete the associate's degree program, transfer to a four-year degree-granting institution, and complete work to attain at least a bachelor's degree and a teaching certificate.

The Elementary Education program at Massasoit Community College has been designed to allow transition from the community college to Bridgewater State University, UMass Dartmouth, or any other state college or university cooperating in the transfer compact. The program may also be transferable to private colleges in the Massasoit Community College geographic area. Students should be aware that they must attain a minimum cumulative grade point average of 2.0 for successful transfer.

Upon successful completion of the Elementary Education program, students will be able to demonstrate learning in the area of educational philosophy and history; have and demonstrate skills in the Liberal Arts; be culturally responsive and effective educational pre-practitioners; and meet published requirements for entrance into state college or university elementary education programs at the junior level.

Engineering Transfer – Chemical

Associate in Science Degree

Engineers apply the rules of mathematics and physics using the materials and forces of nature, to develop solutions and products for the benefit of society. Engineers learn about the application of mathematics and physics principles to real life products and solutions; the processes by which today's products and solutions were developed, and advancements in materials and applications that can lead to the improved or new products of tomorrow; the ethics and responsibilities behind the development of designs and products that will be used by society; and how to take ideas from theory to research lab to production.

The Engineering options at Massasoit are all focused on preparing students for transfer to four-year institutions for completion of their Bachelor's Degree. The Engineering Transfer program is MassTransfer compliant.

The Engineering Transfer – Chemical option prepares students to continue their studies for a baccalaureate degree in Chemical Engineering.

Engineering Transfer – Civil

Associate in Science Degree

Engineers apply the rules of mathematics and physics using the materials and forces of nature, to develop solutions and products for the benefit of society. Engineers learn about the application of mathematics and physics principles to real life products and solutions; the processes by which today's products and solutions were developed, and advancements in materials and applications that can lead to the improved or new products of tomorrow; the ethics and responsibilities behind the development of designs and products that will be used by society; and how to take ideas from theory to research lab to production.

The Engineering options at Massasoit are all focused on preparing students for transfer to four-year institutions for completion of their Bachelor's Degree. The Engineering Transfer program is MassTransfer-compliant.

The Engineering Transfer – Civil option prepares students to continue their studies for a baccalaureate degree in Civil Engineering.

Engineering Transfer – Electrical

Associate in Science Degree

Engineers apply the rules of mathematics and physics using the materials and forces of nature, to develop solutions and products for the benefit of society. Engineers learn about the application of mathematics and physics principles to real life products and solutions; the processes by which today's products and solutions were developed, and advancements in materials and applications that can lead to the improved or new products of tomorrow; the ethics and responsibilities behind the development of designs and products that will be used by society; and how to take ideas from theory to research lab to production.

The Engineering options at Massasoit are all focused on preparing students for transfer to four-year institutions for completion of their Bachelor's Degree. The Engineering Transfer program is MassTransfer-compliant.

The Engineering Transfer – Electrical option prepares students to continue their studies for a baccalaureate degree in Electrical Engineering.

Engineering Transfer – Mechanical

Associate in Science Degree

Engineers apply the rules of mathematics and physics using the materials and forces of nature, to develop solutions and products for the benefit of society. Engineers learn about the application of mathematics and physics principles to real life products and solutions; the processes by which today's products and solutions were developed, and advancements in materials and applications that can lead to the improved or new products of tomorrow; the ethics and responsibilities behind the development of designs and products that will be used by society; and how to take ideas from theory to research lab to production.

The Engineering options at Massasoit are all focused on preparing students for transfer to four-year institutions for completion of their Bachelor's Degree. The Engineering Transfer program is MassTransfer-compliant.

The Engineering Transfer – Mechanical option prepares students to continue their studies for a baccalaureate degree in Mechanical Engineering.

Fire Science Technology

Associate in Science Degree

The Fire Science Technology program is designed to provide career fire department personnel in the communities served by the College with a two-year career program whereby they may upgrade their educational levels and improve their effectiveness in the use of modern fire science techniques. Furthermore, the program will prepare students to begin a career in fire service.

The curriculum combines career and general education courses. In addition to firefighting, graduates of this program may find employment in private industry, or they may transfer to a college offering a Bachelor of Science Degree in Fire Science or Public Safety.

Hospitality Management

Associate in Science Degree

Massasoit's Associate in Science in Hospitality Management encourages students to acquire and develop competency in relevant and marketable business skills, including communications, quantitative analysis, critical thinking, research, and decision-making. The program prepares students for employment in the rapidly expanding hotel and restaurant industry.

Hospitality students will study business applications, tourism, marketing, finances, accounting and hotel operations. They are also introduced to a variety of business careers through learning experiences such as case analyses, simulations, community service, cooperative learning, and internships. Massasoit students gain an understanding and appreciation of technologies available in the information-based economy of the 21st century that enhance business operations.

Human and Social Services – Career

Associate in Science Degree

The Human and Social Services Department attracts a diverse student population that shares a desire to work with and help other people. Students are often enrolled directly from high schools. Others are returning to change careers, while still others have raised families and are seeking career opportunities for the first time.

Most students attend the full-time day program; others earn their degrees on a part-time day or evening basis. Some of these students are currently employed in social service agencies and are pursuing a degree for purposes of advancement.

The Human and Social Services Career Option maximizes students' opportunities for job placement directly after graduation by emphasizing skill-building course work and practicum experiences. Students in this option should take special care to choose their Human and Social Service electives and other electives to build knowledge and skills that will help them reach their individual career objectives.

Human Services – Transfer

Associate in Science Degree

The Human and Social Services Department attracts a diverse student population that shares a desire to work with and help other people. Students are often enrolled directly from high schools. Others are returning to change careers, while still others have raised families and are seeking career opportunities for the first time.

Most students attend the full-time day program; others earn their degrees on a part-time day or evening basis. Some of these students are currently employed in social service agencies and are pursuing a degree for purposes of advancement.

The Human and Social Services Transfer Option allows graduates to transfer directly into their junior year at other Massachusetts state colleges and universities. Most students transfer into Human and Social Services, Sociology, Psychology, Social Work, or Education programs.

Liberal Arts Studies

Associate in Science Degree

The Liberal Arts Studies program includes a broad range of electives which allows students to tailor the program to meet their individual needs. The student with specific career goals may, through selection of electives, design a program to meet specific vocational objectives. The student who plans to transfer into a program in a four-year college, the prerequisites of which are not adequately met in any other program, may tailor the program to meet these requirements.

The program is also offered for those students who do not intend to continue formal studies after the completion of the Associate Degree, but who desire the opportunity to explore occupational courses through electives in such areas as Business Administration or other career path.

Liberal Art Studies Health Sciences

Associate in Arts Degree

Liberal Arts Studies Health Sciences Associate in Arts Degree. Liberal Arts Studies Health Sciences is designed for students interested in a health career, or who have completed health science course credits in an associate degree program or a certificate in a health program, and are seeking to be employed in entry-level health positions, or interested in transferring to a four-year institution to continue in an allied health program. Students who have completed a certificate in a health program will also be eligible to obtain an industry-recognized certification.

Liberal Arts Transfer

Associate in Arts Degree

The Liberal Arts Transfer Program is designed primarily for those students who plan to transfer, with junior year standing, to a four-year Liberal Arts Baccalaureate Degree Program. The Liberal Arts Transfer Program provides the student with a broad cultural background in the humanities, the natural sciences, mathematics, and the social sciences. This background prepares the student for eventual entry into graduate-level programs in education, law, and medicine, as well as the humanities or the sciences.

Although this program requires a distribution of liberal arts courses, it also allows the student to concentrate in either the humanities, the natural sciences, mathematics, or the social sciences. As there are variations in the graduation requirements of different four-year institutions, students should select electives within this program that comply with the requirements of the programs into which they wish to transfer. Since there are many different programs and requirements at four-year colleges, it is essential that the student receive continual advising from an appropriate member of the science department at Massasoit along with updated information from the four-year college of the student's choice. This would assure a smooth transition to the four-year college for the student after his/her graduation from Massasoit.

Mathematics Transfer

Associate in Science Degree

This program is designed to prepare students for transfer to a four-

year institution to pursue a bachelor's degree in math or a math intensive subject such as physics.

Media Arts

Associate in Science Degree

The Media Arts program is designed to prepare a student for careers in broadcasting, including television, radio production, performance, editing, and writing. The curriculum combines academic classwork, in-studio production, and on-air experiences including a complete working television studio and the Dale Dorman Radio Studio.

Students become proficient in broadcast vocal performance, television and radio production techniques, and computerized non-linear editing. This program also prepares the student for transfer to four-year colleges and universities, which offer programs in radio and television broadcasting, broadcast journalism, and mass communications.

Nurse Education: Full Time Day Program*

Associate in Science Degree

There are two full-time courses of study leading to an Associate in Science degree and eligibility to take the NCLEX-RN. Classes for the full-time course of study are held primarily during the day. Academically qualified students are admitted annually to the full-time option. The course of study is two years.

Nurse Education: Part Time*

Associate in Science Degree

Classes for the part-time course of study are held primarily in the evening. This options mirrors the full-time option but is designed to provide a longer study time for those who value and desire the RN role. This course of study lead to an Associate of Science degree and eligibility to take the NCLEX-RN.

LPN to Associate Degree Advanced Placement Nurse Education: Full Time*

Associate in Science Degree

This full-time courses of study leads to an Associate in Science degree and eligibility to take the NCLEX-RN. Classes are held primarily during the day. LPNs are admitted annually to the second year by advanced placement. Credit is given for Nursing I, II, and III. To receive advanced placement the LPN must have graduated from an approved school of practical nursing, hold a current unrestricted license to practice practical nursing in the Commonwealth of Massachusetts, and have successfully completed the required prerequisite first-year courses. LPN graduates of Southeastern Regional, Blue Hills Technical, and Bristol Plymouth Technical School may be given transfer credit for the Human Growth and Development course.

LPN to Associate Degree Advanced Placement Nurse Education: Part Time*

Associate in Science Degree

Classes for the part-time course of study are held primarily in the evening. This option mirrors the full-time option but is designed to provide a longer study time for those who value and desire the RN role. This course of study leads to an Associate of Science degree and eligibility to take the NCLEX-RN.

The LPN cohort option is three semesters in duration. LPNs receive advanced placement if they graduated from an approved school of practical nursing, hold a current unrestricted license to practice practical nursing in the Commonwealth of Massachusetts, and

have successfully completed the required courses of the first three semesters. Students receive credit for Nursing I-E, II-E, and III-E. LPN graduates of Southeastern Regional, Blue Hills Technical, and Bristol Plymouth Technical may be given transfer credit for the Human Growth and Development course.

Nursing/Allied Health: Part- and Full-Time Options*

The Nurse Education Program is designed to prepare students for entry-level positions in nursing in a variety of health care settings. The program requires general education, liberal arts, science, and nursing courses. Clinical experiences are selected to enhance learning and achievement of the program outcomes.

Outcomes of the Nursing Program

Massasoit's Nursing Program is designed to prepare associate degree nurses who:

- Consistently and independently integrate the nursing process in coordinating a holistic care plan to meet the needs of individuals across the life span •
- Incorporate teaching-learning concepts into nursing practice •
- Perform technical skills and competencies necessary for entry of professional practice in accordance with scientific principles, policies and procedures •
- Demonstrate professional values through collegial practice, lifelong learning, service to the community, and the commitment to improvement of the profession and the health care system •
- Synthesize knowledge from biological, behavioral, social, and nursing science into the delivery of individualized, holistic, and caring nurse practices •
- Consistently communicate effectively and therapeutically with patients, families, and health team members in the coordination and delivery of patient care •
- Provide nursing care to and with culturally diverse populations in a variety of environments, both independently and in collaboration with other health care team members

Students are awarded an Associate in Science Degree upon completion of the program requirements. The nursing graduate is eligible to take the NCLEX-RN (National Council Licensure Exam for Registered Nurses) upon verification that the student has met the legal requirements of the Massachusetts Board of Registration in Nursing. Graduates wishing to continue their education and earn a Bachelor of Science degree in Nursing may enter a number of four-year colleges or universities.

The Nursing Program is accredited by the Accreditation Commission for Education in Nursing, Inc., 3390 Peachtree Rd. N.E., Suite 1400
Atlanta, GA 30326,
Telephone: 404-975-5000
Fax: 404-975-5020.

Full approval status has been granted to the Program by the Massachusetts Board of Registration in Nursing
Telephone: 617-973-0900.

Admission to the Nurse Education Program

Students seeking admission to Massasoit's Nursing Program are required to attend informational sessions. Brochures for the program's specific four options are available in the Admissions Office and discussed during the scheduled informational sessions. Along with meeting the general admission requirements of the college, students wishing to enter the program are required to take

the TEAS V Nursing Test.

Admission to the nursing program is highly competitive and selective. Qualified applicants may be placed on the waiting list until the first week of classes and then withdrawn by the Admissions Office. Students must apply each year to be considered for admission.

Completion of all or some of the required non-nursing courses prior to entering the nursing program is strongly suggested. This allows the student to focus more effectively on the nursing curriculum. Priority is given to applicants who have demonstrated a high level of academic success and complete the required courses with a grade of B or better.

Nursing Program Specifications

Upon admission to the program, students are required to complete the Massasoit Nursing Health form. Students who do not submit the required health forms will have a hold on their records preventing admission into the nursing classes and clinical. All nursing students are required to have health insurance, undergo a physical examination, and complete the necessary immunizations. This includes, but is not limited to, three doses of Hepatitis B immunization series and proof of immunity against measles, mumps, rubella, and chicken pox. Annual proof of freedom from tuberculosis is also required. Other immunizations required by the clinical agencies may be necessary.

Drug screening may be required by the clinical agencies. All nursing students must undergo a Criminal Offender Record Information (CORI) and/or a Sex Offender registry Information (SORI) check in accordance with the Criminal Records Information Act: "In order for a student to be eligible to participate in an academic community, or clinical program that involves potential unsupervised contact with children, the disabled, or the elderly, the student may be required to undergo a Criminal Offender Record Information (CORI) and/or Sex Offender Registry Information (SORI). Students found to have certain criminal convictions or pending criminal actions will be presumed ineligible to participate in such activities. The College is authorized by the Commonwealth's Criminal History Systems Board, pursuant to MGL, Chapter 6, Sections 167-178B, to access CORI records. The College shall refer to regulations issued by the Commonwealth's Executive Office of Health and Human Services. 101 Code of Massachusetts Regulations 15.00-15.16; this provides guidance when assessing student CORI records. Sex Offender checks shall be performed pursuant to Massachusetts General Laws, Chapter 6, Sections 178C-178P. (Criminal Offender Record Information and Sex Offender Registry Information Checks).

Students admitted to the program must submit verification of completing a CPR Certification Course. This verification must remain current for the duration of their nursing education. A minimum grade of 78% (C+) must be achieved in all nursing courses. Students are responsible for purchasing the required uniforms and professional textbooks. Students are required to provide their own transportation to clinical sites. Students may be assigned to day, evening, or weekend clinical experiences.

Psychology

Associate in Arts Degree

The Psychology program prepares students to continue their studies for a baccalaureate degree in Psychology.

Radiologic Technology

Associate in Science Degree

The Radiologic Technology Program is a 21-month, competency-based program, preparing students for entry-level careers as radiographers in a variety of clinical settings. Accreditation has been granted by the Joint Committee on Education in Radiology Technology (JRCERT). Students who successfully complete the approved course of study are then eligible to apply for examination by the American Registry of Radiologic Technologists (ARRT).

The Radiologic Technology program is a selective and highly competitive admissions program. All applicants are reviewed by a committee using the rubrics in order to ensure fair and ethical selection practices.

Upon completion of the Radiologic Technology program, students should be able to apply principles of radiographic exposure with knowledge of anatomy, physiology, and positioning to determine the best demonstration of anatomical structures.

The technologist is also responsible for the care, protection, and comfort of the patient. Additional responsibilities include the ongoing monitoring of equipment safety and quality. This requires a level of professional judgment that necessitates quality academic and clinical training. Radiologic technologists are employed by hospitals, clinics, and private contractors.

Radiologic technologists are integral members of the health care profession. With recent advances in imaging technology, radiographers have the opportunity to broaden their professional opportunities in a variety of diagnostic modalities.

Students must be formally admitted into the Radiologic Technology program in order to take Radiologic Technology concentration courses. Radiology courses are sequential and must be completed in order. Admission to the program is selective and highly competitive.

Respiratory Care

Associate in Science Degree

Respiratory Care is a two-year program that is accredited by the COARC (Commission of Accreditation for Respiratory Care). Upon successful completion, the graduate is eligible to take the National Board for Respiratory Care Examinations. Graduates wishing to continue their education can earn a bachelor's degree.

In addition to courses in general education, liberal arts, and respiratory theory, carefully-selected clinical experiences are provided in area hospitals and health agencies to enable students to develop the skills necessary for successful completion in order to receive credit and progress to the next program level. A minimum grade of 75 must be achieved in all respiratory care courses.

Students contemplating a career in respiratory care must be aware that if they have ever been convicted by a court of law, their records will be subject to review by the Commonwealth of Massachusetts Board of Registration in Respiratory Care upon application to take the examination for registered respiratory licensure. A CORI check will be required for all students before clinical experience.

Respiratory Care is an allied health profession dedicated to the management and care of patients having difficulties and abnormalities associated with breathing. Respiratory care practitioners work under the direction of physicians. Improving the cardiopulmonary health of infants, children, and adults make this an excellent profession with various career possibilities. Employment can be found in hospitals, home care, sales, and education. Currently there is a shortage of qualified respiratory care practitioners. To be considered for admission to this program, the applicant must possess a high school diploma or an equivalency certificate, complete Biological Principles or successfully perform on the Biology Departmental challenge exam as a prerequisite to Anatomy and Physiology and Microbiology. Prospective students

must attend an information session.

Social Science Transfer

Associate in Arts Degree

The Social Science Transfer program prepares students to continue their studies for a baccalaureate degree in any of the social sciences.

Theater Arts

Associate in Science Degree

The Theater Arts program gives students a strong foundation in the performance and technical fields of the dramatic arts. The curriculum is a blend of theory and concept with practical, hands-on experience in a variety of professions in theater and performing arts. The program offers a wide range of study appropriate for non-majors pursuing a liberal arts education as well as majors preparing for a professional performing arts career.

Veterinary Technology

Associate in Applied Science Degree

The Veterinary Technology Program at Massasoit Community College is a 2-year comprehensive program leading to an Associate's Degree in Applied Science. The program aims to prepare students to excel in a career as a veterinary technician in a variety of animal healthcare fields by instilling comprehensive knowledge, technical, and critical thinking skills. It also prepares students to sit for the Veterinary Technician National Exam (VTNE). The VTNE is a computer-based exam required for veterinary technician credentialing in most states and provinces.

Massasoit Community College is pleased to announce that our Veterinary Technology Program has been granted accreditation by the American Veterinary Medical Association Committee on Veterinary Technician Education and Activities (AVMA CVTEA). Graduates are required to sit for and pass the VTNE to earn the title of credentialed veterinary technician in the Commonwealth of Massachusetts as well as most states across the country.

Visual Arts – Art & Graphic Design

Associate in Applied Science Degree

The Visual Arts program provides students with the basic technical and intellectual foundation necessary to pursue a career as either a fine artist or graphic designer.

The Department of Visual Arts, guided by a faculty of experienced professional artists, offers two options: Art and Graphic Design, and Fine Arts. In each option, students are expected to develop an individual aesthetic within their discipline. The Visual Arts program is dedicated to encouraging and nurturing the pursuit of independent interests and personal vision while preparing students for careers in the visual arts field.

Graduates of the Visual Arts program will demonstrate competency in:

Basic technical skills in the visual formats of drawing, color, and design (Fine Arts and Graphic Design)

Basic technical skills in computer generated formats (Graphic Design)

Basic technical skills in elective subjects such as painting, printmaking, sculpture, ceramics, photography and/or graphic design (for transfer as a junior to a baccalaureate degree program)

The Art and Graphic Design Option provides a strong technical and intellectual foundation in Graphic Design. The core of the

curriculum is a series of foundation courses. Tracks in Illustration and Graphic Design follow in the second year. Electives allow students to incorporate additional media into their curriculum with courses from the Fine Arts Option.

Visual Arts - Fine Arts

Associate in Applied Science Degree

The Visual Arts program provides students with the basic technical and intellectual foundation necessary to pursue a career as either a fine artist or graphic designer.

The Department of Visual Arts, guided by a faculty of experienced professional artists, offers two options: Art and Graphic Design, and Fine Arts. In each option, students are expected to develop an individual aesthetic within their discipline. The Visual Arts program is dedicated to encouraging and nurturing the pursuit of independent interests and personal vision while preparing students for careers in the visual arts field.

Graduates of the Visual Arts program will demonstrate competency in:

Basic technical skills in the visual formats of drawing, color, and design (Fine Arts and Graphic Design)

Basic technical skills in computer generated formats (Graphic Design)

Basic technical skills in elective subjects such as painting, printmaking, sculpture, ceramics, photography and/or graphic design (for transfer as a junior to a baccalaureate degree program)

The Fine Arts Option provides the study of two-dimensional and three-dimensional media with tracks in painting, printmaking, ceramics, and sculpture. This option allows for a dedicated route in Fine Arts and offers elective courses in graphic design and photography.

BOARD-APPROVED CERTIFICATE PROGRAMS

Dental Assistant

Board-approved Certificate

The dental assistant is an important member of the dental team. Effective utilization of a well-trained dental assistant results in more effective dental service for a greater number of people, with less time and productivity expended by the dentist. A well-trained Certified Dental Assistant is always in demand in the career market.

While the majority of assistants are employed in private dental practices, there are other fields of opportunity:

- School clinics or public health clinics
- Private hospitals or government hospitals
- Dental schools or the armed services
- Dental sales insurance companies

The main duty is assisting the dentist at chair side in the transfer of instruments, the preparation of dental materials, the sterilization of instruments, and the preparation of the treatment room. The dental assistant is also responsible for certain laboratory procedures.

Most important, the assistant is trained to expose and process X-rays used by the dentist in diagnosis and treatment planning.

Frequently the assistant is called upon to evaluate the patient's diet and its relationship to oral health, to instruct the patient in the

importance of home care, and to demonstrate proper brushing, flossing techniques, and the use of other adjuncts as prescribed by the dentist.

The assistant's duties also include appointment making, recalls, billing, processing third-party insurance forms, ordering supplies, and complying with OSHA regulations.

Medical Assistant

Board-approved Certificate

On the Canton campus, Massasoit offers training in Medical Assisting, a nine-month (full-time) Certificate Program. As a graduate of the program, you will be eligible to participate in the national certification examination to become a nationally Certified Clinical Medical Assistant CCMA (NHA), a Certified Medical Administrative Assistant CMAA (NHA) by the National Healthcareer Association and Registered Medical Assistant RMA (AMT) by American Medical Technologists.

Medical assistants perform administrative and clinical tasks. Duties vary with type of practice and include greeting patients, demonstrating effective communication skills in a professional manner, telephone interaction, scheduling appointments, utilizing Electronic Health Records, and Practice Management Software programs.

Clinical duties include obtaining medical histories, recording vital signs, preparing patients for examinations (pediatrics to gerontology), performing EKG's, sterilization of instruments, collecting and identifying specimens, routine urinalysis, fecal analysis, clinical bacteriology, and phlebotomy. Medical Assistants who work for specialists will have additional duties.

A seven-week/245-hour clinical practicum in a Health Maintenance Organization/Health Care Facility is required for graduation.

Office Technologies

Board-approved Certificate

The Office Technologies Certificate is designed to blend the practical business information skills, computer skills, and soft skills that are necessary for people seeking careers in the modern electronic office. Students will gain hands-on experience in a variety of microcomputer software packages, including word processing and spreadsheet. Related business and professional skills necessary for success in today's offices are also developed.

COLLEGE-APPROVED CERTIFICATE PROGRAMS

Alternative Fuels and Emissions

College-approved Certificate

The Alternative Fuels and Emissions Certificate program prepares students for careers as bus and truck mechanics and diesel engine specialists with the basic skills needed to operate, diagnose, repair, and overhaul buses and trucks, including maintaining all types of diesel engines in the transportation, construction, and agricultural industry sectors. This short-term certificate is designed to provide accessible training opportunities for individuals facing employment barriers, including unemployed, underemployed, low-income, justice-involved individuals and Veterans. The program provides an accelerated pathway to a post-secondary credential and employment in a high-demand field.

Child Development Associate (CDA) Pathways

College-approved Certificate

This program introduces students to the CDA (Child Development Associate) Competency standards, designated by the Council for Professional Recognition. Students enhance their knowledge of developmentally appropriate practices and curriculum for children birth through age eight. Specific focus includes the six competency goals and 13 functional areas of CDA. Emphasis is placed on preparing the CDA Professional Portfolio, with supporting competency statements.

Community Banking

College-approved Certificate

The Certificate in Community Banking is designed to prepare students for entry-level careers in commercial and community banking. This program emphasizes banking operations, finance, fraud prevention, lending, and community reinvestment and engagement. Graduates of this program will be qualified for a range of positions in the banking industry, especially in the Greater Boston and South Shore of Massachusetts. This certificate also articulates with associate and bachelor's degree programs for graduates who wish to continue their studies.

Computerized Accounting

College-approved Certificate

This 26-credit College-approved certificate is directed at students for whom a degree program is not a consideration at this time. The program is intended to accomplish the following objectives:

Prepare students for entry-level training positions in companies where accounting departments may be specialized or all inclusive. Examples: accounts payable, accounts receivable, inventory control, or payroll.

Prepare students who are currently employed, performing the functions of a bookkeeper, and having the desire to enhance their opportunity for growth within their present organization.

Graduates of this program can anticipate qualifying for entry-level accounting positions. The certificate prepares students for positions that provide technical assistance to the professional accountant. The certificate provides an opportunity for students, should they desire to do so at a later date, to transfer the courses into the Business Administration Careers associate degree program.

Corrections

College-approved Certificate

The Corrections Certificate Program prepares students for a career in state, county, federal, or community corrections. The certificate combines specialized criminal justice, corrections, and general education coursework to provide students with the knowledge and skills they need to compete for entry into the corrections field. Credits earned in the certificate program are applicable to a Police Career Incentive Pay Program (PCIPP) eligible Associate in Science Degree at Massasoit Community College. They are also fully transferable to most other colleges.

Department of Developmental Services Direct Support Certificate in Human Services

College-approved Certificate

The Direct Support Certificate is a program initiated by the Department of Developmental Services (DDS) in partnership with the Massachusetts Community Colleges Executive Office. It is an educational program especially designed to enhance the knowledge

and skills of direct support workers in DDS settings.

This College-approved certificate consists of 22 college level credits. Major topics include the organization and history of the social welfare system, the dynamics and skills of effective group work, effective oral and written communication, interpersonal relations and supportive counseling skills, and work site certification. National Skills Standards for Human Service Workers will be integrated into the curriculum. The certificate is designed to strengthen writing, problem solving, and critical thinking skills by utilizing reading assignments and discussions of daily experiences, challenges and concerns of direct support workers.

Direct support workers who are employed at an agency under contract with DDS, with a GED or high school diploma, and who have the support of their employer, are eligible to apply. Participants are required to take the community college placement assessment and demonstrate college-level skills in reading and writing. Applicants are accepted into the program in May, June, September, and January.

The certificate program is a special opportunity for direct support workers to attend college courses as a group and to learn and practice competencies and skills that are important to their daily work. In addition, the credits earned for the certificate can be applied towards an Associate degree program and later transferred to a Bachelor degree.

Early Childhood Education

College-approved Certificate

The Early Childhood Education Certificate program is designed to provide comprehensive training for students interested in employment in a child care setting. A one-year certificate of completion will be awarded. The program will help students develop the skills, knowledge, and understanding needed to work effectively to create healthy environments where children can grow and learn.

At Massasoit, formal instruction is integrated with field experience. The opportunity to work in child care facilities will give meaning to the course work, as well as fulfill Department of Early Education and Care requirements. As a requirement of the Early Childhood Education Certificate program, students must successfully complete practicum assignments. Admission to the Early Childhood Education Certificate program, however, does not ensure a practicum placement.

A prior criminal offense could hinder placement in practicums and future employment in child care education. Students in practicums are never allowed unsupervised contact with children. Students are tentatively placed in practicums, that may require a CORI/SORI. Conducting the CORI/SORI is the responsibility of the practicum placement.

The Early Childhood Education Certificate program is consistent with the Department of Early Education and Care (EEC) staffing regulations. Massasoit's program is EEC approved. Those students desiring to advance their leadership opportunities will continue for an additional year of study for an Associate Degree in Early Childhood Education and Administration.

EEC Director (Qualifying Courses)

College-approved Certificate

The Early Education and Care (EEC) Director Qualifying Courses Certificate provides students with the courses needed to become Director qualified through the Massachusetts Department of Early Education and Care. Students who take these courses, once requisite months of work experience have been achieved, will be

able to submit to the Department of Early Education and Care for Director qualification This certificate will further enhance a student's credentials and professionalism.

EEC Lead Teacher (Qualifying Courses)

College-approved Certificate

The Early Education and Care (EEC) Lead Teacher Qualifying Courses Certificate will provide the students with the four courses needed to become lead teacher qualified through the Massachusetts Department of Early Education and Care. This certificate and 36 months of work experience will meet the lead teacher qualifications. Students who take these courses, once requisite hours have been achieved, will be able to submit to the Department of Early Education and Care substantiation to become lead teacher qualified. This certificate will further enhance a student's credentials and professionalism.

Food Production

College-approved Certificate

Completion of the coursework for the first two semesters of this program provides the students with a College-approved certificate indicating that the student has been provided with the background necessary to establish and maintain sanitation standards for food service operations under the National Certification guidelines, as well as assist in the day-to-day kitchen operation of any institution.

Students can proceed toward a degree in Culinary Arts upon completion of this certificate if they so desire.

Global Learning

College-approved Certificate

The Global Learning Certificate provides students an interdisciplinary understanding of contemporary global issues. Enrolled students, who join a cohort referred to as "Global Scholars," develop important 21st century skills, including intercultural communication, global awareness, and perspective-taking. They then learn to apply these skills to contemporary global contexts. The program provides students with more competitive resumés for the job market, increased scholarship opportunities, and better transfer applications for four-year colleges and universities. All this is accomplished while maintaining adherence to the Core Curriculum and allowing for students to earn a certificate while working toward an associates degree.

Hospitality Management

College-approved Certificate

Students in our Hospitality Management Certificate program will study tourism, event planning, marketing, human resources, and hotel operations, as well as other aspects of the field. With the interconnectedness of the hospitality and culinary industries, food and beverage service management and ServSafe certification are included in the curriculum.

Full-time students can complete the program in two semesters, and graduates of the Hospitality Management Certificate can begin their careers in entry-level positions or continue their studies at Massasoit to earn our Associate in Science in Hospitality Management.

Java Programming

College-approved Certificate

This program is designed to provide an opportunity for students not enrolled in a degree program to acquire evidence of confirmation of Java programming language skills.

Students graduating with this certificate will be able to construct

programs with the object-oriented language Java; build on the constructs of sequence, selection, and repetition to develop programs using objects, methods, data abstraction, inheritance, and polymorphism; and enhance his/her critical thinking skills by analyzing, understanding, and developing solutions to a wide range of problems.

Juvenile Justice

College-approved Certificate

The Juvenile Justice Certificate program prepares students for entry level work with youth agencies. The certificate combines criminal justice and psychology/sociology coursework with an emphasis on juvenile development to provide students with the knowledge and skills needed to work in youth oriented social services groups.

Law Enforcement

College-approved Certificate

Developed in cooperation with the Massachusetts Chiefs of Police Association, the Law Enforcement Certificate prepares students for a career in local law enforcement. The certificate combines specialized criminal justice and general education coursework to provide students with the knowledge and skills they need to compete for entry of the Massachusetts law enforcement field. All of the credits earned in the certificate program can be applied to a Police Career Incentive Pay Program (PCIPP) eligible Associate in Science degree in Criminal Justice.

Media Arts - Radio and Podcasting

College-approved Certificate

Massasoit's Certificate in Radio and Podcasting provides students hands-on learning from professors who work in the media industry. Student radio personalities, producers, and podcasters work in professional radio studios and learn professional techniques and editing. Students develop weekly radio programs and podcasts that are broadcast over our radio stream.

Students leave Massasoit with the skills to work in the industry or transfer to another college. Students do not just learn about media – they perform the duties of those working in the media industry. This has given Massasoit's Media Arts program a great reputation in the industry, and great placement for internships and employment. Skills learned in this industry also carry over to areas of business, web design, communication, public relations, education, and sports management. Almost any industry uses aspects of media, and Massasoit students can benefit by learning skills in podcasting, broadcasting, digital media content, and production.

Media Arts - Video Production

College-approved Certificate

Massasoit's Certificate in Video Production provides students hands-on learning from professors who work in the media industry. Students leave Massasoit with the skills to work in the industry or transfer to another college. Students do not just learn about media – they perform the duties of those working in the media industry. This has given Massasoit's Media Arts program a great reputation in the industry and great placement for internships and employment. Skills learned in this industry also carry over to areas of business, web design, communication, public relations, education, and sports management. Almost any industry uses aspects of media, and Massasoit students can benefit by learning skills in television, video editing, digital media content, and production.

Microsoft Office Specialist

College-approved Certificate

The Microsoft Office Certificate prepares students for the workforce with skills in Microsoft Office applications: word processing (Word); spreadsheet (Excel); database (Access); presentations (PowerPoint); and personal information management (Outlook).

Students completing this 15-credit program will have covered the content on the Microsoft Office Specialist Exams in Word, Excel, and PowerPoint.

Networking Security Specialist

College-approved Certificate

The Networking Security Specialist Certificate is designed for students who are interested in acquiring the skills and knowledge necessary to work in the fields of IT and networking specialists and to pass the Cisco CCNA certification exam. Students will receive hands-on competency-based instruction geared toward entry-level employment in the IT and networking industries. On completion of the program, students will have the skills required for IT and networking careers in industries including healthcare, financial services, fashion, and entertainment and for continued credentialing in Cisco Networking Systems and/or degree programs such as IT, engineering, math, and science.

The Cisco CCNA Certification exam is the responsibility of the student.

Pastry

College-approved Certificate

The Pastry Certificate is designed to provide the student with the skills necessary to assist in pastry shops, restaurants, and many other industry institutions. Completion of the coursework in two semesters will award the student with a College-approved certificate.

The student will receive ServSafe certification upon successfully passing the National Certification exam, which indicates to future employers that the student has the knowledge and capabilities to maintain the sanitation standards as dictated by the National Restaurant Association.

Students can proceed toward a degree in Culinary Arts upon completion of this certificate, if they so desire.

Private Security – Basic

College-approved Certificate

Private security companies provide armed and unarmed security services and expertise to private and public clients. Employees may provide patrol and guard services, traffic regulation, and fire and theft prevention and detection.

The Private Security – Basic Certificate will provide an entry-level certificate in the area of Private Security to help enhance the employability of individuals wishing to enter the field. The program will also provide continuing education for those individuals currently working in the field.

The certificate consists of four courses (12 credits) and could be completed in a single semester or in conjunction with other degree programs at the college.

**PAGE LEFT
INTENTIONALLY
BLANK**

**PROGRAM
ADVISORY
COMMITTEES**

PROGRAM ADVISORY COMMITTEES

Architectural Technology

Andrew J. Cannata NCARB, AIA

Architect
Andrew J. Cannata AIA

Russ Forsberg

Building Inspector
Town of Braintree

Ken Cimino

Building Commissioner
Dedham Building Department

Nick Cochis

Vice President
Walsh Cochis Architects

Panos Panagopoulos

CAD operator
Walsh Cochis Architects

Rob Currie

Architectural Designer
Currie Designs

Leo McCormack, NCARB, AIA

Architect
Leo McCormack AIA

Arthur Rigor da Eva

Architect (retired)

Al Kearney NCARB, AIA

Architect
Al Kearney AIA

Shelia Gifford LEED

Security Systems Engineer
Good Harbor Techmark

Barry Turner NCARB, AIA

Architect
Barry Turner Architect

Business Administration

Caitlin Finning-Golden

Assistant Professor, Accounting and Finance
Bridgewater State University

Michael Lapsley

President
Rentometer, Inc.

Carole Martyn

Vice President, Training and Development
HarborOne Bank

Katie Murphy

Director of Human Resources
GZA GeoEnvironmental, Inc.

Susan Caggiano

Associate Manager, Digital Marketing Innovation / Student
Dunkin' Brands, Inc.

Thomas Golden

Vice President, Community Reinvestment Act Officer
Rockland Trust

Timothy Viall

Senior Communications Specialist, Metropolitan Area Planning
Council;
Adjunct Professor, Massasoit Community College

Mia Berger

UMASS Student and Junior Accountant

Computer Science

Jamison Abbott

Principal Software Engineer
Soft Robotics, inc

Nicholas M. Getchell

Senior DevOps Engineer
The Predictive Index

Jennifer Pollard

Associate Provost / Executive Director, Career Education and
Experiential Learning
Wellesley College

Michael Reilly

Paraprofessional Educator
Massasoit Community College

Tracy Sonnemann

Senior Product Support Engineer
athenahealth

Sean Stanley

Graduate Assistant
Bridgewater State University

Computer Technology and Information Management

Jamison Abbott

Principal Software Engineer, Soft Robotics, Inc.

Jennifer O'Brien

Sr. Corporate Recruiter at Foundation Medicine, Inc.

Terry Sonnemann

EDI Product Support Associate at athenahealth

Jennifer Pollard

Executive Director & Associate Provost, Wellesley Career Education, Wellesley College

Criminal Justice**Sheriff Michael G. Bellotti**

Norfolk County

Dr. Marcel Beausoleil

Fitchburg State University

Carl Boen

Old Colony Correctional Center

Dr. Stephen Morreale

Worcester State University

Chief Probation Officer Joel F. West

Plymouth County Juvenile Court

Julie Ellen Christian

Massasoit Community College

Colin Murphy

Massasoit Community College

Culinary Arts**Jason Santos**

Chef
Abby Lane

Nicholas Calias

Chef
The Colonnade Hotel & Brasserie JO

Janet Lightizer

Pastry Chef/Instructor
TriCounty Vocational High School

JJ Fernandes

Owner
JJ's Café

Meghan Thompson

Pastry Chef
Townsmen

Joseph DiFrancesco

Chef de Cuisine
Rustic Kitchen

Brian McGowan

Cross Trainer/New Shack Opener
Shake Shack

Josh Fraser

Kitchen Manager
Rustic Kitchen

Jamie Shell

Salesperson
Sysco

Shawn Medeiros

Line Cook
Disch's Route 63 Tavern

Dental Assistant**Dr. Gerald Winkler**

Dentist
Private Practice

Dr. Gerald Maher

Dentist
Private Practice

Dr. Kevin Peruzzi

Dentist
Private Practice

Dr. Paul Hubley

Dentist
Private Practice

Marie Jones-Bridges, CDA, RN

Dental Hygienist/Adjunct Faculty
Massasoit Community College

Diane Duddy, CDA

Dental Assistant
Retired

Dorothy Beveridge, CDA, RN

Alumnus
Massasoit Community College

Christina Dugan

Community Representative
Norfolk Elder Services

Dawn Antual CDA

Dental Assistant
Private Practice

Rebecca Horne CDA

Dental Assistant
Private Practice

Judith Shannon, CDA, RDH

Director Dental Assisting Program
Massasoit Community College

Anne Scalzo-McNeil, Ph.D. (Ex Officio)

Dean of Nursing & Allied Health
Massasoit Community College

Diesel Technology**Paul Weckbacher**

Northeast Region Manager
Waste Management
PWeckbac@wm.com

Aaron Rovaldi

Massasoit Community College
Faculty – Diesel Technology
arovaldi@massasoit.mass.edu

Peter Carpenter

Lead Instructor
Portable Hoisting Engineers Local 4
pcarpenter@local4training.org

Brad White

Service manager
Ballard Truck Centers
BWhite@ballardtrucks.com

Frank Vigorito

President
Boston Freightliner
fvigorito@bostonftl.com

Josh Gaynor

Vice President Parts Operations
Milton Cat
Josh_Gaynor@miltoncat.com

Ebenezer Grant

Fleet Maintenance Supervisor
Eversource
ebenezer.grant@eversource.com

Early Childhood Education**Lorne Ranstrom**

Eastern Nazarene College

Ann Marie Rush

College Early Childhood Consultant

Patti Plummer-Wilson

Brockton Day Nursery

Judith Ward

Child Care Education Alumna

Christine Principe

Child Care Education faculty (retired)

Sarah Sullivan

Child Care Education Alumna

Elementary Education**Colleen Reynolds**

Special Education Specialist
Willett Early Childhood Center

Janet Hansbury

Educator (retired)
Brockton Public Schools

Susan Pratt

Technology Teacher
Notre Dame Academy

Dr. Lorne Ranstrom

Department Chair, Division of Teacher Education
Eastern Nazarene College

Dr. Judith Riordan

Superintendent of schools (retired)
East Bridgewater Public Schools

Darrin B. Reynolds

Principal
Butler Elementary School

Susan S. Fraga-Mullen

Alumna, Teacher

Erin O'Brien

Alumna

Amy McAlpine

Instructional Technology Specialist
Marshfield High School
School Committee member
East Bridgewater

Matthew McDonough

Alumnus
Teacher/Librarian
Raymond School

Engineering Technology**Michele Stein, P.E.**

Principal and Orlando Office Director
Thornton Tomasetti

Jean Guerrier

Civil Engineering
Independent contractor

Adam Fiore

Mechanical Engineer I
Hill Unmanned Systems

Fire Science Technology**Lance Benjamino**

Chief
Middleborough Fire Department

Elaine deCiutis

Fire Science Technology Program Scholarship Representative
Stonington, CT

Richard Donovan

Chief
Randolph Fire Department

Charles Dooty

Chief
Canton Fire Department

Shawn Goyette

Student
Fire Science Program – Massasoit Community College

David Ladd
Director
Massachusetts Hazardous Material Response

Thomas Leonard
Massachusetts Deputy Fire Marshal (retired)
Department of Fire Sciences

John Nuttall
Chief
Abington Fire Department

Heating, Ventilation & Air Conditioning (HVAC)

Michael Carr
Principal
Northeast Air Solutions, Inc.

Eric Edman
Senior Associate, Heating and Air Conditioning Engineer
BR+A Consulting Engineers

Allan Ames
President
BR+A Consulting Engineers

Sam Orlando
Founder/Owner
Sam's HVAC

Thomas Geoghegan
Founder/Owner
Thomas Geoghegan Heating & Cooling

Karl Hudson
President and Principal
L.C. Anderson

Robert Persechini
Vice President
NV5 Buildings & Technology

Jason Hankins
Project Manager
Atlantic Mechanical Contractors

Kevin Todd
Controls Manager
Emcor Northeast

Anthony Castelline
Senior Associate, Mechanical Engineer
SMMA

Human Services

Deborah Archer
Family Service Manager
Self Help/Head Start

Robert Biela
Program Director
Brockton Area Assoc. for Retarded Citizens

Diane Dumont
Program Director
South Shore Industries

Gina Millett
Clinical Director
Highpoint

Joel West
Chief Probation Officer
Plymouth County Juvenile Probation Department

Sara Garrity
Community Outreach Prev & Ed Mgr.
Health Imperatives Violence Intervention & Prevention

Margaret Tiberio
Stairway to Recovery

Glen Prospere
Human Service Department
Massasoit Community College

Karyn Boutin
Dean – Public Service/Social Science Division
Massasoit Community College

Natasha Barros
The Family Center at Community Connections

Jhon Bolivar
Student Representative

Medical Assistant Certificate

Eve K. Jankey, MEd, CMA (AAMA)
Department Chair, Medical Assisting Program, 2012 Graduate
Massasoit Community College

Catherine Powers Özyurt, EdD, MSW
Dean of Health Sciences, Massasoit Community College

Susan Beer, MEd, CMA (AAMA)
Former Faculty, Massasoit Community College

Nataliya Ryzhenko, MS, MLT (ASCP)
Former Faculty, Massasoit Community College

Charlene Harris PBT (ASCP)
Instructor, Phlebotomy Program & Medical Assistant Program
Massasoit Community College

Donna M. Krol
Administrative Assistant, Health Sciences – Canton

Hanna Brucker, DC
Adjunct Faculty, Massasoit Community College

Caitlin Coppinger
Community Interest Person

Jessica Rando, LPN
Community Interest Person

Sharon Perkins
South Shore Medical, Clinical Academic Practice Coordinator

Madison Crowley
Plymouth Bay Orthopedics Human Resources Coordinator

Kelly Mattar, MHA, RN, CMSRN
South Shore Medical, Clinical PD Specialist

Jennifer O'Brien, CMA (AAMA)
Graduate, MA Program Director Tri-Country Regional H.S.

Andre Laffitte
Atrius Health Recruiting Specialist

Lauren McGovern, RN
Dana Farber Nurse Educator

Annette Smith
Brigham Mass General Human Resources Director

Sophia Burke, CMA (AAMA)
2022 Graduate, Student

Paige Norek, CMA (AAMA)
2022 Graduate, Steward Medical Group – Middleboro

Shannon Perry, CMA (AAMA)
2019 Graduate, South Shore Medical Family Medicine

Sarah Byers, CCMA (NHA)
2024 Graduate, Atrius Health Braintree Pediatrics

Kaitlyn Walker, CCMA (NHA)
2024 Graduate, Dana Farber Foxborough

Ava Morrison, Massasoit Community College Student
Class of 2025 Advisory Board Representative

Skyla Silva, Massasoit Community College Student
Class of 2025 Advisory Board Representative

Nurse Education

Antoinette Hays, Ph.D., R.N.
Dean
Regis College School of Nursing, Science, and Health Professions

Diane Welsh, Ph.D.
Associate Dean of Nursing
Regis College School of Nursing, Science, and Health professions

Barbara Malacaria, R.N., M.S.
Director of Nursing
Signature Health Care/Brockton Hospital

Mary Ann Corcoran MS, RNC
Associate Professor Nursing, RN Educational Coordinator
Curry College

Elizabeth Kudzma, Ph.D.
Professor Nursing
Curry College

Kathleen Johansen, R.N., M.S.
Professional Development
Beth Israel Deaconess Hospital Plymouth

Theresa Presley M.S., BS., R.N.
Associate Chief of Specialty and Out Patient Clinics
Jamaica Plain, MA 02130

Sandra Terry, R.N., M.S.
Associate Chief Nurse, Brockton
VA Medical Center

Cecilia Byron, R.N., M.S.
Professor/Tutor
Massasoit Community College

Michelle Mac Arthur, R.N., B.S.
Nurse Manager
Signature Health Care /Brockton Hospital

Melissa DeMayo, R.N., M.S.
Clinical Education
Signature Health Care /Brockton Hospital

Brenda Pearson, R.N., M.S.
Clinical Education
Signature HealthCare/Brockton Hospital

Linda Curtin, Ph.D., R.N.
Nursing Education
Good Samaritan Medical Center

Terri Crowell, R.N., B.S.
Nursing Education
Good Samaritan Medical Center

Alice Masiello, M.S., R.N.
Clinical Nurse Specialist
South Shore Hospital

Deborah Dustin, M.S., R.N.
Professional Development
New England Sinai Hospital

Pat Sherman
Retired Director of Nursing
Lifecare of West Bridgewater

Shannon Adams, R.N., M.S.
Director of Nursing
Lifecare of West Bridgewater

Diane Lancaster, R.N., M.S.
Director of Professional Practice
Beth Israel Deaconess Hospital – Plymouth

Elizabeth Nightingale, R.N., B.S.N.
Director
PSA Healthcare

Mary Beth Pepin, M.S., R.N.
Director Practical Nurse Program
Southeastern Regional Technical Institute

Judy Pellitier, R.N., M.S.

Director
Upper Cape Cod Regional Technical School

Cathy Santos D.N.P. RN

Professor Nursing – Educational Coordinator
Curry College

Melissa Torrence, R.N., M.S.

Highpoint Treatment Center

Anita Poncia

Executive to VP for Nursing
Steward Norwood Hospital

Donna Rubinate, R.N., M.S.

VP for Nursing
Steward Norwood Hospital

Lorraine Kuplast, R.N.

Head Nurse
Brockton School Department

Marie Fahey, R.N., M.S.

Head Nurse
Bridgewater Raynham Schools

Kelly Madden, R.N., B.S.N.

Radius Plymouth Rehabilitation and Healthcare

Helen Muller, R.N., M.S.

Associate Chief
VA Medical Center – Brockton

Terry Upman, R.N., A.D.

Director of Nurses
Lifecare of Raynham

Gayle Russell, Ph.D., R.N.

Retired Professor
University of Mass – Dartmouth

Radiologic Technology**Catherine Powers Ozyurt Ph.D**

Dean of Health Sciences
Massasoit Community College

Anthony Kapadoukakis, Ph.D., R.T.(R),CT,QM, ASRT, ISRR

Department Chairperson/Professor
Massasoit Community College

Cheryl Burke, M.A, R.T.(R)(M)(CT)

Clinical Coordinator
Massasoit Community College

Student Representative – 1st year – TBA for each calendar year

Student Representative – 2nd year – TBA for each calendar year

Ella Penny, A.S, R.T. (R) (M), R.N.

Clinical Instructor
Brockton Hospital Signature Healthcare.

Daniel Dubovy, A.S, R.T.(R)

Clinical Instructor
Morton Hospital, A Steward Family, Inc.

Jocelyn Charest, B.A.

Manager of the South Coast Clinical Instructors

Cheryl Economos, A.S., R.T.(R)

Clinical Instructor
Charlton Memorial Hospital

Kevin Doten

Respiratory Instructor
MCC Health Sciences

Respiratory Care**Aileen Holmes, RRT**

Clinical Instructor
Boston Medical Center-South
MCC Respiratory Care Program

Alycia Canha RRT

Clinical Instructor
Boston Medical Center-South
MCC Respiratory Care Program

Catherine Powers Ozyurt EdD, GCPH, LSW

Dean of Nursing and Allied Health
Massasoit Community College

Cheryl Manning, RRT

Simulation Laboratory Instructor
MCC Respiratory Care Program

Denise Logan M.Ed., B.S., R.R.T.-ACCS

Director of Clinical Education
MCC Respiratory Care Program

Donna Sullivan, RRT

Alumni, Past Faculty Member
MCC Respiratory Care Program

Brian Bloom, MD, MBA

Medical Director
MCC Respiratory Care Program

Elizabeth Bucha, RRT

Clinical Instructor
South Shore Hospital

Emmanuel Berthil, RRT

Vibra Hospital of Southeastern Massachusetts

Fernando Villanueva, RRT

Clinical Instructor
Vibra Hospital of South Eastern Massachusetts
MCC Respiratory Care Program

Professor Jack Keating

Massasoit Community College

Joseph Higgins, RRT

Manager of Respiratory Therapy Services

Brigham and Women's Faulkner Hospital

Kevin Doten, MS, RRT
Program Director
MCC Respiratory Care Program

Khamsouk Touy, RRT
Massasoit Community College

Laura Lusky, RRT
Advisory Committee Chair, Alumni
MCC Respiratory Care Program

Martha DeSilva, RRT
Program Director Emerita
MCC Respiratory Care Program

Melissa LaRose, RRT
Clinical Instructor
Franciscan Children's Hospital
MCC Respiratory Care Program

Michael Simas, RRT
Clinical Instructor
Vibra Hospital of South Eastern Massachusetts
MCC Respiratory Care Program

Michelle Hughes
Director of Admissions
Massasoit Community College

Michelle M. DuBois
Massachusetts State Representative – 10th Plymouth District

Nancy Rec, RRT
Clinical Instructor
Brigham and Women's Faulkner Hospital
MCC Respiratory Care Program

Patricia Harron, RRT
Clinical Instructor
Massachusetts General Hospital
MCC Respiratory Care Program

Susan E. Clover, M.S., R.N., A.C.M.
Associate Dean
Department of Nursing Education
Massasoit Community College

1st Year Student – TBA

2nd Year Student – TBA

Veterinary Technology

Roda Motta, MSc, BSEd, AS, CVT
Chair, Advisory Committee
Director, Veterinary Technology Program
Massasoit Community College

Paul Chamberlain, Jr., CVT, LAT
Lab Animal and Exotics Adjunct Faculty
Massasoit Community College
Manager of Technical Services
Mispro

Patrick Welch DVM, MBA, DACVO
Chief Knowledge Officer
Ethos Veterinary Health

Jennifer Zilinski, DVM, MPH
Medical Director
Encore Vet Group

Colleen Gallagher, CVT
Cummings School of Veterinary Medicine at Tufts University
student
Veterinary Technology program graduate
Class of 2023

Peg Wheeler, MS, LVT, VTES, FVTE, CVBP
Career Coach
Student Recruitment Liaison
Rarebreed Veterinary Partners

Visual Arts – Fine Arts Option

Michelle Debatis-Killion
Head Graphic Designer
Triad Advertising

Dan O'Brien
Prepress + Art Direction
Albert Basse Associates

Tom Neville
Owner + Graphic Designer
Neville Design

Donna Tone-Pah-Hote
Alumna
Massasoit Community College

Susan Kelley
Fine Artist

Visual Arts – Graphic Design Option

Valerie Cook
President
Effie Noren Graphics

Effie Noren
Founder
Effie Noren Graphics

Michelle Debatis-Killion
Head Graphic Designer
Triad Advertising

Dan O'Brien
Prepress + Art Direction
Albert Basse Associates

Tom Neville
Owner + Graphic Designer
Neville Design

Donna Tone-Pah-Hote
Alumna
Massasoit Community College

COURSE DESCRIPTIONS

COURSE DESCRIPTIONS

Academic Freshman Program

ACAD 103 College Experience

3 Credits

This course is concerned with helping first-semester students adapt to college life at Massasoit. It aids students in exploring their personal values and reasons for seeking a college education. The students become familiar with the college's resources, policies, and procedures. Further, they develop skills in stress management, reduction of test anxiety, effective note-taking and test-taking techniques, career planning, decision making, educational goal setting, mediation, and leadership. This course counts as a general elective; students should check their program requirements to determine if this course will count toward a degree.

Accounting

ACCT 104 Fundamentals of Financial Reporting

4 Credits; Attribute: BU

This course is an introduction to the fundamental concepts, principles, and techniques of financial accounting and financial reporting issues. The course adopts a user perspective of accounting by illustrating several specific accounting issues in a decision context. Topics include the basic financial statements (income statement, balance sheet, and the cash statement), internal control, ratio analysis, and the financial reporting of accounts receivable, inventory, long-term assets, liabilities, and stockholders' equity. Three lecture and one laboratory hours per week.

Prerequisites: Placement in English 101 English Composition I or higher, or departmental approval. *Pre/Co-requisite:* ACCT 108 Computerized Business Applications.

ACCT 105 Principles of Financial Accounting I

4 Credits; Attribute: BU

This course is an introduction to accounting concepts and principles. Topics cover the accounting cycle, recording transactions, adjustments, the worksheet, financial statement preparation, and closing the accounts. Current assets, including cash, receivables, inventories, and methods of depreciation are covered. The emphasis is on the sole proprietorship form of business organization for both service and merchandising firms. Computer applications are integrated.

Prerequisites: Placement in English 101 English Composition I or higher, or departmental approval. *Pre/Co-requisite:* ACCT 108 Computerized Business Applications; or departmental approval.

ACCT 106 Principles of Financial Accounting II

4 Credits; Attribute: BU

This course further develops an appreciation of the role of principles, concepts, conventions, and ethics in today's accounting environment. Topics include: long-term assets including plant and equipment, natural resources, intangibles, and investments; accounting for liabilities, both current and long-term; partnership and corporate accounting; cash flow statements and the techniques of financial statement analysis; and tax consequences of various business decisions. Relevant computer applications are integrated.

Prerequisites: ACCT 105 Principles of Financial Accounting I and ACCT 108 Computerized Business Applications; or departmental approval.

ACCT 107 Principles of Managerial Accounting

4 Credits; Attribute: BU

This is an introductory course in the uses of accounting data for management decisions. It is concerned with identifying, measuring, developing, and communicating accounting information to management for the purposes of planning, information processing, controlling, and decision making. Topics include: cost identification, cost behavior, cost-volume-profit relationships, manufacturing costs and systems, budgeting, including master budgets and flexible budgets, responsibility accounting, cost control, time value of money, just-in-time systems, and not-for-profit accounting. Coverage also extends to cash flows and financial statement analysis. Computerized applications are assigned as part of the course requirements, utilizing spreadsheets and other related applications. *Prerequisites:* ACCT 104 Fundamentals of Financial Reporting or ACCT 105 Principles of Financial Accounting I, and ACCT 108 Computerized Business Applications; or departmental approval.

ACCT 108 Computerized Business Applications

3 Credits; Attribute: BU

This course provides a hands-on experience in the use of business computer applications. Students use the Microsoft Windows operating system and the current version of Microsoft Office. Students learn to work with spreadsheet, database management system, word processing, and presentation software and to apply these skills to the functional areas of organizations. Topics include: document formatting, forms and reports design, creating smart interrelated spreadsheets with complex formulas and functions, representing data with meaningful graphs, relational database design, queries, remote collaboration, file sharing, and file and storage management. Case studies will be drawn from accounting, finance, marketing, information systems, operation management, and other areas of business.

Prerequisites: Placement in English 101 English Composition I or higher, or departmental approval.

ACCT 115 Small Business Financial Software

3 Credits; Attribute: BU

This is an introductory course which focuses on understanding accounting through a mastery of general ledger software applications. Using a variety of general ledger software packages, students set up and maintain a computerized accounting records system by recording the transactions necessary to operate a service and/or a merchandising business. Topics include processing sales and receipts, recording purchases and payments, reconciling banking transactions, and creating and customizing forms and reports. This course is only offered in the spring semester.

Prerequisites: Placement in College Algebra or higher, or departmental approval.

ACCT 201 Intermediate Accounting I

3 Credits; Attribute: BU

This course provides a review of accounting concepts and principles, the accounting cycle, and financial statement preparation. An in-depth study of assets including cash, temporary investments, receivables, inventories, plant and equipment, and intangibles are covered. Spreadsheet applications are used as a device to enhance the calculations and presentation of financial accounting data.

Prerequisite: ACCT 106 Principles of Financial Accounting II.

ACCT 211 Taxation

3 Credits; Attribute: BU

This course provides a survey of federal tax structure as it applies to both individuals and corporations. There is a complete detailed

exposure to tax responsibilities, tax calculations, tax implications, and tax filing for individuals at the state and federal levels. Current taxation practices are of prime concern, as well as the implications of tax considerations on future individual decisions. When time allows, partnership and special tax entities are discussed.

Prerequisites: Placement in College Algebra or higher, or departmental approval.

ACCT 221 Cost Accounting

3 Credits; Attribute: BU

This course provides an introduction to basic cost theory and practice. The following topics are covered: surveys, cost systems, and analytical uses of cost data by management. Job order process, operation cost systems, and standard cost approaches to such systems are completed. Cost/volume/profit relationships, cost-behavior patterns, and comprehensive and flexible budgeting are also introduced. Cost applications cover manufacturing as well as merchandising and service applications for both profit and not-for-profit entities.

Prerequisite: ACCT 107 Principles of Managerial Accounting.

ACCT 225 Spreadsheet Applications

3 Credits; Attribute: BU

This course is an in-depth study of spreadsheets used to perform calculations and communicate quantitative information. Topics include the fundamentals of spreadsheet design, coverage of business formulas and functions, linking multiple worksheets and files, validating and auditing workbooks, sorting and filtering data, and creating charts and graphs. The course will provide students with an introduction to automation with macros using the Visual BASIC for Applications (VBA) language and an overview of business intelligence and data analysis tools.

Prerequisites: ACCT 108 Computerized Business Applications or CTIM 103 Beginning Excel, ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics; waiver by placement testing results; or departmental approval.

Anthropology

ANTH 101 Introduction to Anthropology

3 Credits; Attributes: LA, SS

Anthropology is the study of humans. This course provides a basic understanding of the four sub-fields of anthropology: physical anthropology, archaeology, linguistics, and socio-cultural anthropology. The emphasis is on the holistic nature of the discipline.

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; waiver by placement testing results; or departmental approval. Pre/Co-requisite: MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics; waiver by placement testing results; or departmental approval.

ANTH 400 Special Study in Anthropology

1-4 Credits; Attributes: LA, SS

This course involves independent work on a selected topic under the direction of members of the Anthropology faculty. Limited to two courses per student.

Prerequisite: approval of the Department Chair and Division Dean.

Architecture

ARCH 107 Methods and Materials of Construction

3 Credits

The fundamental aspects of building materials and systems are taught in this course. Student projects are required, demonstrating knowledge of basic building construction systems. Fields trips, labs, and lectures, combined with student use of building product CDs, Sweet's Source, and the Internet are used to retrieve data and technical information. Two lecture and two laboratory hours per week.

ARCH 115 Site Development

3 Credits

This is a basic course to enable a student to utilize a site considering natural amenities, topography, and site codes. Lectures include development of recreational, commercial, and residential sites. Included is the study of topography, site planning and grading, drainage, handicap requirements, and zoning. Environmental and aesthetic considerations are determined with the development of site analysis plans. The analysis of wind, sun, and views is incorporated in the development of site plans and site models. Vegetation for landscaping, shade, and buffering is included in lectures as it affects energy consumption in a building. Recycling of existing buildings is incorporated to site planning, as well as the re-use of existing materials, such as crushed rock in the prevention of soil erosion. Topography contours, parking areas, surface drainage, illumination, signage, and wayfinding are discussed in lectures and implemented in drafting labs where the students develop plans and models that support their development of the site. Lectures and lab work include examples of graphic communication for presentation drawings, illustrating color, shade and shadows, and vegetation to emphasize and enhance the presentation of site plans. Projects are completed by individuals and by teams. Field trips are provided to residential subdivisions and commercial sites to supplement lectures. Two lecture and two laboratory hours per week.

Prerequisite: ARCH 121 Working Drawings I; or permission of instructor.

ARCH 121 Working Drawings I

3 Credits

This course introduces the student to the basics of developing working drawings which include dimensioning, types of lines, symbols, use of architectural and engineering scales, and coordination with related disciplines and engineering. This is reflected in the generation of plans, elevations, and sections with emphasis on sections. Lectures include perspective, isometric, and presentation of work. Lab projects include freehand drawings which consists of plans, elevations, and sections that enable the student to develop the skill of proportion and scale. Lectures and lab work provide hands-on experience for graphic communication to utilize color, texture, and presentation techniques. Introduction to model making uses materials and methods of assembling components which include color, trees, cars, and figures to provide scale. Projects are individual and team presentations. The skills and familiarization of Working Drawings I taken from lectures and labs from ARCH 121 Working Drawings I and ARCH 107 Methods and Materials of Construction are carried into ARCH 122 Working Drawings II where the students combine their skills into producing architectural working drawings. Two lecture and two laboratory hours per week.

Pre/Co-requisite: ENGT 107 Computer-Aided Drafting; or permission of instructor.

ARCH 122 Working Drawings II

3 Credits

This course develops elements of a complete set of construction documents. Plans, elevations, sections, details, and schedules

are provided with the use of CAD. The practice of scanned images from approved construction documents is implemented to provide changes in the work as practiced in the industry. Two lecture and two laboratory hours per week.

Prerequisites: ARCH 107 Methods and Materials of Construction, ARCH 121 Working Drawings I, and ARCH 200 Revit; or permission of instructor.

ARCH 123 Graphic Communication

1 Credit

Basic principles of successful graphic presentations are introduced. Student projects progress from concrete to abstract representation. Effective use of color, symbols, composition, and scale is stressed. Basic features of current computer programs such as fonts, graphs, and 3D representation are explored by the student. Two laboratory hours per week.

ARCH 200 Revit

3 Credits

This course will lead students through the process of creating a building model using the 3D building information modeling (BIM) software, Revit. The course will cover the use of BIM in the building industry, development of 3D model elements, views, dimensions and annotations, schedules, basic interior components, drawing sheets and printing, and basic 3D rendering. Two lecture and two laboratory hours per week.

ARCH 201 Revit II

3 Credits

This course is designed to give students a solid understanding of Revit MEP features and capabilities, from navigating the interface to the more advanced subjects. The course introduces students to the software's user interface and the basic HVAC, electrical, and plumbing/piping components that make Revit MEP a powerful and flexible engineering modeling tool. Students focus on developing a small residential or commercial project and produce various drawings. Two lecture and two laboratory hours per week.
Prerequisite: ARCH 200 Revit or ENGT 107 Introduction to CAD.

ARCH 204 Environmental Systems I

4 Credits

This course introduces theories and applications of climate response, energy, and material resources as applied to the thermal comfort of buildings. Emphasis on sustainable architectural methods of usage of water and natural and active methods of ventilating, cooling, and heating. A combination of class lectures and outside field trips and professional conferences will be used to present the material. Two lecture and four laboratory hours per week.

Prerequisite: MATH 002 Preparation for College Math II or MATH 011 Introductory Algebra; waiver by placement testing results; or permission of instructor.

ARCH 207 Building Codes and Construction Management

4 Credits

Contract documents (drawings and specifications) are analyzed for code requirements as they apply to the design and construction of buildings in Massachusetts. Various classifications of construction types are considered for fire safety and other code requirements. Elements of design, project scheduling, and construction supervision are also studied. Three lecture and two laboratory hours per week.

Prerequisite: ARCH 107 Methods and Materials of Construction; or permission of instructor.

ARCH 214 Environmental Systems II

4 Credits

This course introduces the impact of daylighting and artificial

lighting on the design and use of buildings. Acoustic performance and behavior of sound in buildings will be studied. The course highlights daylighting systems and the integration of electrical lighting, strategies for noise management, room acoustics, as well as a continued introduction to alternate and sustainable building energy systems. A combination of class lectures, physical models, and outside field trips will be used to present the material. Two lecture and four laboratory hours per week.

Pre/Co-requisites: ARCH 230 Introduction to Sustainability and MATH 003 Preparation for College Math III or MATH 012 Intermediate Algebra; waiver by placement testing results; or permission of instructor.

ARCH 217 Applied Structural Design

4 Credits

Properties of wood, steel, and concrete under typical construction conditions are studied. Stresses are analyzed under common loading conditions and allowable stresses compared. Building codes and manufacturer's data in tables and charts are analyzed and applied, using basic engineering formulas, to basic building designs. Demonstrations, laboratory, and team projects are used to introduce professional practice. Three lecture and two laboratory hours per week.

Pre/Co-requisites: PHYS 133 Concepts of Technical Physics II, PHYS 142 Technical Physics II, PHYS 152 College Physics II, or PHYS 162 General Physics II; or permission of instructor.

ARCH 226 Architectural Design

3 Credits

This is an introductory course in Architectural Design that encourages students to express themselves with many preliminary ideas that translate into alternate designs. Bubble diagrams and site analysis sketches are generated to establish the concepts of the projects. Alternate designs are combined and refined into the final presentation where the students present their projects to a team of architectural critics. Students are instructed to use pencil to paper to develop, refine, and present their ideas from preliminary conception to a final presentation which includes plans, sections, elevations, and models. Several projects are defined within the program requirements with maximum dimensions for the student to work within to provide the student with a complete understanding of the project. Sections are developed enabling the student to understand the development of plans from bubble diagrams, the development of elevations from plans, and the relationship of all components. Presentations of projects include drawings, freehand sketches, and study and presentation models. Emphasis is placed on the freehand sketches to include color, bar graphs, scale figures, vehicles, trees, and appropriate scale items that graphically enhance the preliminary sketches, preliminary work, and final presentations. Graphic illustrations with examples are presented in lectures by the use of sample materials to include texture, color, and scale figures, in addition to presentations to be coordinated and complement each other for a complete graphic presentation in both two and three dimensions. One lecture and four laboratory hours per week.

Prerequisites: ARCH 115 Site Development, ARCH 122 Working Drawings II, and ARCH 230 Introduction to Sustainability; or permission of instructor.

ARCH 230 Introduction to Sustainability

3 Credits

An introduction to the theory and principles of innovative sustainable construction. The course takes an integrated design and ecological systems approach to high performance green building. Students learn how to reduce the ecological impact of the built environment using cutting-edge best practices. Topics include climate change, green building principles, rating systems, life cycle assessment, energy efficiency, renewable energy, and

innovation technologies. Capstone assignment is a student lecture. Two lecture and two laboratory hours per week.
Pre/Co-requisite: ENGL 101 English Composition I; waiver by placement testing results; or permission of instructor.

ARCH 251 Architectural Detail Drawings

3 Credits

This course complements ARCH 122 Working Drawings II. The student is taught the basics of detailing and drawing required for the construction of a building. Instruction is given in the use of selecting components to detail an assembly for such details as expansion joints and wall jambs. Technical information is assembled from manufacturer's catalogs, the Internet, and Sweet's Source to provide data for freehand sketches of detailed assemblies. These details are discussed and modified. The final details are done in CAD in a full drawing format. Two lecture and two laboratory hours per week.

Prerequisite: ARCH 122 Working Drawings II.

ARCH 252 Estimating

3 Credits

This course considers cost per square foot, assemblies, and unit cost methods for estimating construction projects. Sample projects representing commercial and residential construction are used in computer labs for complete estimates. Working drawings and specifications are used for estimating quantities. Reference manuals, CDs, and estimating software complement the specifications and drawings. Two lecture and two laboratory hours per week.

Prerequisites: ARCH 122 Working Drawings II and ARCH 251 Architectural Detail Drawings; or permission of instructor.

ARCH 401 Professional Internship

3 Credits

This course provides the student with practical hands-on experience in a construction or architectural professional environment. Students will gain an understanding of workplace dynamics and professional expectations. The overall intent of this course is to assist students to refine and clarify individual professional and career goals. Ten to fifteen internship hours per week.

Prerequisite: permission of instructor.

Art

ARTG 100 Art History of the Western World

3 Credits; Attributes: FA, GL, HU, LA

This course surveys the visual arts proceeding chronologically from the ancient era to modern times. Emphasis is placed on the philosophical and social attitudes that inspired the artist's work. Analysis of each art object focuses on the methods and materials (i.e., composition, line, value, and color) and how the technology of the time influenced the creation of the work.

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; waiver by placement testing results; or permission of instructor.

ARTG 101 History of Art I

3 Credits; Attributes: FA, HU, LA

This course surveys the visual arts comprehensively from the Paleolithic through the Late Renaissance periods. Emphasis is placed on the philosophical attitudes that inspired the artist's work. Analysis of each art object focuses on the methods and materials (i.e., composition, line, value, and color) and how the technology of the time influenced the creation of the work.

Prerequisite: ENGL 092 Preparing for College Reading II; waiver by placement testing results; or permission of instructor.

ARTG 102 History of Art II-High Renaissance to Present

3 Credits; Attributes: FA, HU, LA

This course surveys the history of art from the High Renaissance period to modern times. Emphasis is placed on the philosophical and social attitudes that inspired the artists' work. Analysis of each artwork focuses on the methods and materials used and how the technology of the time influenced the creation of the work.

Prerequisite: ENGL 092 Preparing for College Reading II; waiver by placement testing results; or permission of instructor.

ARTG 105 Graphic Design I

3 Credits; Attributes: FA, HU, LA

The course emphasizes the development of graphic design concepts from preliminary phases through comprehensive stages utilizing traditional studio techniques interactively with basic computer applications. Two lecture and two laboratory hours per week.

Prerequisites: ARTG 112 Typography, ARTG 115 Introduction to Graphic Design and Production, and ARTG 281 Computer-Aided Graphic Design; or permission of instructor.

ARTG 106 Graphic Design II

3 Credits; Attributes: FA, HU, LA

This course is a continuation of ARTG 105 Graphic Design I. The emphasis is on the development of more advanced graphic design concepts as produced in professional comprehensive presentations. Two lecture and two laboratory hours per week.

Prerequisites: ARTG 105 Graphic Design I, ARTG 112 Typography, ARTG 115 Introduction to Graphic Design and Production, and ARTG 281 Computer-Aided Graphic Design; or permission of instructor.

ARTG 107 Drawing I

3 Credits; Attributes: FA, HU, LA

Through the act of drawing and direct observation, students learn to process visual information. Emphasis is placed on geometric form and the space in which objects exist. The study of perspective systems, cross-contour drawing, value, line, and other elements and principles as they relate to drawing are also examined. Various drawing media and supports are also introduced. Individual and group critiques form an integral part of this course. Two lecture and two laboratory hours per week.

ARTG 108 Drawing II

3 Credits; Attributes: FA, HU, LA

This course focuses on the human form as the primary source for direct observation. It examines basic human anatomy as a basis for understanding the human form. Students develop their perception through a variety of representational drawing techniques. Assignments include anatomical studies of the entire figure, drawing from the Masters, as well intensive study of the figure from life. Individual and group critiques form an integral part of the course. Two lecture and two laboratory hours per week.

Prerequisite: ARTG 107 Drawing I; or permission of instructor.

ARTG 112 Typography

3 Credits; Attributes: FA, HU, LA

This course is a study of the design history and use of letter forms. Topics include characteristics of the major typeface families, typographic contrasts, legibility through design, and the nomenclature of type. Computer-assisted assignments are an integral part of this course. Two lecture and two laboratory hours per week.

Prerequisite: ARTG 281 Computer-Aided Graphic Design; or permission of instructor.

ARTG 113 Color and Design I

3 Credits; Attributes: FA, HU, LA

This course is an introductory course to two-dimensional design theory. Design is the foundation discipline of all forms of visual expression. This course introduces the student to the formal elements of form, shape, line, value, and texture. Exercises in these areas also include the basics of color theory as they relate to these elements. Through a variety of assignments, students use these elements to solve problems of visual organization. Two lecture and two laboratory hours per week.

Pre/Co-requisite: ARTG 107 Drawing I; or permission of instructor.

ARTG 114 Color and Design II

3 Credits; Attributes: FA, HU, LA

This course is a continuation of ARTG 113 Color and Design I, beginning with an in-depth investigation of color. Color studies and lectures demonstrate specific cultural, spatial, physical, and psychological applications of color. Space, including types of space, linear perspective, and the spatial properties of the elements are examined as well. This course concludes with an investigation of time and motion. Assignments include the depiction of motion on the two-dimensional surface in singular compositions and as sequential art. Two lecture and two laboratory hours per week.

Prerequisite: ARTG 113 Color and Design I; or permission of instructor.

ARTG 115 Introduction to Graphic Design and Production

3 Credits; Attributes: FA, HU, LA

This course introduces the student to graphic design elements and principles and their application to page layout. Assignments emphasize the development of advertising graphics from concept and design phases through basic computer production applications. Two lecture and two laboratory hours per week.

Prerequisite: ARTG 281 Computer-Aided Graphic Design; or permission of instructor.

ARTG 121 Introduction to Photography

3 Credits; Attributes: FA, HU, LA

Students learn how to operate a 35mm camera while exploring the fundamentals of photography. Shutter and aperture controls, light meter calculations, adjustable focus, and depth of field are covered. This course stresses photographic composition as a vehicle for artistic expression. Lectures and demonstrations will be combined with developing and printing black and white film using an enlarger in a traditional darkroom. Students are required to have a fully manual camera and tripod. Students supply film, photo paper, developing tanks, and reels. Two lecture and two laboratory hours per week.

ARTG 204 The Black Arts Movement

3 Credits; Attributes: FA, HU, LA

This course surveys artworks made by Blacks in the United States and abroad. Students explore major art movements, such as the Harlem Renaissance and the Black Arts Movement, and study the impact of political movements on visual artists and their work, including the Black Liberation Movement and #BlackLivesMatter. In addition, students consider how artists have contended with issues of race, gender, and sexuality by examining the works of Black visual artists.

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; or waiver by placement testing results.

ARTG 205 Three-Dimensional Design

3 Credits; Attributes: FA, HU, LA

Design elements and principles are explored through student fabrication of a variety of three-dimensional design projects. Assignments include plan drawing, proportional enlargement and

reduction of designs, space sketch, and model building. A variety of media are introduced, including construction board, plasticine, aluminum, and plaster. Two lecture and two laboratory hours per week.

ARTG 210 Introduction to Animation

3 Credits; Attributes: FA, HU, LA

This course uses Adobe animation software to produce multimedia animations for the web. This course includes lessons from animation history, storyboarding, character animation, interactivity, and soundtrack synchronization. Basic drawing skills and Macintosh literacy are required for this course. Two lecture and two laboratory hours per week.

ARTG 211 Illustration I

3 Credits; Attributes: FA, HU, LA

This course provides an opportunity to explore a variety of methods and materials used in illustration. Students practice a range of techniques, which can be used to enhance the expressive potential of illustration. The course examines different genres in illustration including children's books, editorial, and textbook illustration. Through lectures, students view the contemporary illustration styles and niches and discuss other relevant processes used by illustrators. Two lecture and two laboratory hours per week.

Prerequisite: ARTG 108 Drawing II; or permission of instructor.

ARTG 212 Illustration II

3 Credits; Attributes: FA, HU, LA

This course is a continuation of the conceptual and technical skills of pictorial communication introduced in ARTG 211 Illustration I. Students articulate ideas visually with particular attention paid to content and visual storytelling. Communicating the essential meaning of stories, articles, and editorial material in a creative and original manner is an emphasis. Students conceptualize, edit, and produce illustrations for children and adults while having the opportunity to develop a personal style and approach. Two lecture and two laboratory hours per week.

Prerequisite: ARTG 211 Illustration I; or permission of instructor.

ARTG 213 Relief Printing: Woodcut and Linocut

3 Credits; Attributes: FA, HU, LA

Woodcut, the oldest method of creating prints, is a direct and simple process. From strong textural illustrations of the fourteenth century in the Western World to the subtle transparent colors of the traditional Japanese print, woodcut has demonstrated its malleability to the images of artists over the centuries. A variety of relief printmaking techniques using traditional wood blocks, linoleum, and vinyl plates are explored using reduction, key block, and line methods of registration. Two lecture and two laboratory hours per week.

ARTG 215 Pastel

3 Credits; Attributes: FA, HU, LA

This course introduces the student to the art of pastel. Students become familiar with various chalk pastels and color systems distinct to this medium. Students are taught a range of mark-making techniques: hatching, feathering, stippling, overlaying, and some innovative experimental methods. Individual and group critiques form an integral part of the course. Two lecture and two laboratory hours per week.

ARTG 216 Dreamweaver on the Mac

3 Credits; Attributes: FA, HU, LA

This course covers basic website construction and design using Dreamweaver on a Mac platform. Topics include: introduction to

concept development, storyboarding, and color theory, as well as technical skills for navigation, file management, file compression, and HTML programming. Emphasis is on the effective use of design principles in the selection and integration of text and image to create a site that is both elegant and functional in design. Two lecture and two laboratory hours per week.

ARTG 219 Typography II

3 Credits; Attributes: FA, HU, LA

This advanced class is a further exploration of expressive visual communication through various typographic forms and structures. Topics include typographic hierarchy, effective use of grids, contemporary legibility, and readability issues for digital, screen, and print application. Two lecture and two laboratory hours per week.

Prerequisite: ARTG 112 Typography.

ARTG 221 Painting I

3 Credits; Attributes: FA, HU, LA

This course presents an introduction to painting media, basic techniques, picture composition, and color systems. Project assignments emphasize the development of technical skills and familiarity with the medium necessary for students to record their visual observations in paint. Individual and group critiques form an integral part of the course. Two lecture and two laboratory hours per week.

ARTG 222 Painting II

3 Credits; Attributes: FA, HU, LA

This course presents an intermediate-level easel-painting experience. Projects are assigned with an emphasis on continued development of technical skills through a variety of perceptual approaches (i.e., working from life) as well as conceptual experimentation (i.e., working from imagination). Individual and group critiques form an integral part of this course. Two lecture and two laboratory hours per week.

Prerequisite: ARTG 221 Painting I; or permission of instructor.

ARTG 223 Watercolor

3 Credits; Attributes: FA, HU, LA

This course presents an introduction to transparent water-based media. Painting from observation is emphasized. Students are exposed to indirect color mixing methods specific to the media. Students are taught a variety of watercolor techniques including: wet-into-wet, wet-into-dry, flat and graduated washes, as well as experimental approaches. Individual and group critiques form an integral part of the course. Two lecture and two laboratory hours per week.

ARTG 224 Advanced Painting

3 Credits; Attributes: FA, HU, LA

In this course, students explore technical and conceptual boundaries that concentrate on each individual student's personal vision and goals. The properties of paint and grounds are examined. The production of specific supports and ground surfaces are explored. Traditional and contemporary methods are studied and used. There is an emphasis on an independent pursuit of individual approaches to the discipline. Two lecture and two laboratory hours per week.

Prerequisite: ARTG 222 Painting II; or permission of instructor.

ARTG 235 Clay Work

3 Credits; Attributes: FA, HU, LA

This course teaches basic and advanced wheel-throwing skills for the beginning to advanced student. Hand-building techniques

such as slab and coil construction and surface-decorating techniques such as scraffito, incising, paper resist, carving, and glaze formulation are investigated. Advanced students explore more complicated pieces involving altering and combining clay-forming methods. Two lecture and two laboratory hours per week.

ARTG 242 Digital Photography I with Photoshop

3 Credits; Attributes: FA, HU, LA

Students explore the fundamentals of the digital darkroom using industry-standard image-editing computer applications. Image capture, scanning, storage, image editing, adjustments for color and contrast, photo retouching, monitor calibration, and output options are introduced. Students scan conventional film or prints, use digital cameras, and import images from CDs. Students are not required to own a digital camera. Two lecture and two laboratory hours per week.

ARTG 254 Intaglio Printing: The Art of Etching

3 Credits; Attributes: FA, HU, LA

Students learn the basics of preparing the plate surface with hard and soft grounds as well as manipulating the image with resists and varnishes during the etching process. Sugar lift, white ground, and aquatint methods are also explored along with the more direct methods of dry point and engraving techniques. Copper plates are used with the Edinburgh etch, a safer ferric chloride-based mordant. Non-toxic soy-based intaglio inks are used. Emphasis is on discovering the unique transformation of line, value, and form through the art of etching. Two lecture and two laboratory hours per week.

ARTG 255 Monoprint and Monotype Printmaking

3 Credits; Attributes: FA, HU, LA

This course investigates the art of the unique print. With monoprint, the most immediate form of printmaking, drawings can be quickly translated in a painterly manner using additive and subtractive methods. Using a plate matrix, students create any number of print variations with monotype. Chine colle, multiple plate, and offset techniques are explored with oil- and water-based inks. Two lecture and two laboratory hours per week.

ARTG 256 Screen Printing

3 Credits; Attributes: FA, HU, LA

This course in silkscreen introduces a variety of stencil-making procedures. Beginning with direct drawing, cut paper, and film methods, students learn the basics of multiple color registration. Photo processes are explored using hand-drawn acetate positives and the computer. A range of projects on a variety of supports explore the versatility of this popular commercial and fine art medium. Two lecture and two laboratory hours per week.

ARTG 257 Printmaking Seminar

3 Credits; Attributes: FA, HU, LA

This intensive course allows printmaking students to explore in depth a particular theme within a chosen print medium. Series editions, artists' books, and narrative illustrations are explored and discussed as directives for individual projects. Two lecture and two laboratory hours per week.

Prerequisite: ARTG 213 Relief Printing: Woodcut and Linocut, ARTG 225 Drawing into Print, ARTG 254 Intaglio Printing: The Art of Etching, ARTG 255 Monoprint and Monotype Printmaking, or ARTG 256 Screen Printing; or permission of instructor.

ARTG 263 Sculpture I

3 Credits; Attributes: FA, HU, LA

This course is an introduction to basic techniques and practices of

sculpture. It examines how three-dimensional form is organized and created. Students experiment with the processes of modeling and casting with a variety of materials including plasticine, wax, clay, and plaster. Group critiques and slide lectures complement studio work. Two lecture and two laboratory hours per week.

ARTG 281 Computer-Aided Graphic Design

3 Credits; Attributes: FA, HU, LA

Relevant to the contemporary graphic designer, this course emphasizes computer layout, type, and color as they integrate into publication design. Laboratory experience in page design and relevant skill building is emphasized. Students generate original graphics and develop a graphics portfolio component. Two lecture and two laboratory hours per week.

ARTG 282 Basic Design for Desktop Publishing

3 Credits; Attributes: FA, HU, LA

This course provides guidelines for creating effective, well-designed desktop publications. Lecture and discussion topics with related assignments are used to develop an understanding of basic typography in relation to the elements and principles of design. Two lecture and two laboratory hours per week.

ARTG 331 Ceramics I

3 Credits; Attributes: FA, HU, LA

This course explores basic clay techniques including wheel-throwing and hand-building methods such as slab construction and pinch and coil. Surface decoration and glazing techniques are introduced in conjunction with firing methods. The history of the medium including traditional and contemporary forms is discussed through slide review and demonstrations. Two lecture and two laboratory hours per week.

ARTG 400 Visual Arts Internship

3 Credits; Attributes: FA, HU, LA

This internship opportunity exemplifies the principles of cooperation between business and academia. The internship coordinates marketplace art experience with that of the College. Students who are strongly motivated to advance their knowledge of specific job opportunities in the art and graphic design and the fine arts fields are encouraged to seek and complete this 160-hour elective at a worksite approved by the department. After meeting the demands of the professional marketplace, students return to the classroom with a more focused view as they complete their studies.

ARTG 441 Special Study in Art

3 Credits; Attributes: FA, HU, LA

This course involves independent work on a selected topic under the direction of members of the Art Department. Limited to two courses per student.

Prerequisite: approval of the Department Chair and Division Dean.

Biology

BIOL 101 Science for Life

3 Credits; Attributes: LA SC

This course focuses on the nature of science as a reliable method of learning about the natural world. Students will learn how to apply evidence, concepts, and theories to distinguish science from non-science, bad science, and pseudoscience, by analyzing a variety of claims and case studies. This course is designed to increase science literacy and critical thinking skills for the non-

science major.

Prerequisites: ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Math; waiver by placement testing results; or departmental approval.

BIOL 115 Survey of Human Form and Function

3 Credits; Attributes: LA SC

This course is designed for students who are enrolled in the Paramedic program. This course does not meet the requirement for BIOL 201 Anatomy and Physiology I or BIOL 202 Anatomy and Physiology II for nursing and allied health students. Topics include an introduction to the structure and function of the human body, cells, tissues, levels of organization, and a survey of all 11 systems of the body. The course consists of a combination of lecture and laboratory experiences in addition to a peer discussion of relevant clinical cases. A dissection component of the laboratory work is required for successful completion of the course. Two lecture and two laboratory hours per week.

Prerequisites: ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics; waiver by placement testing results; or departmental approval.

BIOL 119 Introduction to Evolutionary Biology

3 Credits; Attributes: LA SC

This course is an introduction to biological evolution and the concept of evolution as the unifying theme of biology. It includes such topics as evolutionary theories, fossils, phylogeny, biodiversity, mutations, drift, selection, adaptations, and extinctions. The course also addresses the evolution of sex, family, and behavior. Emphasis is placed on the biology of evolution with emphasis on DNA, mutations, and the process of natural selection. This course is designed for the non-science major.

Prerequisites: ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics; waiver by placement testing results; or departmental approval.

BIOL 121 Biological Principles I

4 Credits; Attributes: LA LS SC

This course introduces basic principles of biology. Topics include scientific method, evolution, cellular and subcellular structure, basic cell chemistry, transport across cell membranes, mitosis, meiosis, metabolism, photosynthesis, DNA structure and replication, protein synthesis, and patterns of inheritance. This course is required as a prerequisite for most other four-credit biology courses. Three lecture and two laboratory hours per week.

Prerequisites: one unit of high school science (preferably biology), ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 003 Preparation for College Math III or MATH 012 Intermediate Algebra; waiver by placement testing results; or departmental approval.

BIOL 122 Biological Principles II

4 Credits; Attributes: LA LS SC

This course is a study of the domains, kingdoms, and major phyla comprising the living world. The evolution of the diverse forms of life on the earth today, from the earliest life forms to the present, serves as a unifying theme throughout the course. Topics include population genetics, aspects of micro- and macro-evolution, phylogeny and biodiversity of modern prokaryotes and eukaryotes, species interactions, community structure, and ecosystems ecology. Three lecture and two laboratory hours per week.

Prerequisites: C- or higher in BIOL 121 Biological Principles I or

successful performance on departmental challenge exam, ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 003 Preparation for College Math III or MATH 012 Intermediate Algebra; waiver by placement testing results; or departmental approval.

BIOL 138 Introduction to Human Nutrition

3 Credits; Attributes: LA SC

This course is an introduction to the science of human nutrition and its role in health. It includes such topics as types of nutrients, nutrient digestion, absorption and metabolism, food sources, recommended nutrient intakes, food safety, and food technology. The course may also address other topics related to health and nutrition. Emphasis is placed on application of these concepts to promote health and fitness. This course is designed for the non-science major.

Prerequisites: ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics; waiver by placement testing results; or departmental approval.

BIOL 141 Introduction to Marine Biology

4 Credits; Attributes: LA LS SC

The course is an introduction to biological aspects of major marine environments. Local habitats are used as examples for a survey of common marine organisms and to study interactions between organisms and their surroundings. Emphasis is placed on human relationships to the ocean environment. Communities investigated are primarily rocky coast, marsh-estuary, and sandy beach. This course also includes a discussion of marine mammals. Three lecture and two laboratory hours per week.

Prerequisites: ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics; waiver by placement testing results; or departmental approval.

BIOL 143 Introduction to Environmental Science

4 Credits; Attributes: LA LS SC

Students apply the process of science to investigate the relationship between humans and the environment. An interdisciplinary approach is applied to study current and emerging environmental problems and evaluate potential solutions. Students develop an awareness of their individual impact on environmental systems. The course introduces students to the scientific method and fosters scientifically-literate citizens. The concept of sustainability is a core component throughout the course. In the laboratory, students learn to measure, record, interpret, and apply environmental data to solve problems. Some field trips may be required. This course is designed for the non-science major. Three lecture and two laboratory hours per week.

Prerequisites: ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics; waiver by placement testing results; or departmental approval.

BIOL 160 Human Genetics, Reproduction, and Society

4 Credits; Attributes: LA LS SC

This course addresses biological, ethical, and legal aspects of human reproduction and genetics. It includes such topics as cellular division, anatomy and physiology of the human reproductive systems, prenatal development, reproductive technologies, transmission genetics, DNA and chromosomes, and genetic technologies. Laboratory topics include activities related to human reproductive anatomy, transmission genetics, and molecular biology, with an emphasis on understanding the scientific process. This course is designed for the non-science major. Three lecture and two laboratory hours per week.

Prerequisites: ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 002 Preparation for College Math II or MATH 011 Introductory Algebra or MATH 060 Mathematical Literacy for College Students; waiver by placement testing results; or departmental approval.

BIOL 201 Anatomy and Physiology I

4 Credits; Attributes: LA LS SC

This is the first part of a two-semester course that presents in a comprehensive manner the structure and function of the human body. Topics include tissues and the integumentary, skeletal, muscular, and nervous systems. A dissection component of the laboratory work is required for successful completion of the course. This course is designed for students in the health programs. BIOL 201 Anatomy and Physiology I must be taken before BIOL 202 Anatomy and Physiology II. Three lecture and two laboratory hours per week.

Prerequisites: C- or higher in BIOL 121 Biological Principles I or successful performance on departmental challenge exam, ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 003 Preparation for College Math III or MATH 012 Intermediate Algebra; waiver by placement testing results; or departmental approval.

BIOL 202 Anatomy and Physiology II

4 Credits; Attributes: LA LS SC

This is the second part of a two-semester course that presents in a comprehensive manner the structure and function of the human body. Topics include the cardiovascular, respiratory, digestive, urinary, endocrine, and reproductive systems. A dissection component of the laboratory work is required for successful completion of the course. This course is designed for students in the health programs. Three lecture and two laboratory hours per week.

Prerequisites: C- or higher in BIOL 121 Biological Principles I or successful performance on departmental challenge exam, C- or higher in BIOL 201 Anatomy and Physiology I, ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 003 Preparation for College Math III or MATH 012 Intermediate Algebra; waiver by placement testing results; or departmental approval.

BIOL 205 Vertebrate Anatomy and Physiology I

4 Credits; Attributes: LA LS SC

This is the first part of an introductory course sequence in the comparative anatomy and physiology of vertebrates, with a focus on domestic animals. Students will use anatomical models and preserved specimens of a variety of species to study gross and microscopic anatomy of the integumentary, skeletal, muscular, and nervous systems. Emphasis is placed upon the normal anatomy and physiology to provide sufficient knowledge of normal physiologic processes to understand the responses to drugs and disease processes discussed later in the veterinary science curriculum. Note: Dissection is required. This course is restricted to Veterinary Technician students or by departmental approval. BIOL 205 Vertebrate Anatomy and Physiology I must be taken before BIOL 206 Vertebrate Anatomy and Physiology II. Three lecture and two laboratory hours per week.

Prerequisites: C or higher in BIOL 121 Biological Principles I or successful performance on departmental challenge exam, ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 003 Preparation for College Math III or MATH 012 Intermediate Algebra; waiver by placement testing results; or departmental approval.

BIOL 206 Vertebrate Anatomy and Physiology II

4 Credits; Attributes: LA LS SC

This is the second part of an introductory course sequence in

the comparative anatomy and physiology of vertebrates, with a focus on domestic animals. Students will use anatomical models and preserved specimens of a variety of species, to study gross and microscopic anatomy of the endocrine, cardiovascular, respiratory, digestive, urinary, and reproductive systems.

Emphasis is placed upon the normal anatomy and physiology to provide sufficient knowledge of normal physiologic processes to understand the responses to drugs and disease processes discussed later in the veterinary science curriculum. Note: Dissection is required. This course is restricted to Veterinary Technician students or by departmental approval. Three lecture and two laboratory hours per week.

Prerequisites: C or higher in BIOL 205 Vertebrate Anatomy and Physiology I, ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 003 Preparation for College Math III or MATH 012 Intermediate Algebra; waiver by placement testing results; or departmental approval.

BIOL 215 Ecology

4 Credits; Attributes: GL LA LS SC

This course explores major ecological concepts and enables students to identify the techniques used by ecologists to study those concepts. Topics include the interrelationships of organisms with physical and biotic factors of the environment, the structure of terrestrial and aquatic communities, population structure and dynamics, species interactions, succession, energy flow, nutrient cycling, and global ecology. Laboratory allows students to investigate biotic communities and ecosystems in southeastern Massachusetts while emphasizing data collection, analysis, interpretation, and relevance at larger scales. Three hours of lecture and one three-hour laboratory period weekly. Offered fall semester.

Prerequisites: C- or higher in BIOL 121 Biological Principles I, C- or higher in BIOL 122 Biological Principles II, ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 203 College Algebra or higher; waiver by placement testing results; or departmental approval. Pre-/Co-requisites: CHEM 151 General Chemistry I and MATH 217 Pre-calculus; waiver by placement testing results; or departmental approval.

BIOL 231 Microbiology

4 Credits; Attributes: LA LS SC

This is a course in general microbiology with emphasis placed on the practical applications for medical, food, dairy, water, and environmental microbiology. Part of the laboratory experience includes an introduction to techniques in molecular biology and the identification of one or more bacterial unknowns to demonstrate adequate knowledge of the proper laboratory technique. Organisms of discussion include bacteria, viruses, fungi, and some of the primitive algae and protozoa. Topics include classification, prokaryotic cell structure, microbial genetics, biotechnology, microbial metabolism, microbial growth, and control of microbial growth. Chemistry is recommended, but not required, before taking this course. Two lecture and four laboratory hours per week.

Prerequisites: C- or higher in BIOL 121 Biological Principles I or successful performance on departmental challenge exam, ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 003 Preparation for College Math III or MATH 012 Intermediate Algebra; waiver by placement testing results; or departmental approval.

BIOL 234 Cellular Biology

4 Credits; Attributes: LA LS SC

This laboratory-intensive course provides an overview of the

cellular and molecular basis for living systems, focusing on eukaryotic cells. Lecture topics include DNA replication, gene expression and regulation, plasma membrane dynamics, signal transduction, cell cycle control, metabolism, intracellular compartments, and protein sorting. In the laboratory, students apply the theory and practice of modern cell biology techniques by designing and executing experiments. Emphasis in the laboratory placed on Good Manufacturing Practices (GMP), Standard Operating Protocols (SOP), aseptic techniques, and trouble shooting. Intended for students intending on transferring into bachelor's programs in biology, chemistry or biochemistry, or those interested in pursuing careers in biotechnology or pharmacy. Two lecture and four laboratory hours per week.

Prerequisites: C- or higher in BIOL 121 Biological Principles I or successful performance on departmental challenge exam, C- or higher in BIOL 122 Biological Principles II, ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 012 Intermediate Algebra; waiver by placement testing results; or departmental approval. Pre/Co-requisite: CHEM 152 General Chemistry II; or departmental approval.

BIOL 400 Special Study in Biology

1-4 Credits; Attributes: LA SC

This course involves independent work on a selected topic under the direction of members of the Biology Department. Limited to two courses per student.

Prerequisite: approval of the Department Chair and Division Dean.

Black Studies

BLST 150 Introduction to Black Studies

3 Credits; Attributes: HU, LA

This course chronologically explores the Black experience from a number of perspectives. Students study the progression of Black political and social thought, engagement and protest, and the struggle to enact change. Students gain a comprehensive introduction to the social, political, legal, and economic roots of the contemporary challenges faced by Blacks, with applications to the lives of other racial and ethnic groups in the United States and in other societies.

BLST 220 The Civil Rights and Black Power Movements

3 Credits; Attributes: HU, LA

This course examines the origins, evolution, and outcomes of the Black freedom struggle, focusing on the Civil Rights and Black Power movements. The course assesses the roles played by individuals, movements, governments, and political leaders in the process of social change. Leaders such as Martin Luther King and his nonviolent protest during the Montgomery Bus Boycott and the 1963 March on Washington, Malcolm X and his call for Black pride, economic uplift, and self-determination, as well as the Black Panther movement and their fight against police repression will be discussed. Close attention is paid to the roles of organizations, resources, leadership, recruitment, commitment, values, ideology, political culture, gender, and counter-movements.

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; or waiver by placement testing results.

BLST 230 Contemporary Issues in the Black Community

3 Credits; Attributes: HU, LA

Students engage in an exploration of the social, political, cultural,

and economic issues in the Black community. Topics include health, education, and policing in Black communities. This course provides insight on the extent to which these issues affect the Black individual and family in their interaction with the majority of American society.

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; or waiver by placement testing results.

BLST 240 The Caribbean: History, People, and Culture 3 Credits; Attributes: GL, HU, LA

This course explores Caribbean society from the Columbian era to the period of emancipation. Taking an interdisciplinary approach, it focuses on the foundations of Caribbean civilizations in the English-, French-, and Spanish-speaking areas of the region. Students use a variety of primary sources, including film, music, memoirs, and diaries to explore the unmaking and making of empire in the Anglophone, Francophone, and Hispanic Caribbean through the everyday lives of inhabitants of the islands. Additionally, the course will examine the ways that Caribbean people have shaped and engaged narratives of the past and aspirations for the future.

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; or waiver by placement testing results.

Business

BUSN 110 Introduction to Business 3 Credits; Attribute: BU

This course surveys business organizations as they operate within our free-enterprise system. Explores the functional areas of accounting, finance, production, and marketing from a management perspective with an emphasis on problem solving.
Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; waiver by placement testing results; or departmental approval.

BUSN 111 Personal Finance 3 Credits; Attribute: BU

This course provides for the planning and management of personal assets by individuals over both short-term and long-term periods. Topics include household budgeting, savings and financial institutions, consumer credit and other borrowings, insurance investments, pensions and annuities, and the implications of taxes in decisions. An overview of relevant topics for planning, maintenance, and protection of personal estates is also discussed.

Prerequisites: ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics; waiver by placement testing results; or departmental approval.

BUSN 112 Principles of Management 3 Credits; Attribute: BU

This is an initial course in management with emphasis upon the principles and techniques of the managerial process in business. The basic concepts of management planning, organizing, directing, staffing, and controlling are related to the operations of businesses. Recent implications of social theory, communications theory, and group functions are considered. Utilizes case studies as a vehicle to enable students to apply theory to practice.

Prerequisites: ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics; waiver by placement testing results; or departmental approval.

BUSN 120 Principles of Marketing 3 Credits; Attribute: BU

This course introduces the role of marketing in the organization. There is major emphasis on the concept of marketing strategy as a comprehensive, integrated plan designed to meet the needs of the consumer and thus facilitate exchange. Presents techniques and practices commonly utilized by marketers in the areas of research, product planning, pricing, distribution, and promotion. Uses a problem-solving approach utilizing the case study method and lecture.

Prerequisites: ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics; waiver by placement testing results; or departmental approval.

BUSN 122 Sales 3 Credits; Attribute: BU

This course studies the functional aspects of personal selling and career opportunities in the field of sales with focus on the development of the skills necessary for effective selling. There is an emphasis on effective communication, motivation theory and practice, gaining interviews, handling objections, and closing the sale. Topics include the sales framework (retail, wholesale, industrial), sales management, and legal and ethical considerations of sales.

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; waiver by placement testing results; or departmental approval.

BUSN 123 Advertising 3 Credits; Attribute: BU

This course surveys the social and economic role of advertising in our society. Students have an opportunity to study the components which constitute effective advertising and to observe the use of advertising by the various forms of mass media. Topics include the role of advertising, planning, media creation, and management of the advertising campaign.

Prerequisites: ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics; waiver by placement testing results; or departmental approval.

BUSN 124 Principles of Retailing 3 Credits; Attribute: BU

This course acquaints students with the role and responsibilities of the retail manager. There is an emphasis on planning, controlling, and organizing the retail environment from the perspective of the entrepreneur and the corporate manager. Topics include institutions, strategy, consumer behavior, marketing research, location, organization, merchandising, planning, image, promotional strategy, and pricing. Utilizes lecture and case study methods.

Prerequisites: ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics; waiver by placement testing results; or departmental approval.

BUSN 125 Small Business Management 3 Credits; Attribute: BU

This course introduces students to the opportunities and challenges of successfully managing a small business. Using an online simulation, students launch a virtual small business and compete against classmates to make their business a success, confronting along the way the real-world challenges of managing personnel, marketing their product, making operational decisions, and managing finances.

Prerequisites: ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics; waiver by placement testing results; or departmental approval.

Recommended prerequisite: ACCT 104 Fundamentals of Financial Reporting or ACCT 105 Principles of Financial Accounting I.

BUSN 127 Human Resources Management

3 Credits; Attribute: BU

This course examines the fundamental principles and practices of personnel and human resource management. It provides an in-depth review of areas including job design and analysis, job evaluation procedures, wage and salary administration programs, and progressive discipline procedures. Protection and representation studied through EEO/Affirmative Action and other current legislation affecting employment are also discussed. *Prerequisites: ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics; waiver by placement testing results; or departmental approval.*

BUSN 170 Business Communication

3 Credits; Attribute: BU

This course prepares students to be effective workplace communicators. Working individually and in teams, students learn to think strategically and critically about business communication and develop their writing, presentation, and interpersonal communication skills. The course uses a workshop format that relies heavily on discussion and in-class exercises. *Prerequisites: ACCT 108 Computerized Business Applications and ENGL 101 English Composition I; or departmental approval.*

BUSN 170 Business Communication

3 Credits; Attribute: BU

This course prepares students to be effective workplace communicators. Working individually and in teams, students learn to think strategically and critically about business communication and develop their writing, presentation, and interpersonal communication skills. The course uses a workshop format that relies heavily on discussion and in-class exercises. *Prerequisites: ACCT 108 Computerized Business Applications and ENGL 101 English Composition I; or departmental approval.*

BUSN 201 Business Law I

3 Credits; Attribute: BU

This course introduces the origins of the law, its nature, and its classification. It covers the federal and state court systems with emphasis on Massachusetts civil procedures. Students study contract law with emphasis on consumer laws related to deceptive and false advertising and commercial laws related to warranties. The course also examines legal remedies, including the new method of arbitration in the settlement of disputes. *Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; waiver by placement testing results; or departmental approval.*

BUSN 251 Entrepreneurship

3 Credits; Attribute: BU

This practical, hands-on course is designed for students interested in starting or running their own business. The course focuses on the steps necessary to launch a new business. Topics include evaluating students' entrepreneurial capabilities, creativity, and innovation; opportunity assessment and feasibility analysis; business plan creation and implementation; sources of financing; and marketing techniques. Throughout the course, students develop a business plan. This course is open to all students regardless of their program of study. *Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; waiver by placement testing results; or departmental approval.*

BUSN 260 Organizational Behavior

3 Credits; Attribute: BU

This course studies human behavior in organizations at the individual and group level. Lectures and discussions include the effect of organization structure on behavior. Specific attention given to using concepts for developing and improving interpersonal skills. Concentrates on motivation, communication, influence, power, group decision processes, leadership, conflict, change, cultural systems, and perception. Explores management techniques such as team development in order to improve the management of people.

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; waiver by placement testing results; or departmental approval.

BUSN 270 Business Administration Internship

3 Credits; Attribute: BU

This course integrates academic learning and theory with work experience in a business field. Students work a minimum of 135 hours and complete assignments to develop workplace skills; gain an understanding of industry and organizational structure, culture, and ethics; strengthen critical thinking, research, and problem-solving skills; establish networks; and develop a greater awareness and appreciation of self, others, and social responsibility in a work, career, and global context. Internship sites must be approved by the course instructor. *Prerequisites: minimum of 24 college credits, minimum GPA of 2.0, three completed courses in ACCT or BUSN, and departmental approval. Pre/Co-requisites: BUSN 110 Introduction to Business or BUSN 112 Principles of Management; or departmental approval.*

Chemistry

CHEM 131 Survey of Chemistry

3 Credits; Attributes: LA SC

This is a survey course for non-science transfer students and involves lectures, demonstrations, and laboratory experiments relating to the basic facts and principles of chemistry. Discussions of atomic theory, bonding, states of matter, chemical equilibrium, and applied chemistry are included. Two lecture and two laboratory hours per week.

CHEM 151 General Chemistry I

4 Credits; Attributes: LA LS SC

This course is designed for students who plan to continue in a science or related area. The major topics covered include atomic structure, stoichiometry, modern chemical bonding, and the gaseous state of matter. The laboratory is both preparative and analytical using classical and spectroscopic techniques. Three lecture and two laboratory hours per week. *Prerequisite: ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 003 Preparation for College Math III or MATH 012 Intermediate Algebra; waiver by placement testing results; or departmental approval.*

CHEM 152 General Chemistry II

4 Credits; Attributes: LA LS SC

This course is a continuation of CHEM 151 General Chemistry I. Major topics covered include thermo-chemistry, thermodynamics, the states of matter, solutions, chemical kinetics, chemical equilibrium, electro-chemistry, and an introduction to organic chemistry. The laboratory includes classical and spectroscopic techniques. Three lecture and two laboratory hours per week. *Prerequisite: C- or higher in CHEM 151 General Chemistry I; or departmental approval. Pre/Co-requisite: MATH 203 College Algebra; or waiver by placement testing results.*

CHEM 153 Criminal Justice Forensic Chemistry

4 Credits; Attributes: LA LS SC

This course will introduce students to the principles and techniques in the field of forensic chemistry. Topics will include organic analysis, inorganic analysis, DNA, glass and soil samples, drugs, fire, and blood. Students will learn the techniques for the analysis of compounds, including microscopy, electrophoresis, chromatography, and spectroscopy. Students should gain a basic understanding of the capabilities and limitations of the forensic sciences as they are presently practiced. Three lecture and two laboratory hours per week.

Prerequisites: CJUS 101 Introduction to Criminal Justice and MATH 002 Preparation for College Math II or MATH 011 Introductory Algebra.

CHEM 201 Organic Chemistry I

5 Credits; Attributes: LA LS SC

This is a study of the main classes of organic compounds, including an introduction to natural products. The nomenclature, reaction mechanisms, synthesis, and general properties of alkanes, alkenes, alkynes, alcohols, and haloalkanes are discussed. The topics of stereo chemistry, nucleophilic substitution, elimination, and radical chain reactions are discussed. The laboratory is both preparative and analytical using classical and instrumental experimental techniques. Three lecture and four laboratory hours per week.

Prerequisite: C or higher in CHEM 152 General Chemistry II; or permission of instructor.

CHEM 202 Organic Chemistry II

5 Credits; Attributes: LA LS SC

This is a continuation of the study of the main classes of organic compounds, including aldehydes, ketones, carboxylic acids, amines, and aromatics. The nomenclature, reaction mechanisms, synthesis, and general properties of these compounds will be discussed. The techniques of MS, NMR, and IR spectroscopy will be introduced. IR and NMR spectra will be run and interpreted where appropriate in the laboratory. The laboratory is both preparative and analytical using classical and instrumental experimental techniques. Three lecture and four laboratory hours per week.

Prerequisite: CHEM 201 Organic Chemistry I; or permission of instructor.

CHEM 400 Special Study in Chemistry

1-4 Credits; Attributes: LA SC

This course involves independent work on a selected topic under the direction of members of the Chemistry faculty. Limited to two courses per student.

Prerequisite: approval of the Department Chair and Division Dean.

Criminal Justice

CJUS 101 Introduction to Criminal Justice

3 Credits

This course provides a history, development, and philosophy of criminal justice in a democratic society. It also covers an introduction to agencies in the administration of criminal justice and career introduction.

Prerequisites: ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics; waiver by placement testing results; or departmental approval.

CJUS 201 Evidence and Court Procedures

3 Credits

This course covers the rules of evidence, the principles of exclusion, evaluation, and the examination of evidence as proof, competency, and consideration of the witnesses. Additional areas covered in this study are the laws of search and seizure and court procedures.

Prerequisite: CJUS 101 Introduction to Criminal Justice.

CJUS 221 Domestic Violence

3 Credits

This course will deal with the theories of victimology and how domestic violence affects the family structure and society in general. Current trends and statistics will be discussed and law enforcement's role and legal responsibility in domestic abuse cases will be analyzed.

Prerequisite: CJUS 101 Introduction to Criminal Justice.

CJUS 223 Introduction to Investigative and Forensic Services

3 Credits

This course covers crime scene procedures, collection and preservation of evidence, recording of the crime scene, surveillance, and investigative techniques. Also covered are the history of forensic science, crime laboratories' capabilities and limitations, and the examination of physical evidence.

Prerequisite: CJUS 101 Introduction to Criminal Justice; or Pre/Co-requisite: SECU 101 Introduction to Private Security.

CJUS 231 Juvenile Justice

3 Credits

This course will explore national, state, and local efforts to develop and implement effective juvenile delinquency prevention programs. Studies will focus on the methods of prevention, intervention, treatment, detention, and rehabilitation of the youthful offender. Students will also review model case studies of nationally recognized programs.

Prerequisite: CJUS 101 Introduction to Criminal Justice.

CJUS 234 Management of Criminal Justice Organizations

3 Credits

This course explores management principles and organizational structures of criminal justice agencies. The basic tenets of planning, organizing, staffing, directing, coordinating, motivating, communicating, and budgeting are explored within the unique context of public safety organizations. Emphasis will be placed on the important functions of line supervision and the symbiotic relationship it shares with management. Contemporary personnel issues and the impact of internal and external influences within agencies are also addressed.

Prerequisites: CJUS 101 Introduction to Criminal Justice, ENGL 102 English Composition II, GOVT 105 American National Government or GOVT 200 State and Local Government, PSYC 101 General Psychology, and SOCI 104 Principles of Sociology.

CJUS 302 Corrections

3 Credits

This is a one-semester course surveying the relationship between the courts and the various levels of correctional facilities. Covered in this course are the functions of prisons, jails, halfway houses, and treatment centers as well as the current theory and practice of rehabilitation. The related activities of probation and parole are also covered.

Prerequisite: CJUS 101 Introduction to Criminal Justice.

CJUS 305 Criminal Law

3 Credits

This course offers a study of the powers and duties of the police, the elements of a crime, and what misdemeanor and felony crimes entail. The course also covers the study of common law and statutory law, motor vehicle code, and the powers of arrest of the enforcement officer.

Prerequisite: CJUS 101 Introduction to Criminal Justice.

CJUS 306 Criminal Procedures

3 Credits

This is a study of search and seizure, stop and frisk, threshold inquiry, search warrants, constitutional issues, and recent court decisions.

Prerequisite: CJUS 305 Criminal Law.

CJUS 316 Police, Community, and Society

3 Credits

This course examines the current issues and themes relating to the police and their role in communities and in society. Topics covered will include the organizational structure of police departments, police problems and issues affecting society at large, new theories of the effects of policing on crime, and the effectiveness of community policing.

Prerequisite: CJUS 101 Introduction to Criminal Justice

CJUS 321 Contemporary Issues in Criminal Justice

3 Credits

This course will examine critical issues related to crime and justice. The focus of the course will vary from semester to semester, but it will enable students to synthesize their knowledge and skills in analyzing issues including ethics and criminal justice, racial inequality in the criminal justice system, the efficacy of increasing incarceration rates, and societal responses to crime. The course will require students to demonstrate comprehensive knowledge of the field of criminal justice, critical thinking skills applied to criminal justice, effectiveness in oral and written communication, awareness of ethical issues in criminal justice, and knowledge of data sources in criminal justice and the ability to apply criminal justice related information and research.

Prerequisites: Introduction to Criminal Justice (CJUS 101) and Criminology (SOCI 203) or departmental approval.

CJUS 323 Juvenile Delinquency

3 Credits

This course studies the problems of youth, concentrating on the detection, prevention, control, and processes of rehabilitation of delinquents. The Juvenile Court system, with its substantive rules and procedures, as well as area protective services, are discussed. Also includes the special problem of drug usage by youths.

Prerequisite: SOCI 203 Criminology; or departmental approval.

CJUS 340 Community Corrections

3 Credits

This course focuses on correctional procedures, practices, strategies, and personnel regarding probation, parole, juveniles, diversion, and other innovative correctional approaches applied in a community setting.

Prerequisites: CJUS 101 Introduction to Criminal Justice and CJUS 302 Corrections.

CJUS 345 Corrections Law and Procedure

3 Credits

This is a one-semester course addressing correctional law and procedure in American prisons and jails. Covered in this course is the application of the US Constitution in corrections. Specifically the course looks at each constitutional amendment that governs correctional policy and inmate grievances. There are related studies of the death penalty, juvenile prisons and correctional

practices, equal employment, disabilities, and tort claims.

Prerequisites: CJUS 101 Introduction to Criminal Justice and CJUS 302 Corrections.

CJUS 400 Special Study in Criminal Justice

1-4 Credits

Involves independent work on a selected topic under the direction of members of the Criminal Justice Department. Limited to two courses per student.

Prerequisite: approval of the Department Chair and Division Dean.

CJUS 403 Criminal Justice Capstone

1 Credit

Culmination of the Criminal Justice student's academic experience. Synthesizes the knowledge gained from each course taken within the Criminal Justice curriculum and better prepares the student for transfer in the discipline or for entry-level career positions in the criminal justice system. Among other requirements, students develop and prepare a research project that will result in an end-of-semester presentation to the class.

Prerequisite: matriculation in the Criminal Justice Transfer program and departmental approval.

Computer Technology Information Management

CTIM 100 Computer Keyboarding

3 Credits

In this introductory computer keyboarding course, the student obtains a thorough knowledge of the computer keyboard and the basic principles of touch keyboarding. The course will include the basic features of word processing software and an introduction to letter styles, tables, and manuscripts. The student should progress to a speed of 25-45 words per minute with no more than three errors on three-minute timed writings. The course is adaptable for business and personal use.

CTIM 101 Beginning Windows

1 Credit

This course is designed as a practical, step-by-step introduction to beginning concepts of the Microsoft Windows operating system. Students learn how to use the Windows desktop, manage documents, work with the documents library, and create shortcuts. In addition, students learn file and folder management and Windows accessories programs. Students also learn how to customize their work environment and to use the control panel.

CTIM 102 Beginning Word

1 Credit

This course presents the basic features of Microsoft Word. Students learn how to prepare documents of various types by formatting characters, paragraphs, and pages. In addition, students also learn how to insert objects/graphics and create tables.

CTIM 103 Beginning Excel

1 Credit

This course presents the basic features of Microsoft Excel. Students learn the essentials of spreadsheet creation, including data entry and editing, formatting, printing, saving, enhancing, and retrieving worksheets. The creation of formulas and functions receives major emphasis. Other topics include preparing charts and maintaining workbooks.

CTIM 104 Intermediate Windows

1 Credit

This course is a continuation of Beginning Windows. Students learn advanced file management capabilities of Windows, systems maintenance procedures, and how to add hardware and software. In addition, students use Windows in conjunction with multimedia and the Internet as they work with digital photographs and music. Security considerations including organizing and protecting information are also covered.

CTIM 105 Intermediate Word

1 Credit

This course is a continuation of Beginning Word. Students learn how to customize paragraphs and pages and to use the advanced proofing capabilities of the software. Other features presented include merging documents, styles, templates, specialized tables and indexes, advanced graphic features, and sharing documents. Students increase their efficiency as they develop problem-solving word-processing skills for various business applications.

CTIM 106 Intermediate Excel

1 Credit

This course is a continuation of Beginning Excel. Advanced work with formulas and functions receives major emphasis. Other topics include tables and data features, pivot tables, data analysis features, and integration. Students increase their efficiency as they develop problem-solving spreadsheet skills for various business applications.

CTIM 109 Advanced Excel

1 Credit

This course is a continuation of Intermediate Excel for Windows. Topics covered include advanced functions, creating and running macros, using templates, linking worksheets, embedding objects, charts and graphs, pivot tables, goal seek, and forecasting and modeling scenarios.

CTIM 112 Word Applications

3 Credits

This course introduces students to the more advanced functions of Word to format various types of business documents. Competencies the student develops include using the word processing software to create sophisticated tables and graphics, templates, mail merge, styles, macros, forms, and master documents. Students learn how to customize Word to automate work and create complex documents. Two lecture and two laboratory hours per week.

Prerequisite: CTIM 102 Beginning Word or departmental approval.

CTIM 114 Beginning PowerPoint

1 Credit

This course provides basic training in Microsoft PowerPoint for Windows presentation graphics software. Students learn to plan, create, modify, and enhance presentations and to produce slides for an on-screen slide show. Effective presentations are created using graphics, tables, transitions, WordArt, sound, animation, and object linking and embedding.

CTIM 115 Intermediate PowerPoint

1 Credit

This course is designed to familiarize the student with more advanced features of Microsoft PowerPoint for Windows presentation graphics software. Basic skills are reinforced and the following software features are utilized in creating sophisticated electronic slide shows: customizing slide masters, inserting text boxes and shapes, SmartArt, integrated web content and applications, and information graphics and media.

CTIM 117 Beginning Access

1 Credit

This course provides basic training in Microsoft Access for Windows database software. Students learn to create and modify files, add and edit records, and produce reports and labels for a variety of business applications.

CTIM 123 Introduction to Data Science

3 Credits

This course introduces students to Data Science and Big Data. Topics include: visualizing data, linear algebra, statistics, probability, hypothesis and inference, gradient descent, collecting data, working with data, machine learning, k-nearest neighbors, naive Bayes simple linear regression, multiple regression, logistic regression, decision trees, neural networks, deep learning, clustering, natural language processing, network analysis, recommender systems, databases/SQL, MapReduce, and data ethics. Two lecture and two laboratory hours per week.

CTIM 129 Data Science Programming I

3 Credits

This course introduces students to the programming language Python and the use of Python in Data Science. Students create programs using sequence, selection, repetition, functions, lists, tuples, dictionaries, sets, arrays, strings, files, and exceptions. Two lecture and two laboratory hours per week.

Pre/Co-requisite: CTIM 123 Introduction to Data Science; or departmental approval.

CTIM 131 Introduction to Coding

3 Credits

This course introduces students to the broad field of computer science with an emphasis on coding. Students explore what coding is and why it is needed and then examine how it is used in controlling digital technology such as creating computer software, apps, websites, and the interfacing of devices for the Internet of Things (IoT). Topics include an introduction to coding concepts and terminology, exploration of programming languages, logic, syntax, debugging, hardware, documentation, and careers in programming. The chief goal of the course is to develop the student's creative mindset for computational thinking.

CTIM 140 Data Science Programming II

3 Credits

This course is a continuation of CTIM 129 Data Science Programming I. Students create programs using classes, recursion, searching, sorting natural language processing, data mining cognitive computing, machine learning, deep learning, and big data. Two lecture and two laboratory hours per week.

Prerequisite: CTIM 129 Data Science Programming I.

CTIM 157 Introduction to Java Programming

3 Credits

This course introduces students to the object-oriented, general-purpose programming language Java. Students create programs using sequence, selection, repetition, methods, classes, and arrays. Two lecture and two laboratory hours per week.

Pre/Co-requisite: CTIM 281 Introduction to Software Design and Development; or departmental approval.

CTIM 168 Advanced Java Programming

3 Credits

This course is a continuation of CTIM 157 Introduction to

Java Programming. Students create programs using arrays, inheritance, interfaces, exception handling, file input, file output, recursion, and dynamic data structures. Two lecture and two laboratory hours per week.

Prerequisite: CTIM 157 Introduction to Java Programming; or departmental approval.

CTIM 171 Computer Hardware and Software Configuration

3 Credits

This course is intended to provide the student with real-world exposure to both computer hardware and software installation, maintenance, and repair. Students use system diagnostics to analyze and restore computer system defects through troubleshooting and replacing individual system components. Hand-on experiences with software installation and maintenance, including operating systems and applications, are an integral part of the course. Two lecture and two laboratory hours per week.

CTIM 178 Help Desk Concepts

3 Credits

This course is designed to teach students the importance and benefits of measuring the delivery of customer support; how to create positive interactions with customers; how to identify customer needs; how to meet customer expectations; how to deal effectively with a variety of customer situations in multicultural environments; how to work with unrealistic or angry customers; how to develop better listening skills; and how to use basic tools and technologies used in the customer support industry. Students learn how to de-escalate a situation, lessen stress, and troubleshoot aimed at solving problems.

CTIM 180 Computer and Information Security

3 Credits

Instruction is provided in security for computer hardware, software, and data including physical security, backup procedures, relevant tools, encryption, and protection from viruses and cyberattacks. This course covers the safeguarding of computer systems by demonstrating server support skills and designing and implementing a security system. Students identify security threats and monitor network security implementation and use best practices to configure operating systems to industry security standards.

CTIM 213 Administrative Management

3 Credits

This course provides students with the tools for supervising people and technology in the rapidly changing information systems environment through a study of management theories, supervisory styles, and personnel procedures. Problem-solving and critical-thinking skills are developed and applied to business situations. Topics covered include facilities layout and design, work standards and job analyses, work measurement and simplification, budgetary considerations, and the effective utilization of human resources.

CTIM 221 Desktop Operating Systems

3 Credits

This course covers the concepts of Microsoft Windows operating systems. Students learn how to install, configure, and troubleshoot computer operating systems and will gain the knowledge and skills necessary to perform administration tasks in a peer-to-peer network or a workstation-based system using Microsoft Windows.

CTIM 225 Introduction to Networking

3 Credits

This course provides an overview of the operational, managerial,

and technical aspects of networking technologies and their implementation. Hardware and software, as well as the codes, formats, protocols, use of private and public information utilities, transmission media, topologies, and point-to-point communications are integrated throughout the course.

CTIM 230 Ethics in Information Technology

3 Credits

This course examines various ethical situations that arise in information technology. Issues related to privacy, freedom of expression, intellectual property, software development, human resources, cybercrime, social networking, and the impact of computers on the quality of life are examined. Students are given the opportunity to examine various scenarios relating to these topics in order to develop positive decision-making capabilities when faced with difficult situations in their work life.

CTIM 236 Computer Architecture

3 Credits

This course presents the fundamentals of computer architecture through the use of the assembly language, the interface between hardware and software. Students are introduced to binary and hexadecimal number systems, machine language, and machine architecture. Assembly language topics presented include the assembly process, computer arithmetic, logical building blocks, comparison, addressing modes, input/output, branching, repetition, and processor implementation. Two lecture and two laboratory hours per week.

Prerequisite: CTIM 168 Advanced Java Programming; or departmental approval.

CTIM 237 Data Structures and Algorithms

3 Credits

This course introduces students to the development and use of various data structures designed to solve problems with computers. The connection between algorithms and data structures is also considered. Data structures examined include arrays, strings, lists, stacks, queues, trees, graphs, linked lists, and tables as well as sorting, searching, and hashing algorithms. Students are given the opportunity, through laboratory projects, to implement these data structures and algorithms. Two lecture and two laboratory hours per week.

Prerequisite: CTIM 168 Advanced Java Programming; or departmental approval.

CTIM 240 Data Visualization

3 Credits

This course introduces students to data visualization. Topics included in this course include: mapping data onto aesthetics, coordinate systems and axes, color scales, visualizations, visualizing; amounts, distributions, many distributions at once, proportions, nested proportions, associations among two or more quantitative variables, time series and other functions of an independent variable, trends, geospatial data, uncertainty and the principles of feature design; proportional ink, overlapping points, color use pitfalls, redundant coding, multi-panel figures, titles, captions, tables, balancing data and content, larger axis labels, line drawings 3D visualizations. Two lecture and two laboratory hours per week.

Prerequisite: CTIM 129 Data Science Programming I; or departmental approval.

CTIM 250 Current Issues in Computing

3 Credits

This course educates existing and future information technology

professionals on the impact ethical, legal, and social issues have on the use of computers in the business world. Topics include privacy, freedom of expression, intellectual property, software development, human resources, cyber-crime, social networking, certifications, and the impact of computers on the quality of life. Through a study of a variety of contemporary, technology-related trends, students should have the foundation they need to make appropriate decisions when faced with difficult situations and help them to make a positive impact on the field. Case studies and individual and group projects are utilized.

CTIM 266 Professional Development for Business

3 Credits

This course presents a study of behavioral psychology as applied to the workplace and is designed to enable students to develop the professional and personal skills necessary to succeed in a global environment in the business world. Topics covered include a survey of the soft skills, focusing on non-verbal communication, appearance, goal setting, confidence and motivation, self-assessment, managing change, leadership, human capabilities and limitations, and diversity issues. Employment, certifications, and industry credentialing are also covered in this course.

CTIM 271 Database Concepts and Practices

3 Credits

Database software is used to plan, organize, and manage a relational database management system. Students are introduced to structured query language (SQL) as they create, store, sort, and retrieve data. Through a series of hands-on exercises, the students learn how to develop, manage, and reference a database; build various database objects; and write SQL statements that access information from the database. Two lecture and two laboratory hours per week.

CTIM 278 Data Communications

3 Credits

This course provides an overview of the broad area of business data communications. The fundamental concepts of communications in the computer and telecommunications field are covered. Specific equipment and hardware, such as multiplexers, concentrators, and front-end processors are studied. Various types of transmission will be discussed such as modulation, duplex transmission, and errors. Basic network concepts like topologies, architecture, protocols, and media are discussed in detail.

CTIM 281 Introduction to Software Design and Development

3 Credits

This course presents the fundamentals of developing programming logic. It utilizes a language-independent approach to programming. Universal programming concepts are presented to encourage logical thinking to take a problem from development to a strong working solution. A variety of tools are used to prepare students for programming situations. Topics include sequence, selection, and repetition with an introduction to object-orientated concepts. Two lecture and two laboratory hours per week.

CTIM 285 Python

3 Credits

This course examines the Python programming language. Students create programs using sequence, selection, repetition, functions, strings, lists, tuples, sets, dictionaries, objects, classes, files, inheritance, polymorphism, exceptions, and recursion. Two lecture and two laboratory hours per week.

Pre/Co-requisite: CTIM 157 Introduction to Java Programming or CTIM 371 Programming in C++; or departmental approval.

CTIM 287 HTML5 for Websites and Applications

3 Credits

This course combines theory and practice while introducing the student to the fundamental elements that make up a webpage and for developing web applications. Students learn to understand how a webpage is structured, organized, and presented in a browser. In addition, the student learns how to use HTML5 (the language of the web) to create a range of webpages and for developing web applications. Students should be familiar with a personal computer, Windows, and the Internet. Two lecture and two laboratory hours per week.

CTIM 322 Photoshop for the Web and Print Media

3 Credits

Students will learn the basic concepts and skills required to develop effective graphics for the Web and various business publications. Students will learn the basic tools used in Adobe Photoshop to create and edit images. Students will learn how to optimize images and save images in proper file formats. Students will learn color selection and conversion as it relates to both Web and business publications. Techniques of digital image capture and photo retouching will also be explored.

CTIM 371 Programming in C++

3 Credits

This is the first course in the C++ programming language. The course covers general program structures, functions, variable naming rules, iteration statements (for, while, do/while), arithmetic and relational operators, arrays, an introduction to pointers, and an introduction to objects. Hands-on programming exercises are completed using the Visual Studio C++ compiler. Two lecture and two laboratory hours per week.

Prerequisite: CTIM 281 Introduction to Software Design and Development; or departmental approval.

CTIM 372 Advanced Programming in C++

3 Credits

This course is a continuation of Programming in C++. The course covers object-oriented programming concepts: classes, member functions, stream I/O, inheritance, pointers, arrays, and linked lists. Hands-on programming exercises are completed using the Visual Studio C++ compiler. Two lecture and two laboratory hours per week.

Prerequisite: CTIM 371 Programming in C++; or departmental approval.

CTIM 375 Computer Programming and Data Structures with C

3 Credits

This course presents an introduction to computer programming theory for engineering and computer science students utilizing the C programming language. Programming in C and data structures are covered with engineering applications through a principal-before-application approach. Two lecture and two laboratory hours per week.

Prerequisite: MATH 003 Preparation for College Math III, MATH 012 Intermediate Algebra, or MATH 125 Technical Mathematics I or higher; waiver by placement testing results; or permission of instructor.

CTIM 400 Special Study in Computer Technology Information Management

1-4 Credits

This course involves independent work on a selected topic under

the direction of members of the Computer Technology and Information Management Department. Limited to two courses per student.

Prerequisite: approval of the Department Chair and Division Dean.

Culinary Arts

CULA 123 Table Service

3 Credits

This course prepares students to set a table according to various styles: American, English, French, and banquet service. Students develop interpersonal skills to interact effectively with customers and co-workers. Emphasis is placed on setting attractive tables, creating centerpieces, various napkin folds, and table applications with a focus on design and comfort. One lecture and four laboratory hours per week.

Note: It is recommended that students should have successfully tested out of or completed ENGL 092 Preparing for College Reading II and MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics before enrolling in this course.

CULA 128 The Art of Bread

3 Credits

In this course, students are taught the fundamentals of bread production. Students learn the proper textures, flavor, and production methods for dough, and the work ethic and terminology for being a baker. A wide variety of breads are explored in the bake shop utilizing cultivated yeast, wild yeast starters, and chemically leavened doughs. Laminated doughs, rich doughs, and artisan breads are included in this foundation class. Students should be prepared for some lifting and physical manipulation of dough as part of their production. Mise en place, organization, and sanitation are an integral part of this course. Two lecture and two laboratory hours per week.

Note: It is strongly recommended that students should have successfully tested out of or completed ENGL 092 Preparing for College Reading II and MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics before enrolling in this course.

Prerequisite: CULA 143 Foundations of Baking.

CULA 135 Garde Manger

3 Credits

Garde manger is the production of food that is not only flavorful but pleasing to the eye. This course familiarizes the students with several aspects of banquet and catering production, including the various design components related to banquets, special occasions, and buffet menus. Students also cover the planning and application of food garnishes, decorations, centerpiece displays, and other culinary art forms. Canapes, hors d'oeuvres, salads, and galantines are produced and served by the students. Two lecture and two laboratory hours per week.

Prerequisite: CULA 140 Culinary Concepts.

CULA 139 Culinary Certification

3 Credits

The main component to this course requires each student to study the regulations governing sanitation and food safety leading up to taking the National Restaurant Association Educational Foundation (NRAEF) ServSafe Exam for certification. For the remainder of the course, students focus on the proper skills needed to plan, execute, and organize a commercial storeroom, resulting with an additional national certification exam administered under the guidance of the Manage First Program for Purchasing.

CULA 140 Culinary Concepts

3 Credits

This introductory course focuses on the development of the student's knowledge through product identification, professional cooking techniques, knife skills, measurements, and weekly preparation of a variety of food items using these new skills. Mother sauces are incorporated in the weekly lessons. Two lecture and two laboratory hours per week.

Pre/Co-requisite: CULA 139 Culinary Certification.

CULA 143 Foundations of Baking

3 Credits

Students are introduced to the fundamental concepts, skills, and techniques of basic baking. Special emphasis is placed on the study of ingredients, terminology, analysis of baked goods, and the use of bake shop equipment. Mixing methods of a wide variety of baked goods are learned weekly through lecture, demonstration, and hands-on production. Cookies, pies, and pate a choux are a few examples of pastries students work with. Mise en place, organization, and sanitation are an integral part of this course. Two lecture and two laboratory hours per week.

Note: It is recommended that students should have successfully tested out of or completed ENGL 092 Preparing for College Reading II and MATH 001 Preparation for for College Math I or MATH 010 Fundamentals of Mathematics before enrolling in this course.

CULA 146 American Regional Cuisine

3 Credits

This course is designed to offer students an overview of the regional cuisine throughout the United States. Students incorporate cooking techniques, the art of mise en place, historical and current food trends from the geographic regions, and proper review of recipes and procedures resulting with a finished meal from a specific region. Two lecture and two laboratory hours per week.

Prerequisites: CULA 139 Culinary Certification and CULA 140 Culinary Concepts.

CULA 151 International Cuisine

4 Credits; Attribute: GL

This course introduces the student to a variety of cultural ingredients and cooking styles used throughout the globe. Different regions are covered in class each week through lectures, handouts, and text. In addition, this course aids in the further development of the student's learned skills and offers a better understanding of the time restraints common to the industry. Students are required to mise en place assigned recipes and prepare and plate completed tasks. Two lecture and four laboratory hours per week.

Prerequisite: CULA 146 American Regional Cuisine.

CULA 152 Classical Cuisine

4 Credits

This course covers classical foods and recipes found throughout France and global cuisines. In addition to principles and techniques recommended by Auguste Escoffier and other European masters, the introduction of trends and techniques used in present day food establishments are reviewed each week through lectures, handouts, and text. Emphasis on mise en place, preparation, and plating further develops the student's knowledge and skills for entrance into the food industry. Two lecture and four laboratory hours per week.

Prerequisite: CULA 146 American Regional Cuisine.

CULA 156 Nutrition and Food Trends

3 Credits

Designed to acquaint students with basic nutritional concepts

and their relationships to promotion of good health, this course focuses on consumer food choices and the appropriate means to ensure pleasurable and healthful dining experiences. The student is involved in the preparation of foods utilizing current nutritional trends and dietary practices. Two lecture and two laboratory hours per week.

Pre/Co-requisite: CULA 140 Culinary Concepts.

CULA 157 Meat Fabrication and Charcuterie 3 Credits

This course introduces the student to the meat structure and composition of beef, veal, lamb, and pork. Proper cutting techniques used to fabricate a variety of protein items are an integral part of this course using hands-on production. In addition, poultry, game, and seafood are also covered through lecture, demonstration, and text. Two lecture and two laboratory hours per week.

Prerequisite: CULA 140 Culinary Concepts.

CULA 159 Cake Decorating 3 Credits

The student is instructed in the fundamentals of cake decorating. Techniques covered include icing and cake preparation, masking cakes, border and inscription styles, and basic floral designs. Introduction to other decorating mediums are explored. Basic cake decorating tools are required for this class. The student should be prepared to practice at home to further develop their piping skills. Two lecture and two laboratory hours per week.

Pre/Co-requisite: CULA 143 Foundations of Baking; or departmental approval.

CULA 160 Chocolate Artistry 3 Credits

This course introduces the student to the sweet world of chocolate. Through lecture, demonstration, and hands-on production, the student learns the art of working with chocolate that is desirable throughout the culinary industry. A technique of tempering and creating chocolates, as well as display pieces, is a primary focus in this class. The student has the opportunity to work with other forms of display media such as sugar, pastillage, and marzipan. Emphasis is placed on the creative process as the student designs, produces, and presents a finished centerpiece. Some basic tools will be required for this course. Two lecture and two laboratory hours per week.

CULA 161 Advanced Pastries 4 Credits

In this course, students are taught the art of preparing a variety of American and international desserts, as well as continuing their development of bread production skills. Building on techniques learned in previous baking classes, emphasis will be on flavor and techniques as well as final presentation. *Mise en place*, organization, and sanitation are an integral part of this course. Two lecture and four laboratory hours per week.

Prerequisite: CULA 143 Foundations of Baking.

CULA 162 Classical Desserts 4 Credits

The focus of this course is to develop the classic techniques used to produce European pastries such as Gateau St. Honore, Opera Torte, and Dacquoise. Balance of flavors, textures, and visual presentations are a weekly goal. Chocolate and bread production skills are developed within the class structure. *Mise en place*, organization, and sanitation are an integral part of this course. Two lecture and four laboratory hours per week.

Prerequisite: CULA 143 Foundations of Baking.

CULA 295 Field Work Experience in Culinary Arts

4 Credits

This course enables students to participate in a supervised (paid or unpaid) learning experience of at least 240 hours for the semester. Students are required to work in a food service establishment that will enhance the students' skills and learning objectives established by the faculty coordinator. All field work experience sites must meet departmental guidelines and standards. Any student who finds it to their advantage to do half their field work during the three months prior to the semester of their sophomore year may do so with departmental approval. This process must begin before the seventh week of the spring semester of the freshman year.

Prerequisites: CULA 143 Foundations of Baking and CULA 146 American Regional Cuisine.

Dance

DANC 101 Dance - Fitness – Fusion 3 Credits; Attributes: FA, GL, HU, LA

This course utilizes dance from a variety of cultures around the world, including Jamaican, Middle-Eastern, Colombian, Cuban, jazz, and African, to develop physical fitness with aerobic activity, strength, and flexibility. Students complete the course with the tools to create and execute a personalized dance fitness plan.

DANC 102 Introduction to Dancesport: Ballroom and Latin Dance 3 Credits; Attributes: FA, GL, HU, LA

3 Credits; Attributes: FA, GL, HU, LA

This course is designed to provide a physical and cultural dance experience. The course introduces basic dance skills in the wide variety of ballroom and Latin dances. It explores the similarities and differences in competition and social-style dancing, providing learning experiences for students to create well-rehearsed performance material.

DANC 103 Latin Dance 3 Credits; Attributes: FA, GL, HU, LA

This course is designed to provide a cultural dance experience. The classes introduce the basics of the following Latin dances: Salsa, Merengue, Cha Cha, Rumba, and Samba. Partner work is required, but students do not need to bring their own partner.

DANC 145 Contemporary Dance 3 Credits; Attributes: FA, HU, LA

This is a studio-based class including the study of classic, contemporary, and modern forms to help students develop their flexibility, rhythm, strength, and self-awareness. The class is a combination of the study of famous and founding dancers, learning routines/dance phrases, and improvisation. Weekly dance combinations are taught. Students will conclude the course with an appreciation for contemporary dance. All levels are welcome, but some dancing experience is recommended.

DANC 150 Choreography 3 Credits; Attributes: FA, HU, LA

This course is designed to provide a creative, expressive, and critical-thinking experience. The classes will introduce basics of choreography, including use of space, time, groupings, movement quality, theme and variation, and improvisation. The course provides a learning environment for critical thinking in the process of artistic decision making.

DANC 296 Special Topics in Dance 3 Credits; Attributes: FA, HU, LA

This course offers specialized knowledge and skills on specific topics related to the field of dance. Topics and course content

vary by semester, and are determined by the instructor of each course offering. The class is a studio style format, focusing on a combination of the study of famous and founding dancers, learning routines/dance phrases, and improvisation. Weekly dance combinations are taught. Limited to two courses on different topics per student.

DANC 400 Special Study in Dance

1-4 Credits; Attributes: FA, HU, LA

This course involves independent work on a selected topic under the direction of members of the Dance faculty. Limited to two courses per student.

Prerequisite: approval of the Department Chair and Division Dean.

Dental

DENT 102 Dental Materials I

3 Credits

This course includes theory and practical use of dental materials including uses, composition, properties, and proper manipulation. Gypsum products, impression materials, waxes, and cements are covered. Basic restorative materials are introduced. Two lecture and two laboratory hours per week.

DENT 103 Dental Radiography I

3 Credits

This course provides instruction in the nature of ionizing radiation; the production, properties, dosage, and hazards of radiation; infection control; and appropriate protection techniques for patient and operator. Instruction in the function and correct use of the dental unit and processors for chemical and digital radiography is presented. Two lecture and two laboratory hours per week.

Pre/Co-requisite: DENT 106 Dental Science I.

DENT 105 Dental Office Management

3 Credits

This course is designed to train the Dental Assistant in business procedures for a dental setting. Emphasis is placed on this role as part of the team concept. Included in this course is a study of communication as it relates to patient/doctor/auxiliary relations, as well as employer/employee situations. The course covers telephone techniques, appointment control, record and filing procedures, banking, billing, third-party payments, inventory control, and supplies. Resume and interviewing techniques are also covered.

DENT 106 Dental Science I

5 Credits

This course provides instruction in head and neck anatomy and emphasizes oral anatomy as it relates to the growth and development of the teeth and adjacent structures. The course includes the relationship of dental structures to body systems and to health. The course also covers oral history, oral embryology, and microbiology as they apply to oral disease and the prevention and methods of infection control. Oral pathology and identification of common oral conditions and lesions are a component of this course. Nutrition is included as it relates to oral health and dental caries. Home care instruction and plaque control are also emphasized. Four lecture and two laboratory hours per week.

DENT 107 Chair side Assisting

6 Credits

This course prepares the student for clinical externship utilizing the concepts of four-handed dentistry. Instruction is provided in

instrumentation, tray set-ups, and sterilization. Also included is instruction in chair side positioning, preparation of the dental unit, and maintenance of equipment. Basic intra-oral functions such as mirror placement and retraction, use of oral evacuation, and rubber dam technique are also covered. CPR training is included as part of this course. Four lecture and four laboratory hours per week.

DENT 111 Dental Science II

3 Credits

A continuation of Dental Science I, this course includes dental pharmacology, emphasizing the nature and property of drugs and anesthetics used frequently in dentistry. Also included is an introduction to dental specialties, namely: orthodontics, periodontics, oral surgery, endodontics, pediatric dentistry and prosthodontics. Two lecture and two laboratory hours per week.
Prerequisite: DENT 106 Dental Science I.

DENT 112 Clinical Externship

6 Credits

This component of the program provides the student with practical experience in four-handed dentistry, general office procedures, and basic laboratory skills. To expose students to a broad spectrum of patients and settings, the students rotate through several types of dental settings, including private practice and a hospital or dental clinic. To integrate experiences, students must maintain a daily log of dental procedures and duties performed and must attend a seminar with the Dental Assistant faculty member. This course involves 300 hours of clinical experience.

Prerequisites: a grade of C+ or higher in: DENT 102 Dental Materials I, DENT 103 Dental Radiography I, and DENT 107 Chair side Assisting.

DENT 113 Dental Materials II

2 Credits

This course includes restorative materials in more depth than in the first semester. Students also learn to perform laboratory procedures associated with chair side assisting: pouring, trimming, and polishing study models and casts; fabricating custom impression trays from preliminary impressions; cleaning and polishing removable appliances; and fabricating temporary crowns and restorations. In addition, demonstrations of fabrication of dies, wax patterns, investment and casting procedures are provided. Sealants are taught to clinical proficiency. Polishing agents are introduced. One lecture hour and two laboratory hours per week.

Prerequisite: DENT 102 Dental Materials I.

DENT 114 Dental Radiography II

3 Credits

This course provides instruction in the exposure and continued evaluation of dental film using the following methods: bisecting angle, paralleling, panoramic, chemical, and digital film techniques. Further instruction in quality assurance and radiology regulations is addressed. Duplication of film technique and rapid processing is also included. Two lecture and two laboratory hours per week.

Prerequisite: DENT 103 Dental Radiography I.

Diesel

DIES 107 Engine Principles I

3 Credits

This course is designed to familiarize the students with the

fundamental physical principles and relationships which apply to reciprocating internal combustion engines. Topics include the operational theory of internal combustion engines, combustion and heat, fuel consumption and power, scavenging, and supercharging. The hands-on servicing of complete engines involves disassembly, precision measuring, and reassembly of an engine in the laboratory. Two lecture and two laboratory hours per week.

DIES 108 Electrical Systems *3 Credits*

The student develops understanding of electrical knowledge as a foundation for future level advancement. The course gives the student the background and working knowledge of electrical theory required to test and service the electrical system of a diesel-powered piece of equipment. Repair and troubleshooting procedures consisting of removal, disassembly, inspection, repair, and reassembly of electrical components are designed to prepare students for entry into the job market equipped with both the knowledge and skills needed for satisfactory performance on the job. Safety in all areas is constantly stressed as well as the development of correct work habits, attitudes, and interest for each student. Two lecture and two laboratory hours per week.

DIES 122 Fuel Systems *3 Credits*

This course is designed to give the student the background and working knowledge of modern diesel fuel injection systems and their components, which are a necessary part of the diesel internal combustion engine. Topics include the operation of instruments, computer diagnostic and calibration programs and special tools required to test current production fuel systems on modern diesel engines. Two lecture and two laboratory hours per week.
Prerequisite: DIES 124 Truck Components II.

DIES 123 Truck Components I *3 Credits*

This course introduces the student to a number of specialized areas that a diesel technician will encounter. Through classroom lecture and lab application, the student learns maintenance and repair procedures for heavy-duty truck components. Specialized areas of study include braking, steering, suspension, and basic drivelines. The lab provides practical experience in troubleshooting and maintenance of these components. Two lecture and two laboratory hours per week.

DIES 124 Truck Components II *3 Credits*

This course introduces a number of specialized areas that a diesel technician will encounter. The students build on the knowledge which they received in DIES 123 Truck Components I. The more complex components discussed include ABS brakes, on-board computer systems, hydraulics, and transportation refrigeration. The lab provides practical experience in troubleshooting and maintenance of these components. Two lecture and two laboratory hours per week.
Prerequisite: DIES 123 Truck Components I.

DIES 130 Introduction to Engine Principles *2 Credits*

This course is designed to familiarize students with the fundamental physical principles and relationships, which apply to reciprocating internal combustion engines. Topics

include the operational theory of internal combustion engines, combustion and heat, fuel consumption and power, scavenging and supercharging. The hands-on servicing of engines involving disassembly, precision measuring, and reassembly of engine components are covered in this course.

DIES 133 Governing and Computer Control Systems *3 Credits*

This course is a study in the theory and operating characteristics of various types of governing and computer control systems as applied to the diesel engine. The study of the governing system includes functions of the system and detailed analysis of the mechanical, pneumatic, hydraulic, and electrical governors. The second major focus of this course is on the computer control system and its role in engine governing, emission control, and diagnostics. Through lab application, this course gives students the necessary skills used in solving problems in governing and computer control systems. Two lecture and two laboratory hours per week.
Prerequisite: DIES 222 Electronic Engine Diagnostics.

DIES 134 Multi-Cylinder Overhaul *4 Credits*

This course develops the student's understanding of various diesel engines by working with one manufacturer at a time, enabling the student to gain a clear understanding of a diesel engine's construction, operation, maintenance, and repair. Also covered are the troubleshooting and engineering designs that are integrated in the diesel engines of various manufacturers. The course provides a sound procedure in understanding the importance of the serial number of the engine, so the technician can obtain the information needed to correct any deficiency with a diesel engine. Two lecture and four laboratory hours per week.
Prerequisite: DIES 222 Electronic Engine Diagnostics.

DIES 140 Marine Diesel Engines *3 Credits*

This course introduces the most common marine diesel engines used in the marine industry. Basic engine design, basic diesel fuel systems, basic engine electrical and electronics, basic engine mechanical troubleshooting, basic cooling systems and maintenance are covered. This course provides valuable experience for both boat owners and mechanics involved in the maintenance of diesel-powered vessels.

DIES 141 Fundamentals of Standby Power Generation *4 Credits*

This course covers the fundamental operating principles of stationary and portable electric power generation equipment. Generator construction, operating principles, troubleshooting and proper installation procedures are covered in detail. Students work with current production automatic transfer switches and GENSETS from 2.8kW to 25kW developing an understanding of generator operation and proper testing procedures. Three lecture and two laboratory hours per week.
Prerequisite: DIES 123 Truck Components I.

DIES 150 Crane Safety *3 Credits*

This course is designed to introduce the student to the fundamentals of craning. It is divided into three units: site, load charts, and operations. Crane safety is emphasized throughout the

course. Two lecture and two laboratory hours per week.

DIES 153 Rigging and Reeving

3 Credits

This course provides the student with a basic knowledge of rigging equipment, materials, procedures, and safety precautions used in the construction industry. Two lecture and two laboratory hours per week.

DIES 154 Electricity I

3 Credits

This course is designed to introduce the student to electricity and electronics as they are commonly used in mobile machines. It covers theory, components, batteries, and circuitry. Two lecture and two laboratory hours per week.

DIES 155 Electricity II

3 Credits

This course is designed to build upon the knowledge and skills obtained in Electricity I. It focuses on switches and controls, monitors and controllers, as well as diagnosis and testing of electrical systems commonly used in heavy equipment operations. Two lecture and two laboratory hours per week.

DIES 156 Heavy Equipment Pre-Operation Inspection

3 Credits

This course is designed to teach the basic and generic elements that a student should know about nearly all types of construction equipment. The student acquires a basic understanding of mechanical systems for purposes of pre-operational checking and inspection. Two lecture and two laboratory hours per week.

DIES 158 Earthmoving Equipment Operation

3 Credits

This course introduces the student operator to the basics of bulldozers, graders, rubber tire loaders, and rubber tire loader backhoes in terms of their elementary, intermediate, and advanced operations. Two lecture and two laboratory hours per week.

DIES 159 Welding

4 Credits

This is a welding fundamentals course designed to introduce the student to gas and arc welding processes through classroom study and hands-on shop practice. Two lecture and four laboratory hours per week.

DIES 222 Electronic Engine Diagnostics

3 Credit

This course covers the introduction and uses of computer-based diagnostic applications. Students learn basic Windows and then learn engine-specific diagnostic applications that are used in the calibration and repair of today's electronic diesel engines. Students learn to open and create new job orders using engine software applications. Students learn how to diagnose engine faults using diagnostic programs and follow appropriate troubleshooting procedures. Electronic engine control module calibrations and customer-controlled parameters are covered in depth. The primary focus in this class is on the Cummins Insite and the Caterpillar ET diagnostic programs, although others are discussed. Two lecture and two laboratory hours per week.
Prerequisite: DIES 124 Truck Components II.

DIES 223 Compressed Natural Gas Engines

3 Credits

This course covers the characteristics of compressed natural gas (CNG) and propane and how they are used as alternative power sources in internal combustion engines. Students learn the characteristics of alternative fuels, evaluate the storage and handling components of the alternative fuel system, and the safety procedures involved in working with these fuels. Students learn the theory behind the operation of gaseous fuel engines and are able to identify, service, and troubleshoot components unique to these engines. Primary focus is centered on the Cummins ISL-G and L10 G engines, although other manufacturers are discussed. Two lecture and two laboratory hours per week.
Prerequisite: DIES 123 Truck Components I.

DIES 226 Hydraulics

3 Credits

This course provides the student with an in-depth study of open and closed hydraulic systems. Topics covered include a study of hydraulic fluids, graphic symbols and schematic Interpretation. An applied systems approach is used to discuss pumps, control valves, actuators, and other components. Two lecture and two laboratory hours per week.

Prerequisite: DIES 123 Truck Components I.

DIES 227 Advanced Hydraulics

3 Credits

This course is designed to build off of the fundamentals learned in the hydraulic systems class, which provides the student with an in-depth study of the various types of hydraulic pump controls, flow and horsepower regulation. Topics covered include; open and closed center hydraulic systems, pressure compensation, load-sensing pressure-compensation, flow sharing/ downstream compensation, positive and negative flow controls, flow summation and hydrostatic drives. Two lecture hours and two laboratory hours each week

Prerequisites: DIES 226 Hydraulic Systems.

DIES 230 Power Train Systems I

3 Credits

This course provides the student with an in-depth study of heavy equipment power trains and supporting systems. Topics include heavy equipment operation and safety, belt and chain drive systems, manual transmissions, planetary and gearing theory, differentials, final drive units, hydraulic steering, and braking systems. An applied approach is used in comprehension of system functions and diagnostics. Two lecture and two laboratory hours per week.

DIES 231 Power Train Systems II

3 Credits

This course is the continuation of Power Train Systems 1, which provides the student with an in-depth study of heavy equipment power trains and supporting systems. Topics covered include: the operating platform and HVAC, powershift and automatic transmission theory, hydrodynamic drives, undercarriages, track and wheeled steering systems and hybrid electric drives. An applied approach is used in comprehension of system functions and diagnostics. Two lecture hours and two laboratories. hours each week. *Prerequisites: DIES 230 Power Train Systems 1.*

DIES 241 Environmental Health and Safety (HAZWOPER)

3 Credits

This course trains the student to become Hazwoper certified to work in a variety of hazardous waste construction and demolition settings. Two lecture and two laboratory hours per week.

DIES 296 Special Topics in Diesel Technology

3 Credits

This course offers specialized knowledge and skills on topics related to the field of diesel technology. Topics and course content

vary by semester and are determined by the instructor. Students are exposed to topics related to emerging trends, updates, and certification preparation in the diesel industry. Two lecture and two laboratory hours per week. Limited to two courses on different topics per student.

DIES 401 Diesel Internship

3 Credits

This course offers students an opportunity for structured, paid, or unpaid work experience, which allows students to apply the theory of classroom experience to practical applications in their technical fields of concentration. In addition, a biweekly seminar gives students the opportunity to discuss their job and their employers' evaluations of their work performance in their weekly academic assignments.

Prerequisite: open to students enrolled in the Diesel Technology program; or departmental approval.

Early Childhood Education and Education

ECED 101 Positive Guidance

3 Credits

This course provides the student with an introduction to principles involved with positive guidance in the young child (through age eight). Strong relationships, positive interactions between adults and children, along with effective learning environments are explored. The influence of culture, customs, family, peers, and community and their effect on children's behavior are studied.

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; waiver by placement testing results; or departmental approval.

ECED 102 Development in Early Childhood

3 Credits

This course introduces the student to a child's developmental growth from pre-natal stages to seven years of age. Developmental landmarks are studied as they relate to an early childhood setting. The importance of recognizing individual as well as cultural differences and various rates and patterns of growth is emphasized. A grade of C or higher is required for graduation.

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; waiver by placement testing results; or department approval.

ECED 105 Introduction to Early Childhood Education

3 Credits

This course gives the beginning student in early education an overview of early childhood education from a philosophical, historical, multicultural, and economic point of view. Students gain understanding of how early childhood education has influenced the profession. 8 hours of observation in 4 different types of early childhood programs are required to complete this course.

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; waiver by placement testing results; or departmental approval.

ECED 111 Early Childhood Curriculum: A Multi-Cultural Perspective

3 Credits; Attribute: GL

The course explores the development and implementation of curriculum in an early childhood setting. It facilitates ways of integrating differing languages, customs, and traditions into the curriculum so children develop greater self-esteem and a broader understanding and appreciation of their own ethnic heritage and

the ethnic heritage of others. The instructor and students design activities to reflect this multi-cultural perspective. A grade of C or higher is required for graduation.

Prerequisite: ECED 102 Development in Early Childhood completed with a grade of C or higher; or departmental approval.

ECED 112 Health, Nutrition, and Safety Needs of the Young Child

3 Credits

The dynamics of health, safety, and nutrition as they relate to the child's development and environment is explored. The student identifies problems that may occur in an early childhood setting: poor nutrition, safety dangers, or child abuse. Advocacy for young children is encouraged. As advocates, students develop methods of assessment, reporting, and referral. The student is introduced to first-aid techniques by the completion of the course.

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; waiver by placement testing results; or departmental approval.

ECED 150 CDA Program and Practices

3 Credits

This course introduces students to the CDA (Child Development Associate) Competency standards, designated by the Council for Professional Recognition. Students enhance their knowledge of developmentally appropriate practices and curriculum for children birth through age eight. Specific focus includes the six competency goals and 13 functional areas of CDA. Emphasis is placed on preparing the CDA Professional Portfolio, with supporting competency statements.

Prerequisites: ECED 101 Positive Guidance, ECED 102 Development in Early Childhood, and either ECED 111 Early Childhood Curriculum: A Multi-Cultural Perspective or ECED 231 Infant and Toddler Curriculum; or departmental approval. Co-requisite: Current ECE work verification (minimum of one year) in an Infant, Toddler, Preschool, or Family Child Care setting in MA; or departmental approval.

ECED 201 Administration, Supervision, and Management of Child Care Programs

3 Credits

This course emphasizes the importance of thoughtful planning and administration for the success of early childhood programs. Special attention is given to understanding organizational structure; budgeting; and personnel recruitment, selection, and supervision. Ways to develop and implement philosophical goals and their relationship to the children, families, staff, and the community are discussed. All Massachusetts state standards, guidelines, and licensing regulations are thoroughly covered.

Prerequisite: ECED 102 Development in Early Childhood completed with a grade of C or higher, ECED 105 Introduction to Early Childhood Education, or PSYC 202 Child Psychology; or departmental approval.

ECED 211 Child Care Policies and Issues

3 Credits

This course is designed to give the participant an overview of the growing field of early childhood. Topics focus on a variety of issues such as administration, child abuse, laws and regulations, and historical and social issues as they relate to early childhood today.

Prerequisite: ECED 102 Development in Early Childhood completed with a grade of C or higher, ECED 105 Introduction to Early Childhood Education, or PSYC 202 Child Psychology; or departmental approval.

ECED 217 The Young Child with Special Needs

3 Credits

This course acquaints teachers with ways of integrating the young

child with special needs into the regular early childhood program. It examines ways of assessing and identifying characteristics of the young child with special needs or the child at risk. Topics include planning and program development, modifying classroom environment, and working with parents and community resources.

Prerequisite: ECED 102 Development in Early Childhood completed with a grade of C or higher, ECED 105 Introduction to Early Childhood Education, or PSYC 202 Child Psychology; or departmental approval.

ECED 231 Infant/Toddler Curriculum

3 Credits

This course explores how the development stages relating to the first three years should impact the care of infants and toddlers. The student examines physical, psychological, linguistic, and cognitive development from birth to age three. Emphasis is placed on designing developmentally-appropriate activities; understanding the importance of health, nutrition, and feeding practices; equipping space; and nurturing self-esteem in the early childhood setting.

Prerequisite: ECED 102 Development in Early Childhood completed with a grade of C or higher or PSYC 202 Child Psychology; or departmental approval.

ECED 241 Special Study in Early Childhood Education

1-4 Credits

Formerly ECED 400. This course involves independent work on a selected topic under the direction of members of the Early Childhood Education Department. Limited to two courses per student.

Prerequisite: approval of the department chair and division dean.

ECED 280 Practicum I in Early Childhood Education

3 Credits

The student is placed at one early childhood setting, which could include: an early school grade, a child care center, or a Head Start program. The age group for this practicum is one of the following: B-3, 3-5, or 5-8. The student works under the supervision of a lead teacher for 150 hours per semester. The student keeps a journal and completes written observations. Student interns participate in a variety of experiences reflective of the community. Field experiences begin with observation and increase to planning activities for individuals or small groups as well as management of the whole group for a portion of the placement. A grade of B- or higher is required for graduation.

Prerequisite: ECED 102 Development in Early Childhood completed with a grade of C or higher and ECED 111 Early Childhood Curriculum: A Multicultural Perspective. Co-requisite: ECED 285 Seminar I in Early Childhood Education.

ECED 285 Seminar I in Early Childhood Education

2 Credits

Formerly ECED 407. The students meet twice a week to discuss the practicum experience, exchange ideas, and share concerns. Conference sessions are included during the seminar. Members of our diverse cultural community are invited to share their knowledge with students. A grade of B- or higher is required for graduation.

Co-requisite: ECED 280 Practicum I in Early Childhood Education or departmental approval.

ECED 290 Practicum II in Early Childhood Education and Administration

3 Credits

Formerly ECED 405. The student is placed in one early education setting that could include: an early school grade, a child care

center, or a Head Start program. The age group for this practicum is one of the following: B-3, 3-5, or 5-8. Both the type of program and the age group will differ from the ECED 280 Practicum I experience. A minimum of 12 hours per week, for a total of 150 hours, is required. Management skills such as personnel hiring, supervision, and evaluation, as well as understanding the regulations that govern group care are developed. The student will also understand the importance of addressing multicultural issues, parents and community support, and interaction, and assume the responsibilities for the full range of teaching and care giving.

Prerequisites: ECED 280 Practicum I in Early Childhood Education (formerly ECED 401) and ECED 285 Seminar I in Early Childhood Education (formerly ECED 407) both completed with a grade of B- or higher; or departmental approval. Pre/Co-requisite: ECED 201 Administration, Supervision, and Management of Child Care Programs. Co-requisite ECED 295 Seminar II in Early Childhood Education.

ECED 295 Seminar II in Early Childhood Education and Administration

2 Credits

Formerly ECED 408. The students meet twice a week to discuss the practicum experience, exchange ideas, and share concerns. Conference sessions will be included during the seminar. Members of our diverse cultural community are invited to share their knowledge with students. The focus includes administration and management topics. A grade of C or higher is required for graduation. Prerequisite: ECED 285 Seminar I in Early Childhood Education (formerly ECED 407) completed with a grade of B- or higher.

Co-requisite: ECED 290 (formerly ECED 405) Practicum II in Early Childhood Education and Administration or departmental approval.

ECED 400 Special Study in Child Care

1-4 Credits

This course involves independent work on a selected topic under the direction of members of the Early Childhood Education Department. Limited to two courses per student.

Prerequisite: approval of the Department Chair and Division Dean.

Earth Science

ESCI 121 Geology I

4 Credits; Attributes: GL LA LS SC

This course is intended to acquaint students with the physical structure of the earth, the nature of the materials constituting it, and the major processes responsible for continual change. Students learn how geologists go about interpreting the earth and deciphering its history. In the laboratory portion of the course, emphasis is placed on becoming familiar with crystal rocks and minerals and the effects of geological processes as interpreted from topographic maps and aerial photographs. Three lecture and two laboratory hours per week.

Prerequisites: ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Math or MATH 060 Mathematical Literacy for College Students; waiver by placement testing results; or departmental approval.

ESCI 123 Meteorology

4 Credits; Attributes: LA LS SC

This course is designed to provide students with an understanding of the dynamic processes at play within the earth's fluid atmosphere and with an appreciation of the role of these processes in producing weather. Topics covered in the course include

the origin and evolution of the earth's atmosphere, structure and characteristics of the atmosphere, earth/sun relationships and their influence on seasons, solar and terrestrial radiation, hydrologic cycle, gas laws, global circulation, weather systems and fronts, storms, and analysis of weather maps. Weekly laboratory exercises complement the topics covered in lecture. Three lecture and two laboratory hours per week.

Prerequisites: ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Math or MATH 060 Mathematical Literacy for College Students; waiver by placement testing results; or departmental approval.

ESCI 124 Physical Ocean Environment

4 Credits; Attributes: GL LA LS SC

This course is an introduction to the physical aspects of the marine environment. Topics include the origin of the earth and oceans, physical properties of water, properties of the ocean basins, economic wealth of the oceans, atmospheric/oceanic circulation, waves, tides, shoreline processes, etc. Three lecture and two laboratory hours per week.

Prerequisites: ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Math or MATH 060 Mathematical Literacy for College Students; waiver by placement testing results; or departmental approval.

Economics

ECON 201 Principles of Economics I (Macroeconomics)

3 Credits; Attributes: LA, SS

This course is an introduction to the study of the capitalist economy and supply and demand. The major emphasis is devoted to an analysis of the components of the national product. Consideration is also given as to how the economy operates at full employment. Fiscal and monetary policies are examined. Understanding economics as a discipline is stressed throughout the course.

Prerequisites: ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics; waiver by placement testing results; or departmental approval.

ECON 202 Principles of Economics II (Microeconomics)

3 Credits; Attributes: LA, SS

This course includes a continuation of market analysis and the choices individuals and firms make when they buy and sell. Emphasis is on the pricing of the factors of production. Some attention is given to allocation by non-market methods. Market structures are also examined. Policy problems include income distribution, competition, and regulation. Trade and comparative economic systems are also studied.

Prerequisites: ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics; waiver by placement testing results; or departmental approval.

ECON 210 Introduction to Health Economics

3 Credits; Attributes: LA, SS

This course is an introduction to the application of economic principles used to analyze health care issues. Topics include: an overview of the US health care sector; the determinants of demand for health care services and private insurance; the supply of health care services and private insurance; the role of government programs such as Medicare and Medicaid; and the overall performance of the health care sector of the economy.

Prerequisites: ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 001 Preparation

for College Math I or MATH 010 Fundamentals of Mathematics; waiver by placement testing results; or departmental approval.

ECON 400 Special Study in Economics

1-4 Credits; Attributes: LA, SS

This course involves independent work on a selected topic under the direction of members of the Economics faculty. Limited to two courses per student.

Prerequisite: approval of the Department Chair and Division Dean.

Elementary Education

EDUC 106 Introduction to Special Education

3 Credits

This course introduces special education from theoretical, practical, and legal perspectives. Information regarding characteristics of individuals with exceptionalities and evidence-based instructional strategies are examined. Students begin to learn about the different exceptionalities and explore the legal policies in meeting students' educational needs in grades one through six.

Pre/Co-requisites: ENGL 101 English Composition I and MATH 127 Mathematics for Elementary Teachers I or higher; or waiver by placement testing results.

EDUC 111 Introduction to Elementary Education

3 Credits

This course introduces elementary education from philosophical, theoretical, social, and historical perspectives. Emergent theories and philosophies are examined. Students begin to explore the development of young children and legal issues related to education in grades one through six. Students are required to participate in a 40-hour pre-practicum experience during this course. Students assimilate classroom learning about the educational process with observational experiences in grades one through six classroom settings. One month (or as early as possible) prior to the pre-practicum placement, students must submit to CORI and SORI checks. Inability to fulfill the course requirement of 40 hours of pre-practicum observation due to CORI or SORI restrictions will result in course failure. It will also result in inability to successfully fulfill the program and degree requirements. Note: this course is only offered in the fall semester. *Prerequisites:* MATH 127 Mathematics for Elementary Teachers I or MATH 128 Mathematics for Elementary Teachers II and one life science course (BIOL 121 Biological Principles I or BIOL 140 & 142 Introductory Biology and Lab) or one physical science course (CHEM 151 General Chemistry I, ESCI 121 Geology, ESCI 123 Meteorology, ESCI 124 Physical Ocean Environment, PHYS 113 & 112 The Science of Music and Lab, PHYS 151 College Physics I, or PHYS 161 General Physics I); or departmental approval.

EDUC 201 Mass Tests for Educator Licensure (MTEL) Prep for Comm & Literacy Skills Test (CLST)

1 Credit

This course is offered to provide Massasoit pre-service teachers an opportunity to prepare for their first MTEL test in communication and literacy skills. If transferring to a Massachusetts public university or college as part of the MassTransfer program, teacher candidates must successfully complete this test prior to transfer. Course content includes critical reading, vocabulary building, grammar practice, and essay writing. All course content is delivered online in a five-week time frame. Two laboratory hours per week.

Recommended prerequisite: ENGL 102 English Composition II.

EDUC 205 Language and Literacy Learning

3 Credits

This course introduces the basic principles and methods of instruction in reading, writing, listening, and oral communication in elementary school settings. Students examine the Common Core Standards and Massachusetts Curriculum for English Language Arts & Literacy. Phonemic awareness, phonics, vocabulary, fluency, and comprehension are explored. Students reflect on sociocultural aspects of language and literacy development with special emphasis on English language learners. Students complete observation hours in an elementary school setting.

Prerequisite: ENGL 102 English Composition II; or departmental approval.

EDUC 210 Diversity and Multicultural Education

3 Credits

This course helps students acquire a critical understanding and an appreciation of processes of diversity (cultural, racial, ethnic, socio-political, ability, and gender). It honors and empowers the diverse experiences, knowledge, and identities that students and their communities bring into schools. The course provides practical educational conceptualizations to foster equitable, inclusive, and multicultural learning for all learners.

Prerequisites: EDUC 111 Intro to Elementary Education and ENGL 102 English Composition II; or departmental approval.

EMS - Paramedic

EMSP 101 Introduction to Paramedicine

1 Credit

This course serves as an introduction to paramedicine and provides the student with an overview of those topics that are utilized in every patient encounter. The topics include: introduction to paramedicine, EMS systems, roles and responsibilities of the paramedic, workforce safety and wellness, EMS research, public health, medical legal aspects, ethics, EMS system communications, documentation, and EMS politics.

Prerequisite: acceptance into the Paramedic Program; or permission of paramedic program director and/or dean; or departmental approval. Pre/Co-requisite: ENGL 101 English Composition I. Co-requisites: BIOL 115 Survey of Form and Function and EMSP 112 Paramedic Pharmacology.

EMSP 112 Paramedic Pharmacology

2 Credits

This course integrates comprehensive knowledge of pharmacology to formulate a treatment plan intended to mitigate emergencies and improve the overall health of the patient. Lectures and discussions focus on the study of drugs, especially those relating to emergency care as described by current Massachusetts Statewide Protocols. Actions, indications, contraindications, side effects, and dosages of drugs are studied. This course is for Paramedic students only. This course does not satisfy the requirements for the Respiratory Care Program.

Prerequisite: acceptance into the Paramedic Program. Pre/Co-requisite: ENGL 101 English Composition I.

EMSP 230 Paramedic Fundamentals I

6 Credits

Topics include cardiopulmonary resuscitation (CPR); basic EMT skills; basic and advanced airway management including endotracheal intubation, supraglottic airways, and capnometry; and patient assessment. The course provides education for complicated and non-complicated emergency childbirth.

Prerequisites: BIOL 115 Survey of Human Form and Function, EMSP 101 Introduction to Paramedicine, EMSP 112 Paramedic Pharmacology, and ENGL 101 English Composition I; or permission of paramedic program director and/or dean; or departmental approval. Co-requisites: EMSP 231 Paramedicine

Lab Practical I and EMSP 232 Paramedicine Clinical I.

EMSP 231 Paramedicine Lab Practical I

4 Credits

Practical skills include airway management, patient assessment (medical and trauma), intravenous therapy, medication administration, emergency childbirth, scenario-based cases, and high-fidelity mannequin simulation. Continued skill reinforcement includes instructor assessment and peer review assessment. Eight laboratory hours per week.

Prerequisites: BIOL 115 Survey of Human Form and Function, B- or higher in EMSP 101 Introduction to Paramedicine, B- or higher in EMSP 112 Paramedic Pharmacology, and ENGL 101 English Composition I; or permission of paramedic program director and/or dean; or departmental approval. Co-requisites: EMSP 230 Paramedic Fundamentals I and EMSP 232 Paramedicine Clinical I.

EMSP 232 Paramedicine Clinical I

1 Credit

This course is a work-based learning experience conducted in a hospital/clinical setting that enables the paramedic student to apply specialized occupational therapy, concepts, and skills learned in EMSP 230 Paramedic Fundamentals I and EMSP 231 Paramedicine Lab Practical I. Students complete a minimum of 133 hours in their clinical practicum. Students begin to integrate didactic knowledge with clinical experience under the supervision of a preceptor. Clinical rotations are conducted in a variety of medical-related facilities to include: emergency divisions, intensive care/critical care units, psychiatric, and pediatrics. Students are required to document all clinical skills and time in tracking software. Students must achieve a final course grade of 80, which is equal to a B-, receive a satisfactory clinical evaluation, and adhere to the program requirements.

Prerequisites: BIOL 115 Survey of Human Form and Function, B- or higher in EMSP 101 Introduction to Paramedicine, B- or higher in EMSP 112 Paramedic Pharmacology, and ENGL 101 English Composition I; or permission of the paramedic program director and/or dean; or departmental approval. Co-requisites: EMSP 230 Paramedic Fundamentals I and EMSP 231 Paramedicine Lab Practical I.

EMSP 240 Paramedic Fundamentals II

3 Credits

This course provides didactic information for cardiology including anatomy and physiology, EKG electrophysiology, rhythm interpretation and 12 lead acquisition. The course includes Advanced Cardiac Life Support and associated medical emergencies.

Prerequisites: B- or higher in EMSP 230 Paramedic Fundamentals I, B- or higher in EMSP 231 Paramedicine Lab Practical I, and B- or higher in EMSP 232 Paramedicine Clinical I; or permission of paramedic program director and/or dean; or departmental approval. Co-requisites: EMSP 241 Paramedicine Lab Practical II and EMSP 242 Paramedicine Clinical II.

EMSP 241 Paramedicine Lab Practical II

2 Credits

Practical skills continue cumulatively. The course includes airway management, patient assessment (medical and trauma), intravenous therapy, medication administration, emergency childbirth, scenario-based cases, high-fidelity mannequin simulation, and cardiac emergency management. Continued skill reinforcement includes instructor assessment and peer review assessment. Five-week course; 12 laboratory hours per week.

Prerequisites: B- or higher in EMSP 230 Paramedic Fundamentals I, B- or higher in EMSP 231 Paramedicine Lab Practical I, and B- or higher in EMSP 232 Paramedicine

Clinical I; or permission of the paramedic program director and/or dean; or departmental approval. Co-requisites: EMSP 240 Paramedic Fundamentals II and EMSP 242 Paramedicine Clinical II.

EMSP 242 Paramedicine Clinical II

1 Credit

This course is a work-based learning experience conducted in a hospital/clinical setting that enables the paramedic student to apply specialized occupational therapy, concepts, and skills learned in EMSP 240 Paramedic Fundamentals II and EMSP 241 Paramedicine Lab Practical II. Students complete a minimum of 133 hours in their clinical practicum. Students will begin to integrate didactic knowledge with clinical experience under the supervision of a preceptor. Clinical rotations are conducted in a variety of medical-related facilities to include: emergency divisions, intensive care/critical care units, psychiatric, and pediatrics. Students are required to document all clinical skills and time in tracking software. Students must achieve a final course grade of 80, which is equal to a B-, receive a satisfactory clinical evaluation, and adhere to the program requirements.

Prerequisites: B- or higher in EMSP 230 Paramedic Fundamentals I, B- or higher in EMSP 231 Paramedicine Lab Practical I, and B- or higher in EMSP 232 Paramedicine Clinical I; or permission of paramedic program director and/or dean; or departmental approval. Co-requisites: EMSP 240 Paramedic Fundamentals II and EMSP 241 Paramedicine Lab Practical II.

EMSP 250 Paramedic Fundamentals III

3 Credits

This course provides didactic information for head and facial trauma, trauma systems and mechanism of injury, environmental emergencies, toxicological emergencies, substance abuse and psychiatric and behavioral emergencies.

Prerequisites: B- or higher in EMSP 240 Paramedic Fundamentals II, B- or higher in EMSP 241 Paramedicine Lab Practical II, and B- or higher in EMSP 242 Paramedicine Clinical II; or permission of paramedic program director and/or dean; or departmental approval. Co-requisites: EMSP 251 Paramedicine Lab Practical III and EMSP 252 Paramedicine Clinical III.

EMSP 251 Paramedicine Lab Practical III

2 Credits

Practical skills continue cumulatively. The course includes airway management, patient assessment (medical and trauma), intravenous therapy, medication administration, emergency childbirth, scenario-based cases, high-fidelity mannequin simulation, and cardiac emergency management. Continued skill reinforcement includes instructor assessment and peer review assessment. Five-week course; 12 laboratory hours per week.

Prerequisites: B- or higher in EMSP 240 Paramedic Fundamentals II, B- or higher in EMSP 241 Paramedicine Lab Practical II, and B- or higher in EMSP 242 Paramedicine Clinical II; or permission of the paramedic program director and/or dean; or departmental approval. Co-requisites: EMSP 250 Paramedic Fundamentals III and EMSP 252 Paramedicine Clinical III.

EMSP 252 Paramedicine Clinical III

1 Credit

This course is a work-based learning experience conducted in a hospital/clinical setting that enables the paramedic student to apply specialized occupational therapy, concepts, and skills learned in EMSP 250 Paramedic Fundamentals III and EMSP 251 Paramedicine Lab Practical III. Students complete a minimum of 134 hours in their clinical practicum. Students will begin to integrate didactic knowledge with clinical experience under

the supervision of a preceptor. Clinical rotations are conducted in a variety of medical-related facilities to include: emergency divisions, intensive care/critical care units, psychiatric, and pediatrics. Students are required to document all clinical skills and time in tracking software. Students must achieve a final course grade of 80, which is equal to a B-, receive a satisfactory clinical evaluation, and adhere to the program requirements.

Prerequisites: B- or higher in EMSP 240 Paramedic Fundamentals II, B- or higher in EMSP 241 Paramedicine Lab Practical II, and B- or higher in EMSP 242 Paramedicine Clinical II; or permission of paramedic program director and/or dean; or departmental approval. Co-requisites: EMSP 250 Paramedic Fundamentals III and EMSP 251 Paramedicine Lab Practical III.

EMSP 260 Paramedic Fundamentals A

3 Credits

Topics include cardiopulmonary resuscitation (CPR); basic EMT skills; basic and advanced airway management including endotracheal intubation, supraglottic airways, and capnometry; and patient assessment. The course provides education for complicated and non-complicated emergency childbirth.

Prerequisites: BIOL 115 Survey of Human Form and Function, B- or higher in EMSP 101 Introduction to Paramedicine, B- or higher in EMSP 112 Paramedic Pharmacology, and ENGL 101 English Composition I; or permission of the paramedic program director and/or dean; or departmental approval. Co-requisites: EMSP 261 Paramedicine Lab Practical A and EMSP 262 Paramedicine Clinical A.

EMSP 261 Paramedicine Lab Practical A

2 Credits

Practical skills include airway management, patient assessment (medical and trauma), intravenous therapy, medication administration, emergency childbirth, scenario-based cases, and high-fidelity mannequin simulation. Continued skill reinforcement includes instructor assessment and peer review assessment. Five-week course; 12 laboratory hours per week.

Prerequisites: BIOL 115 Survey of Human Form and Function, B- or higher in EMSP 101 Introduction to Paramedicine, B- or higher in EMSP 112 Paramedic Pharmacology, and ENGL 101 English Composition I; or permission of the paramedic program director and/or dean; or departmental approval. Co-requisites: EMSP 260 Paramedic Fundamentals A and EMSP 262 Paramedicine Clinical A.

EMSP 262 Paramedicine Clinical A

1 Credit

This course is a work-based learning experience conducted in a hospital/clinical setting that enables the paramedic student to apply specialized occupational therapy, concepts, and skills learned in EMSP 260 Paramedic Fundamentals A and EMSP 261 Paramedicine Lab Practical A. Students complete a minimum of 133 hours in their clinical practicum. Students begin to integrate didactic knowledge with clinical experience under the supervision of a preceptor. Clinical rotations are conducted in a variety of medical-related facilities to include: emergency divisions, intensive care/critical care units, psychiatric, and pediatrics. Students are required to document all clinical skills and time in tracking software. Students must achieve a final course grade of 80, which is equal to a B-, receive a satisfactory clinical evaluation, and adhere to the program requirements.

Prerequisites: BIOL 115 Survey of Human Form and Function, B- or higher in EMSP 101 Introduction to Paramedicine, B- or higher in EMSP 112 Paramedic Pharmacology, and ENGL 101 English Composition I; or permission of the paramedic

program director and/or dean; or departmental approval. Co-requisites: EMSP 260 Paramedic Fundamentals A and EMSP 261 Paramedicine Lab Practical A.

EMSP 270 Paramedic Fundamentals B

3 Credits

This module prepares the student to learn new skills and reinforce skills already attained. The course reviews pathophysiology of shock and its treatment, medication administration, and intravenous therapy. Reviews pharmacology and reinforces patient assessment skills for medical and trauma patients.

Prerequisites: B- or higher in EMSP 260 Paramedic Fundamentals A, B- or higher in EMSP 261 Paramedicine Lab Practical A, and B- or higher in EMSP 262 Paramedicine Clinical A; or permission of paramedic program director and/or dean; or departmental approval. Co-requisites: EMSP 271 Paramedicine Lab Practical B and EMSP 262 Paramedicine Clinical B.

EMSP 271 Paramedicine Lab Practical B

2 Credits

Practical skills continue cumulatively. The course includes airway management, patient assessment (medical and trauma), intravenous therapy, medication administration, emergency childbirth, scenario-based cases, high-fidelity mannequin simulation, and cardiac emergency management. Continued skill reinforcement includes instructor assessment and peer review assessment. Five-week course; 12 laboratory hours per week.

Prerequisites: B- or higher in EMSP 260 Paramedic Fundamentals A, B- or higher in EMSP 261 Paramedicine Lab Practical A, and B- or higher in EMSP 262 Paramedicine Clinical A; or permission of the paramedic program director and/or dean; or departmental approval. Co-requisites: EMSP 270 Paramedic Fundamentals B and EMSP 272 Paramedicine Clinical B.

EMSP 272 Paramedicine Clinical B

1 Credit

This course is a work-based learning experience conducted in a hospital/clinical setting that enables the paramedic student to apply specialized occupational therapy, concepts, and skills learned in EMSP 270 Paramedic Fundamentals B and EMSP 271 Paramedicine Lab Practical B. Students complete a minimum of 133 hours in their clinical practicum. Students will begin to integrate didactic knowledge with clinical experience under the supervision of a preceptor. Clinical rotations are conducted in a variety of medical-related facilities to include: emergency divisions, intensive care/critical care units, psychiatric, and pediatrics. Students are required to document all clinical skills and time in tracking software. Students must achieve a final course grade of 80, which is equal to a B-, receive a satisfactory clinical evaluation, and adhere to the program requirements.

Prerequisites: B- or higher in EMSP 260 Paramedic Fundamentals A, B- or higher in EMSP 261 Paramedicine Lab Practical A, and B- or higher in EMSP 262 Paramedicine Clinical A; or permission of paramedic program director and/or dean; or departmental approval. Co-requisites: EMSP 270 Paramedic Fundamentals B and EMSP 271 Paramedicine Lab Practical B.

EMSP 280 Paramedic Fundamentals C

6 Credits

This course provides didactic information for cardiology including anatomy and physiology, EKG electrophysiology, rhythm interpretation and 12 lead acquisition. The course includes advanced cardiac life support, pediatric advanced life support, and associated medical emergencies.

Prerequisites: B- or higher in EMSP 270 Paramedic Fundamentals B, B- or higher in EMSP 271 Paramedicine Lab

Practical B, and B- or higher in EMSP 272 Paramedicine Clinical B; or permission of paramedic program director and/or dean; or departmental approval. Co-requisites: EMSP 281 Paramedicine Lab Practical C and EMSP 282 Paramedicine Clinical C.

EMSP 281 Paramedicine Lab Practical C

4 Credits

Practical skills include airway management, patient assessment (medical and trauma), intravenous therapy, medication administration, emergency childbirth, scenario-based cases, high-fidelity mannequin simulation, and cardiac emergency management. Continued skill reinforcement includes instructor assessment and peer review assessment. Eight laboratory hours per week.

Prerequisites: B- or higher in EMSP 270 Paramedic Fundamentals B, B- or higher in EMSP 271 Paramedicine Lab Practical B, and B- or higher in EMSP 272 Paramedicine Clinical B; or permission of paramedic program director and/or dean; or departmental approval. Co-requisites: EMSP 280 Paramedicine Fundamentals C and EMSP 282 Paramedicine Clinical C.

EMSP 282 Paramedicine Clinical C

1 Credit

This course is a work-based learning experience conducted in a hospital/clinical setting that enables the paramedic student to apply specialized occupational therapy, concepts, and skills learned in EMSP 280 Paramedic Fundamentals C and EMSP 281 Paramedicine Lab Practical C. Students complete a minimum of 134 hours in their clinical practicum. Students will begin to integrate didactic knowledge with clinical experience under the supervision of a preceptor. Clinical rotations are conducted in a variety of medical-related facilities to include: emergency divisions, intensive care/critical care units, psychiatric, and pediatrics. Students are required to document all clinical skills and time in tracking software. Students must achieve a final course grade of 80, which is equal to a B-, receive a satisfactory clinical evaluation, and adhere to the program requirements.

Prerequisites: B- or higher in EMSP 270 Paramedic Fundamentals B, B- or higher in EMSP 271 Paramedicine Lab Practical B, and B- or higher in EMSP 272 Paramedicine Clinical B; or permission of paramedic program director and/or dean; or departmental approval. Co-requisites: EMSP 280 Paramedic Fundamentals C and EMSP 281 Paramedicine Lab Practical C.

EMSP 283 Advanced Medical Issues in Paramedicine

1 Credit

This course provides knowledge to the paramedic students for hemorrhage and shock, spinal trauma, thoracic and chest trauma, burns, orthopedic trauma, multiple casualty incidents, hazardous material response, and ambulance operations. Students are presented scenarios and discuss response and management of these incidents.

Prerequisites: B- or higher in EMSP 250 Paramedic Fundamentals III, B- or higher in EMSP 251 Paramedicine Lab III, and B- or higher in EMSP 252 Paramedicine Clinical III; or B- or higher in EMSP 280 Paramedic Fundamentals C, B- or higher in EMSP 281 Paramedicine Lab Practical C, and B- or higher in EMSP 282 Paramedicine Clinical C; or permission of paramedic program director and/or dean; or departmental approval.

EMSP 295 Paramedic Field Internship

2 Credits

Students apply theory and acquired clinical skills while performing pre-hospital treatment under the supervision of certified paramedics. Upon successful completion of the course, students meet minimum CoAEMSP skill requirements and have a working knowledge of entry-level paramedic skills, hospital/

clinical operations, and requisite field experience. Students complete a minimum of 150 hours in their field practicum as adopted by the Massachusetts Office of Emergency Medical Services. Adherence to the attendance policy, receipt of a satisfactory evaluation, completion of minimum CoAEMSP skills, and a minimum final course grade of 80, which is equal to a B-, must be met in order to be eligible for the Massachusetts state exam or equivalent standard.

Prerequisites: B- or higher in EMSP 250 Paramedic Fundamentals III, B- or higher in EMSP 251 Paramedic Lab III, and B- or higher in EMSP 252 Paramedic Clinical III; or B- or higher in EMSP 280 Paramedic Fundamentals C, B- or higher in EMSP 281 Paramedic Lab Practical C, and B- or higher in EMSP 282 Paramedic Clinical C; or permission of paramedic program director and/or dean; or departmental approval.

Engineering

ENGT 107 Computer-Aided Drafting 3 Credits

Using a microcomputer-based CAD system, students learn basic drawing tools, modifications, layers, dimensioning, text, blocks, and hatch parameters. Students create drawings and learn how to plot, file, retrieve, and modify them. Projects include drawings from architectural, civil, mechanical, and electronic career fields. The course includes a review of basic drawing concepts, including orthographic, isometric, and line weights. Two lecture and two laboratory hours per week.

ENGT 109 Intermediate Computer-Aided Drafting 3 Credits

Topics covered in this course include use of blocks and block attributes in parts libraries, creating bills of material and reports using block attributes and a programming language, drawing isometric drawings on the computer, using 3D surface-modeling routines, 3D drawing, writing and using macros, and customizing the CAD program. Two lecture and two laboratory hours per week. *Prerequisite:* ARCH 200 Revit or ENGT 107 Computer-Aided Drafting; or departmental approval.

ENGT 112 Electrical Circuits II 4 Credits

This course is a continuation of ENGT 111 Electrical Circuits I. The second semester topics include magnetic theory, inductance, and RL time constants; the theory of alternating current and voltage; inductive and capacitive reactance; phasors; impedance characteristics of series, parallel, and series-parallel circuits; power in AC circuits; power factor and its correction; series and parallel resonance; filter circuits; transformer characteristics; and the application of DC circuit theorems to the AC circuit. Three lecture and two laboratory hours per week. *Prerequisites:* ENGT 111 Electrical Circuits I and MATH 003 Preparation for College Math III or MATH 012 Intermediate Algebra; waiver by placement testing results; or permission of instructor.

ENGT 114 Digital Circuits 4 Credits

This course covers the fundamentals of digital logic circuits focusing on combinatorial logic circuits and their applications. The course examines number systems used in digital logic, the application of Boolean algebra for logic circuit design, and teaches waveform analysis for circuit troubleshooting. Logic minimization techniques are studied and digital circuit speed performance is also covered. In this course, the student learns to use product specification sheets and understand the performance differences

of the most common digital technologies. The course finishes with an understanding of how combinatorial logic is used in the complex functions and their applications. Weekly labs allow the student to build and test circuits to apply the theory learned in lectures. Three lecture and two laboratory hours per week. *Prerequisite:* MATH 203 College Algebra; or waiver by placement testing results.

ENGT 140 Introduction to Engineering 4 Credits

This course introduces the student to the engineering profession and provides an opportunity for students to understand the content within the chemical, civil, computer, electrical, environmental, and mechanical engineering. This course prepares students for success in an engineering program and working environment through technical problem solving and design analysis, understanding engineering ethics and responsible decision making, teamwork, and communication. Significant emphasis is placed on engineering problem-solving techniques using MATLAB for mathematical analysis and graphical presentation. Three lecture and two laboratory hours per week. *Pre/Co-requisite:* MATH 217 Pre-calculus; waiver by placement testing results; or permission of instructor.

ENGT 204 Microprocessors and Digital Systems 4 Credits

This course covers sequential logic circuits, advanced logic design techniques, and computer architecture. The fundamentals of storage elements are explored with their use in counters, state machines, and shift registers in computer and non-computer applications. Digital signal processing components and requirements are also studied. The course also covers memory structures and types which lead into microprocessor architecture, computer hardware components, and the different processor programming levels. Programmable logic devices, VHDL coding, and synthesis for large-scale design are also explored. Three lecture and two laboratory hours per week. *Prerequisite:* ENGT 114 Digital Circuits.

ENGT 270 Engineering Circuit Theory I 4 Credits

This is the first electrical engineering course covering basic electrical theory and circuit analysis. The goals of this course include developing the ability to solve engineering problems and to design, implement, and test circuits to meet design specifications. Topics include network theorems, nodal and mesh circuit analysis, dependent sources, Thevenin's and Norton's equivalent circuits, and solution of first- and second-order networks to switched DC inputs. The course also covers AC circuit steady-state response analysis, review of complex numbers, phasors, coupled inductors and ideal transformers, RMS voltage and current, the maximum power transfer theorem, balanced three-phase systems, and power and energy computations. Individual assignments are completed using circuit analysis techniques and MATLAB. Lab activities include the construction of circuits and using the necessary lab equipment to measure their performance and Multisim. Written report of project results is required. Three lecture and two laboratory hours per week. *Pre/Co-requisite:* MATH 221 Calculus I; or waiver by placement testing results.

ENGT 271 Engineering Circuit Theory II 4 Credits

This is the second engineering course in basic circuit theory and design. Analysis techniques in this course include application of Laplace transforms and differential equations with initial conditions to provide solutions to switched and steady state

multi-ordered circuits. This course covers frequency analysis and the study of passive and active filter circuits. Circuit stability, the understanding of poles/zeros, and the use of Fourier transforms are also covered to introduce the student to circuit frequency response and Bode plot analysis and specification. Students are also introduced to graphical convolution and Fourier series as it applies to circuit analysis. Assignments and lab project activities require the design, implementation, and measurement of filters and other circuits to meet design specifications. Class instruction includes using Metlab and Multisim, in addition to hands-on circuit design and analysis. Three lecture and two laboratory hours per week.

Prerequisites: ENGT 270 Engineering Circuit Theory I and MATH 222 Calculus II; or waiver by placement testing results.

ENGT 272 Engineering Materials

4 Credits

This course covers the basic principles that govern the properties and behavior of engineering materials: atomic structures, interatomic forces, amorphous and crystalline structures, and phase transformations. The course also covers the study of the capabilities and limitations of different materials such as metals, polymers, ceramics, and corrosion. Three lecture and two laboratory hours per week.

Prerequisites: MATH 221 Calculus I and PHYS 161 General Physics I; or waiver by placement testing results.

ENGT 273 Statics

3 Credits

This course is a study of loads (force, torque) on physical systems in static equilibrium. It covers the analysis of force and moment vectors and their resultants, using free-body diagrams. Applications analyzed in this course include simple trusses, frames, and machines; distribution of loads; and internal forces in beams. Properties of areas, second moments, and the laws of friction are also covered. MATLAB is used to support computational analysis. Two lecture and two laboratory hours per week.

Prerequisites: MATH 222 Calculus II and PHYS 161 General Physics I; or waiver by placement testing results.

ENGT 274 Dynamics

3 Credits

This course covers the basic principles that govern forces and torques and their effects on the motion of particles and rigid bodies. This course also covers force, energy, and momentum analysis methods, as well as the study of unidirectional vibrations. MATLAB is used for computational analysis. Two lecture and two laboratory hours per week.

Prerequisites: ENGT 273 Statics and MATH 222 Calculus II; or waiver by placement testing results.

ENGT 275 Strength of Materials

4 Credits

This course provides engineering students with an understanding of various responses exhibited by solid engineering materials when subjected to mechanical and thermal loadings. It provides an introduction to the physical mechanisms associated with the design-limiting behavior of engineering materials, especially stiffness, strength, toughness, and durability. It also explores the basic mechanical properties of engineering materials, testing procedures used to quantify these properties, and ways in which these properties characterize material response. The student acquires quantitative skills to deal with materials-limiting problems in engineering design and a basis for materials selection in mechanical design. Three lecture and two laboratory hours per week.

Prerequisite: ENGT 273 Statics.

ENGT 276 Engineering Thermodynamics

3 Credits

This course introduces fundamental thermodynamic concepts relevant to various engineering applications. Concepts such as work, temperature, and heat are introduced, and students are taught the zeroth, first, and second laws of thermodynamics and their application. An introduction to thermodynamic properties of idealized and real fluids is also provided. Students also learn theories related to the thermodynamic cycles, such as refrigeration, gas power, and steam, which govern the operation of various practical devices such as internal combustion engines, jet engines, power generators, refrigerators, and air conditioners. MATLAB is used for computational analysis. Two lecture and two laboratory hours per week.

Prerequisite: ENGT 273 Statics; or departmental approval.

ENGT 277 Introduction to Mechanical Engineering Graphics and Design with SOLIDWORKS

3 Credits

This course introduces students to SOLIDWORKS for 3D design and parametric modeling of mechanical engineering designs. Students in this course learn problem identification, how to work with product specifications, designing for manufacturing, and product ergonomics considerations. In addition, this course provides students with the necessary tools to produce complete engineering drawing packages and produce 3D samples of their products. Two lecture and two laboratory hours per week.

Pre/Co-requisite: MATH 217 Pre-calculus; waiver by placement testing results; or permission of instructor.

ENGT 341 Industrial Process Control

4 Credits

Electromechanical devices and circuits are studied as they are applied to the activation and control of modern industrial systems. The course includes the principles of electrical, electronic, and pneumatic controls including associated transducers for monitoring temperature, level, flow, and pressure. Programmable controllers, electronic and pneumatic controllers, and recorders are also studied. The laboratory provides experience in the actual operation of an industrial type process control system with emphasis on discrete digital and analog controls as well as computer control. Three lecture and two laboratory hours per week.

Prerequisite: ENGT 112 Electrical Circuits II; or permission of instructor.

ENGT 401 Co-op Work Experience in Applied Technology

3 Credits

This course offers students an opportunity for structured, supervised, and paid work experience in their applied technology areas. This co-op experience allows students to apply the theory of classroom experience to practical applications in their technical fields of concentration. In addition, a biweekly seminar gives students the opportunity to discuss their job and their employers' evaluations of their work performance in their weekly academic assignments. The course is open to qualified sophomore students in any of the departments within the Emergent Technologies Division.

Prerequisite: departmental approval.

English

ENGL 095 Reading and Writing Seminar

6 Credits

This course strengthens students' reading, writing, and critical

thinking skills in preparation for college-level courses. Students develop strong critical reading skills, as well as background knowledge, vocabulary, and study skills. The course involves intensive practice reading complex texts and writing essays that indicate readiness to succeed in ENGL 101 English Composition I and other college-level courses. It also includes the study of usage, mechanics, and sentence development. Credit earned in this course cannot be applied toward graduation. (This course serves as the equivalent of two courses: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing.)

Prerequisites: ENGL 091 Preparing for College Reading I and ENGL 102 College ESL II; waiver by placement testing results; or departmental approval.

ENGL 098 Reading and Writing Studio

3 Credits

This course focuses on developing students' reading, writing, and critical thinking skills in preparation for college-level courses. Students use the writing process, integration of multiple texts, and accurate documentation to organize well-developed essays. Students review grammar and learn about audience, voice, and purpose. This course supports students in English Composition I and their other introductory college courses.

Co-requisite: ENGL 101 English Composition I.

ENGL 101 English Composition I

3 Credits; Attributes: HU, LA

This course helps students develop and organize extended pieces of writing. Students focus on the correct and appropriate use of language and the organization and development of paragraphs and essays. Research techniques, documentation of sources, and a short research paper are included. Constant reading and frequent writing is required.

Prerequisites: ENGL 091 Preparing for College Reading I and ENGL 099 Introductory Writing; waiver by placement testing results; or departmental approval.

ENGL 102 English Composition II

3 Credits; Attributes: HU, LA

This course strengthens students' skills as writers and focuses on analysis and argument. Assignments include critical examination of literature and an essay using research and documentation utilizing the MLA style sheet. Emphasis is on writing as part of the processes of thinking and learning.

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 101 English Composition I; waiver by placement testing results; or departmental approval.

ENGL 110 Introduction to Fiction Writing

3 Credits; Attributes: FA, HU, LA

This course focused on the writing and study of contemporary fiction. Students compose and revise original stories and participate in workshops as a writer and critical reader. Coursework includes close reading and practicing and applying the elements of craft to one's work.

Prerequisite: ENGL 101 English Composition I; waiver by placement testing results; or permission of instructor.

ENGL 119 Creative Writing

3 Credits; Attributes: HU, LA

Students write in a minimum of three genres, as determined by the instructor. Genre choices include fiction, poetry, drama, and creative nonfiction. The course includes reading and analyzing literature for the elements of craft in each genre. Students participate in class workshops, revise their work, and develop regular writing habits.

Prerequisite: ENGL 101 English Composition I; waiver by placement testing results; or permission of instructor.

ENGL 121 Children's Literature

3 Credits; Attributes: HU, LA

This course examines the reading interests of children from pre-school years through the elementary grades with emphasis on the contribution that reading can make toward the process of growth. Topics include the history of literature for children, illustrators, folk tales, myths, modern fanciful tales, fiction, poetry, and books in special fields. This course requires extensive reading and writing.

ENGL 131 Myth in Literature

3 Credits; Attributes: HU, LA

This course examines the way that literary works embody themes and motifs found also in myth and folklore: the cycle of human life from conception and birth through initiation, journey, and quest to death; and the appearance of recurrent figures like the hero, the wise fool, and the outcast. This course requires extensive reading and writing.

ENGL 141 Women in Literature

3 Credits; Attributes: HU, LA

This course involves a thematic approach to literature, dealing primarily with various aspects of the feminine psyche. Women as writers as well as women as the subjects of literature are studied, and the changing role of women is examined in poetry, story, and drama. This course requires extensive reading and writing.

ENGL 171 Introduction to Fiction

3 Credits; Attributes: HU, LA

This course examines the short story and the novel; the emphasis falls on contemporary works, but always in reference to the traditions of prose fiction and the forms and styles that have served as models for contemporary writers. Requires extensive reading and writing.

ENGL 201 British Literature I

3 Credits; Attributes: GL, HU, LA

This course explores the British literary tradition through selected readings in major writers from the Anglo-Saxon period to the 18th century. Since the course is based on time periods and major authors, British Literature I does not have to be taken before British Literature II.

Prerequisite: ENGL 102 English Composition II.

ENGL 202 British Literature II

3 Credits; Attributes: GL, HU, LA

This course explores the British literary tradition through selected readings in major writers from the beginnings of Romanticism to the present. Since the course is based on time periods and major authors, British Literature II does not have to be taken after British Literature I.

Prerequisite: ENGL 102 English Composition II.

ENGL 203 Shakespeare

3 Credits; Attributes: HU, LA

This course examines plays from Shakespeare's early, middle, and late periods, using representative comedies, tragedies, and histories. It focuses on dramatic development and principal themes. The sonnets are examined briefly. The course is usually offered in alternate years.

Prerequisite: ENGL 102 English Composition II.

ENGL 210 GLBT Themes in Literature

3 Credits; Attributes: HU, LA

This course examines major literary works that portray the individual lives and collective history of gay, lesbian, bisexual, and transgender people beginning with the era of William Shakespeare and continuing through to the present day. The unique role that literature has played in preserving the history of GLBT people will be examined. Ongoing themes in the literature studied include the effects of social oppression, gender non-conformity, and the inspiration of being in love. The diversity within the GLBT community will be emphasized through studying authors who reflect racial, ethnic, and economic diversity. Constant writing will be required throughout the course in conjunction with the literature being studied, and students will write a capstone research paper.

Prerequisite: ENGL 102 English Composition II.

ENGL 211 Masterpieces of World Literature I

3 Credits; Attributes: GL, HU, LA

This course begins with a study of selected masterpieces from Hebrew, Greek, and Roman writers. Continues with a study of selected continental and British writers up to and including the Middle Ages. Emphasis is on comprehension and appreciation of human values in literature. Since the course is based on time periods and major authors, World Literature I does not have to be taken before World Literature II.

Prerequisite: ENGL 102 English Composition II.

ENGL 212 Masterpieces of World Literature II

3 Credits; Attributes: GL, HU, LA

This course provides study of selected masterpieces from the Renaissance to the 20th century. Traces literary and philosophical influences in selected European writers as they are revealed in varied forms. Emphasis is on comprehension and appreciation of human values in literature. Since the course is based on time periods and major authors, World Literature II does not have to be taken after World Literature I.

Prerequisite: ENGL 102 English Composition II.

ENGL 213 American Literature to 1860

3 Credits; Attributes: HU, LA

This course examines the major contributors to the development of American literature, culture, and ideals from the colonial period to the era of American Romanticism. Since the course is based on time periods and major authors, American Literature I does not have to be taken before American Literature II.

Prerequisite: ENGL 102 English Composition II.

ENGL 214 American Literature since 1860

3 Credits; Attributes: HU, LA

This course examines the major contributors to American literature, culture, and ideals from the Civil War to the present. Since the course is based on time periods and major authors, American Literature II does not have to be taken after American Literature I.

Prerequisite: ENGL 102 English Composition II.

ENGL 215 African-American Literature I

3 Credits; Attributes: HU, LA

This course examines the works of African-American writers and performers from the periods of colonization and slavery through the Harlem Renaissance. Emphasis is placed on political, historical, and cultural contexts of the readings, with particular focus on contributions and challenges to Euro-American culture and to simultaneous developments internationally among peoples of African descent. Since the course is based on time periods and major authors, African-American Literature I does not have to be taken before African-American Literature II.

Prerequisite: ENGL 102 English Composition II.

ENGL 216 African-American Literature II

3 Credits; Attributes: HU, LA

This course examines the works of African-American writers and performers after the Harlem Renaissance to the present including the periods of Realism, Naturalism, and the development of the Black Arts movements of the 1960s. Emphasis is placed on political, historical, and cultural contexts of the readings, with a particular focus on contributions and challenges to Anglo-American culture and to simultaneous developments internationally among peoples of African descent. Since the course is based on time periods and major authors, African-American Literature II does not have to be taken after African-American Literature I.

Prerequisite: ENGL 102 English Composition II.

ENGL 217 Dramatic Literature I

3 Credits; Attributes: HU, LA

This course begins with an overview of theatrical literature and an understanding of the play as a form. Following this, selected plays from the Greek, Roman, Medieval, and Renaissance periods will be read and explicated. Since the course is based on time periods and major authors, Dramatic Literature I does not have to be taken before Dramatic Literature II.

Prerequisite: ENGL 102 English Composition II.

ENGL 218 Dramatic Literature II

3 Credits; Attributes: HU, LA

This course begins with an overview of theatrical literature and an understanding of the play as a form. Following this, selected plays from late 17th and 18th century, 19th century, early and mid-20th century, and contemporary periods will be read and explicated. Since the course is based on time periods and major authors, Dramatic Literature II does not have to be taken after Dramatic Literature I.

Prerequisite: ENGL 102 English Composition II.

ENGL 251 Honors Seminar: Ethics

3 Credits; Attributes: HU, LA

Also offered as PHIL 251. This course develops the skills of critical thinking in ethical issues of contemporary life. Using a multi-disciplinary base, students learn to think clearly, logically, critically, and effectively. Instructional methods include cross-disciplinary lectures, class discussion, readings, written assignments, and problem-solving activities, such as reaching reasoned judgment through seminar-style learning.

Prerequisite: Honors-level ENGL 102 English Composition II; or permission of Honors Program Coordinator.

ENGL 400 Special Study in English

1-4 Credits; Attributes: HU, LA

This course involves independent work on a selected topic under the direction of members of the English Department. Limited to two courses per student.

Prerequisite: approval of the Department Chair and Division Dean.

English as a Second Language

ENSL 101 College ESL I

3 Credits; Attributes: HU, LA

This course is designed for non-native English speakers to develop a command of correct English in the four areas of listening, speaking, reading, and writing, with special attention to reading and writing. Emphasis is placed on grammar, sentence structure, idiomatic expression, reading comprehension, and recognizing

and developing correct English patterns in sentences and paragraphs.

Prerequisite: Waiver by placement testing results; or departmental approval.

ENSL 102 College ESL II
3 Credits; Attributes: HU, LA

This course is a continuation of ENSL 101 College ESL I with emphasis placed on developing a facility to read and discuss standard college English work, ability to recognize and produce correct patterns in sentences and paragraphs, and the ability to combine paragraphs into correct and coherent compositions.

Prerequisite: ENSL 101 College ESL I; waiver by placement testing results; or departmental approval.

ENSL 111 Reading for ESL Students
3 Credits; Attributes: HU, LA

This course is designed for ESL students to gain a facility in reading college texts and various printed materials with which they come in contact. Emphasis is placed on developing reading comprehension, vocabulary (including idiomatic expressions and figurative language), and study skills (including following directions, listening skills, and note taking skills).

Prerequisite: ENSL 112 Conversation and Pronunciation in ESL; waiver by placement testing results; or departmental approval.

ENSL 112 Conversation and Pronunciation in ESL
3 Credits; Attributes: HU, LA

This course is designed to help the ESL students develop an oral facility in English. Oral presentations are required. The ability to participate in discussion and debate on a variety of subjects is emphasized. The unique sounds and intonation patterns of English are analyzed and practiced. Students may be required to work on pronunciation exercises in a laboratory setting.

Prerequisite: Waiver by placement testing results; or departmental approval.

Film

FILM 122 Film and Society
3 Credits; Attributes: GL, HU, LA, SS

This course will examine the human condition through the medium of film. Films from various genres, such as comedy and drama, will be viewed and the general vocabulary and syntax of film will be studied. Through critical analysis and discussion, this course will consider how these films both reflect and impact our culture.

Prerequisites: ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics; waiver by placement testing results; or departmental approval.

FILM 200 Film Analysis
3 Credits; Attributes: FA, GL, HU, LA

Students examine an introduction to the basic issues involved in the serious enjoyment (appreciation) of film. The nature of the medium, its early history and development, the elements of film criticism, and basic issues in film theory are explored. Using concepts developed in the course, students view, study, and analyze selected film masterpieces. Field trips to area movie houses are arranged when possible.

Prerequisite: ENGL 092 Preparing for College Reading II; or waiver by placement testing results.

FILM 201 Black Images in Film
3 Credits; Attributes: FA, HU, LA

This course examines films from history to our present and the

changing images of Blacks in film. This course focuses on the evolution and development of African-American characters as they have been represented in theatrical, screen, and television presentations.

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing.

Fire Science Technology

FIRE 101 Principles of Emergency Services
3 Credits

This course is an introduction to fire science technology's role in the protection of life and property. Study includes the history and philosophy of fire protection, fire loss analysis, public and private fire protection services, introduction to the chemistry of fire, scientific methods and technology applied to fire protection, equipment usage, and discussion of future fire protection problems.

FIRE 103 Fundamentals of Fire Prevention
3 Credits

This course discusses fire department inspections and the recognition of fire hazards. The development of a systematic and deliberate inspection program stressing public cooperation and image is promoted. Local, state, and national codes pertaining to fire prevention and related technology are surveyed.

FIRE 105 Fire Department Organization and Administration
3 Credits

This course explores the organizational principles and structural components of a fire department. History, types, methods, and principles of fire department organization, both formal and informal, line and staff are studied. Emphasis is placed on supervisory responsibilities and functions.

FIRE 107 Legal Aspects of Emergency Services
3 Credits

This course covers an in-depth study of Chapter 148 of the Massachusetts Laws concerning fire prevention and protection. In addition, the Life Safety Code NFPA 101 (National Fire Protection Association) and Chapter 266 of the Arson Code will be examined. Also covered is the Commonwealth of Massachusetts Regulations (CMRs) on fireworks, oil burner equipment, gasoline service station, LPG appliances, transportation of flammable liquids, use of explosives and flammable decorations in addition to other relevant materials.

Prerequisites: FIRE 101 Principles of Emergency Services and FIRE 103 Fundamentals of Fire Prevention; or departmental approval.

FIRE 111 Fire Investigation I
3 Credits

This course is designed to assist firefighters and fire officers in learning to properly determine the cause and origin of fires. The instructor also discusses and reviews various areas of inquiry associated with the preliminary investigation of a fire incident.

FIRE 205 Fire Service Safety and Survival
3 Credits

This course introduces the basic principles and history related to the national firefighter life safety initiatives. Safety on the fire ground and emergency scenes is stressed with emphasis on prevention of injuries and reducing fatalities. The course addresses cultural and behavior changes in emergency services.

FIRE 206 Fire Protection Systems and Equipment

3 Credits

This course of study concentrates on fire protection systems. Covered in this course are an analysis of water supply and extinguishing agent requirements, various automatic signaling and detection systems, and special extinguishing systems. Demonstrations and field trips are used to supplement the classroom discussion.

Prerequisite: FIRE 101 Principles of Emergency Services; or departmental approval.

FIRE 208 Fire Hydraulics and Water Distribution Systems

3 Credits

This course addresses the mechanics of the flow of fluids through fire hoses, nozzles, appliances, pumps, standpipes, water mains, and other devices. Design, testing, and use of nozzles and appliances, pumps, and water distribution systems are introduced. Measurements of fluid flow and methods of determining quantities of water available from a distribution system are also studied.

Prerequisite: MATH 158 Introduction to Statistics or higher; or waiver by placement testing.

FIRE 211 Hazardous Material Incident Response

3 Credits

This course concerns itself with hazardous materials and hazardous waste incident response. Emphasis is placed on first responder awareness and operational level response as covered in National Fire Protection Association Standard 472, Competence of Responders to Hazardous Materials Incidents, and OSHA 1910.120, Hazardous Waste Operations and Emergency Response. Initial procedures to be taken during fires and spills of hazardous chemicals encountered during their transportation and in fixed facilities are discussed.

Prerequisites: any Chemistry course, FIRE 101 Principles of Emergency Services, and FIRE 103 Fundamentals of Fire Prevention; or departmental approval.

FIRE 213 Building Construction, Blueprint, and Plan Review

3 Credits

This course is an overview of construction designs and methods and materials utilized in building construction and emphasizes fire protection concerns. Included in this course of study is an introduction to structural blueprint reading for the purpose of recognizing conditions that may affect the prevention of fire within the building and/or firefighting efforts should a fire occur.

Prerequisite: FIRE 101 Principles of Emergency Services; or departmental approval.

FIRE 215 Terrorism and Domestic Response

3 Credits

This course concerns itself with terrorism and domestic response. Emphasis is placed on understanding terrorism, the associated risks, and potential outcomes of a terrorist incident. Discussion centers on recognizing and identifying the presence of terrorist criminal activity. Actions to initiate an emergency response sequence by notifying the proper authorities are covered.

FIRE 301 Fire Company Officership - Tactics and Strategy

3 Credits

This course provides the principles of fire ground control through utilization of personnel, equipment, and extinguishing agents.

FIRE 400 Special Study in Fire Science

1-4 Credits

This course involves independent work on a selected topic under the direction of members of the Fire Science Department. Limited to two courses per student.

Prerequisite: approval of the Department Chair and Division Dean.

Geography

GEOG 201 Human Geography

3 Credits; Attributes: GL, LA, SS

This course provides an investigation of the relationship between human beings and their environment on a global scale. The course will consider how geographic patterns are influenced by distributions of population, ethnicity, economic systems, religious systems, political forms, and landscape development. Note: this course is only offered in the spring semester.

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; waiver by placement testing results; or departmental approval. Pre/Co-requisite: MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics; waiver by placement testing results; or departmental approval.

Government

GOVT 105 American National Government

3 Credits; Attributes: LA, SS

This course examines the government and politics of the United States. Major attention is given to the Constitution of the United States and the Amendments and the historical development of the national government. The powers and the actions of Congress, the President, and the Courts are covered. Consideration is given to federalism, political parties and elections, and the influence of special interest groups and the media on American political culture. This course emphasizes reading, writing, and critical thinking.

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; waiver by placement testing results; or departmental approval.

GOVT 200 State and Local Government

3 Credits; Attributes: LA, SS

This course investigates the structure and politics of American government at the state and local level. Types of legislatures, city councils, governors, mayors, city managers, county government, the development and operation of town meetings, and constitutional, judicial, and financial problems are discussed. This course is intended to follow GOVT 105 American National Government.

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; waiver by placement testing results; or departmental approval.

GOVT 260 Comparative Politics

3 Credits; Attributes: LA, SS

This course focuses on the diversity of political systems around the world and is designed to enhance students' understanding of the relationship between a country's political institutions, identities, and interests. Special attention is given to competing forms of democracy, historical context, and current events. Discussion includes political diversity, economic development, and geographic and moral aspects of governance.

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; waiver by placement testing results; or departmental approval.

GOVT 400 Special Study in Government

1-4 Credits; Attributes: LA, SS

This course involves independent work on a selected topic under the direction of members of the History and Government Department. Limited to two courses per student.
Prerequisite: approval of the Department Chair and Division Dean.

History

HIST 101 History of Western Civilization I

3 Credits; Attributes: LA, SS

This course is a study of the foundations and development of the history, ideas, and institutions of the Western world from ancient to early modern times. The Greco-Roman and Judeo-Christian heritages and the Renaissance and Reformation receive special attention. This course emphasizes reading, writing, and critical thinking. Please note: HIST 101 and 102 may be taken in either order.

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; waiver by placement testing results; or departmental approval.

HIST 102 History of Western Civilization II

3 Credits; Attributes: LA, SS

This course deals with the development and problems of the Western world from early modern times. Emphasis is given to the development of nation states; the impact of wars, revolutions, and ideas; industrialization and modern science; and the development of political systems such as democracy and totalitarianism. This course emphasizes reading, writing, and critical thinking. Please note: HIST 101 and 102 may be taken in either order.

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; waiver by placement testing results; or departmental approval.

HIST 103 United States History I

3 Credits; Attributes: LA, SS

This course traces the political, economic, social, and cultural development of what became the United States from its beginnings to the end of the Civil War. Particular attention is paid to the nature of Puritanism, the complex background to the American Revolution, the creation of the Federal and State Constitutions and their implementation, the growth of sectionalism, westward expansion, the nature of slavery, and the breakdown of the American political system resulting in the Civil War. This course emphasizes reading, writing, and critical thinking. Please note: HIST 103 and 104 may be taken in either order.

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; waiver by placement testing results; or departmental approval.

HIST 104 United States History II

3 Credits; Attributes: LA, SS

This course traces the political, economic, social, and cultural development of the United States since the Civil War. Emphasis is placed on the discord of the Reconstruction Era, the rise of industrialization, urbanization, and immigration, the development of American foreign policy, American reform movements as seen in Populism, Progressivism, and the New Deal, the course of the Cold War, the Civil Rights Movement, the contemporary women's movement, the influence of technology on American life, and recent developments. This course emphasizes reading, writing, and critical thinking. Please note: HIST 103 and 104 may be taken

in either order.

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; waiver by placement testing results; or departmental approval.

HIST 107 The Origins of Civilization

3 Credits; Attributes: LA, SS

This course focuses on the study of the origins and development of early civilizations in the Near East, Egypt, Europe, and the Americas. The period from the domestication of plants and animals to the establishment of large states and empires is covered.

Prerequisite: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; waiver by placement testing results; or departmental approval.

HIST 108 World History I

3 Credits; Attributes: GL, LA, SS

This course is a study of the foundations and development of major world civilizations from the origins of human societies through the Post-Classical Era. Emphasis is given to ideas, institutions, political and economic systems, and cultures as they developed within societies and civilizations in the Near and Middle East, Africa, Central and East Asia, the Americas, and the Pacific Islands. There is a special focus on the development of religion and philosophy in early societies; cross-cultural interaction and trade; the emergence of urban life and empires; human and physical geography; and the development and exchange of science and technology.

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; waiver by placement testing results; or departmental approval.

HIST 109 World History II

3 Credits; Attributes: GL, LA, SS

This course is a study of modern world history from approximately 1450 to the present with a focus on the non-western world before European expansion; the ecological impact of globalization; the development of modern states and nations in Asia, Africa, the Near and Middle East, and the Americas; and economic and cultural contact and exchange between civilizations in the modern era. Special attention is given to the cultural, political, and economic interrelationship of these regions; local, regional, and global conflicts; imperialism and the struggle for independence; and global political systems.

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; waiver by placement testing results; or departmental approval.

HIST 111 History of Massachusetts

3 Credits; Attributes: LA, SS

The history of Massachusetts from its earliest settlements to the present is the focus of this course. Topics include the Commonwealth's role in the struggle for independence and in the formation of a Federal Union, leadership in the abolitionist movement, the impact of industry and immigration in the late nineteenth century, and an overview of contemporary issues and problems.

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; waiver by placement testing results; or departmental approval.

HIST 121 The American Presidency

3 Credits; Attributes: LA, SS

The development of the office of the President from the tenure of George Washington to the present serves as the focus of this course. A major emphasis is placed on the period from the presidency of Franklin D. Roosevelt through the current

presidency. Among topics to be considered are the way domestic problems (such as the economy) and international involvement have changed the Presidency and the emergence of new relationships between and among the President, the Congress, and the Courts.

Prerequisites: ENGL 092 Preparing for College II and ENGL 099 Introductory Writing; waiver by placement testing results; or departmental approval.

HIST 131 The United States Since 1945

3 Credits; Attributes: LA, SS

This course surveys the political, economic, social, and cultural changes experienced by the United States from the end of the Second World War to the present.

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; waiver by placement testing results; or departmental approval.

HIST 140 Refugees, Immigrants, and Displaced People

3 Credits; Attributes: GL, LA, SS

This course aims to provide both a theoretical orientation and the substantive information necessary to understand and analyze a range of immigration policy issues that confront us at the present. Particular attention will be paid to how transnational migration impacts the way we think of society, nation, family, and home.

We will begin by examining the current debates surrounding immigration policy in the US. We will next explore why people choose to leave their homes and the history of immigration to better understand how the policies of immigration have developed over time. To that end, we will draw our case studies from China, Europe, the Middle East, and the Americas from the nineteenth century until the present. We will particularly look at the national security and human rights aspects of migration. The final section of the course will analyze a range of policy issues that confront US politics on immigration.

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; or waiver by placement testing results.

HIST 145 African American History I

3 Credits; Attributes: LA, SS

This course examines African American History from its West African origins to the end of Reconstruction. Special focus is placed on the Transatlantic slave trade, a comparative exploration of American slavery in the North and South, and an examination of such issues as the Black family and community, culture, and slave resistance. Other issues of note include the importance of Black participation in the American Revolution, the increased growth of slavery in the South after the war, free Blacks in urban cities who were impoverished and denied equal rights but influenced the culture, politics, and economics of the nation, the rise of abolitionism in the north, and how slavery's expansion to the west became the pivotal issue just before the Civil War. The course concludes with an examination of the Reconstruction period that shaped the freedom experiences of the newly freed. Please note: HIST 145 and 146 may be taken in either order.

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; or waiver by placement testing results.

HIST 146 African American History II

3 Credits; Attributes: LA, SS

This course examines African American History from the end of the Reconstruction period through the present. Special focus is placed on the Jim Crow Era, the Great Migration at the beginning of the 20th Century, the African American experience during the

two World Wars, and a close review of the social and political developments of the Civil Rights and Black Power movements. Included in this course is an examination of cultural aspects of African American history, including art, religion, and music from the Harlem Renaissance to the development of rap and hip hop. The course concludes with a review of the cultural, social, and political developments of the early 21st century. Please note: HIST 145 and 146 may be taken in either order.

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; or waiver by placement testing results.

HIST 251 American Labor History

3 Credits; Attributes: LA, SS

This course traces the changes in the nature of work and the experiences of workers in America from the colonial era to the present. This course reviews all types of American work and labor but concentrates on labor organizations. Extensive coverage is given to the following topics: work in pre-industrial society, conditions of labor in early industries, growth of labor associations and organizations in the 19th and 20th centuries, labor-management relations, and recent changes in the post-industrial economy. This course emphasizes reading, writing, and critical thinking.

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; waiver by placement testing results; or departmental approval.

HIST 400 Special Study in History

1-4 Credits; Attributes: LA, SS

This course involves independent work on a selected topic under the direction of members of the History and Government Department. Limited to two courses per student.

Prerequisite: approval of the Department Chair and Division Dean.

Hospitality

HOSP 101 Food and Beverage Service Management

3 Credits; Attribute: BU

This course introduces students to food and beverage service. Students learn about storeroom procedures and the preservation of foods, wines, and liquors. This course includes instruction for the proper service of food and beverages to customers. Guest lecturers may be invited, and students may take field trips. Special emphasis is placed on techniques of cost comparisons, ingredient costing, and cost reduction. An exam-based certification in Hospitality and Restaurant Management and Controlling Foodservice Costs through NRAEF is a component of this course. *Prerequisite: HOSP 103 Introduction to Hospitality Management.*

HOSP 103 Introduction to Hospitality Management

3 Credits; Attribute: BU

This course introduces students to the complex field of hospitality management. Fundamentals of hotel and restaurant management are discussed: techniques of personnel management, methods of operation, and problems encountered in the industry. Uses case studies and problem-solving exercises to illustrate problems encountered in the field of hospitality.

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; waiver by placement testing results; or departmental approval.

HOSP 106 Conference and Event Planning

3 Credits; Attribute: BU

This course introduces students to a comprehensive overview of the conference and event planning profession, with a focus on marketing and promotional strategies for conventions and special events.

Prerequisites: ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics; waiver by placement testing results; or departmental approval.

HOSP 107 Hospitality Law

3 Credits; Attribute: BU

A study of the legal principles governing hospitality operations, including: common law; contracts; laws of tort and negligence; hotel-guest relationship; laws regarding food, food service, and alcoholic beverages; and employment laws. This course also covers legal issues in travel and tourism, including those associated with transportation, travel agents, tour operators, and gaming.

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; waiver by placement testing results; or departmental approval.

HOSP 131 Hotel Operations

3 Credits; Attribute: BU

This course covers the two basic phases of hotel management. The Back of the House phase covers such problems as licensing, real estate considerations, engineering, sanitation, and housekeeping. The Front of the House phase covers such problems as dealing with the needs of the guest, managing the front desk, and understanding the reservations procedures. Exposes students to both phases and may utilize field trips and guest lecturers to enhance knowledge.

Prerequisite: HOSP 103 Introduction to Hospitality Management.

HOSP 133 Introduction to Tourism

3 Credits; Attribute: BU

This is an introductory course surveying the major components of travel and tourism, providing an overview of the tourism industry: its origins, background, organizations, and career opportunities.

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; waiver by placement testing results; or departmental approval.

HOSP 134 Hospitality Marketing

3 Credits; Attribute: BU

This course introduces the student to the role of marketing within a hospitality organization. There is major emphasis on the concept of restaurant marketing strategy as a comprehensive, integrated plan designed to meet the needs of the consumer and thus facilitate exchange. Techniques and practices commonly utilized by hospitality marketers in the areas of product, menu layout and design, pricing, place, promotion, strategy, and tactics are discussed. This course also includes a problem-solving approach, utilizing the case study method and lecture. An exam-based certification in Hospitality Marketing through NRAEF is a component of this course.

HOSP 135 Hospitality Human Resources

3 Credits; Attribute: BU

In this course, students examine fundamental principles and practices within the hospitality industry of personnel and human resource management. It provides an in-depth examination of areas including work environment, job description, recruitment, screening, hiring, supervision, training, terminations, employee

benefits, and a lawful workplace. An exam-based certification in Hospitality Human Resource Management and Supervision through NRAEF is a component of this course.

HOSP 136 ServSafe Certification

1 Credit

Reviews regulations governing sanitation and methods for eliminating food and health hazards within the food service industry. Testing for the NRAEF Sanitation Certificate is required.

Human and Social Services

HSRV 101 Introduction to Social Work/Human Services

3 Credits

This course provides an overview of the US Social Welfare system by examining its history, systems, laws, programs, policies, services, worker roles, and client populations and their problems. Student learning focuses on two key areas: professional development and career planning and the acquisition of knowledge of the US Social Welfare system. Students will work in groups to develop a case plan and presentation. This course emphasizes reading, writing, communication, and critical thinking skills.

Prerequisites: ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics; waiver by placement testing results; or departmental approval.

HSRV 102 Counseling Techniques

3 Credits

This course provides an introduction to the principles and techniques of the helping interview. Topics include self as professional, appropriate attitudes, values and ethics, client needs, intake interviewing, observation, listening and responding skills, verbal and non-verbal communication, and recording/reporting skills. Classroom simulations, demonstrations, and practice sessions are extensively used. Emphasis is placed on the core competencies of reading, writing, speaking, and critical thinking.

Prerequisites: ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics; waiver by placement testing results; or departmental approval.

HSRV 103 Group Dynamics

3 Credits

This course provides a structured environment within which students can increase awareness of own and others' attitudes, emotions, and behaviors and how these support or detract from meeting individual and group needs. Students begin to build knowledge and skills which facilitate effective group process. Topics include group formation, types of groups, effective communication, problem solving and decision making, guiding discussions, managing conflict, leadership, and teamwork. Student learning focuses on four key areas: self-assessment, personal development, professional development and career planning, and skill development for effective group process.

Prerequisite: ENGL 091 Preparing for College Reading I; waiver by placement testing results; or departmental approval.

HSRV 105 Human/Social Services Practice

3 Credits

This course provides a theoretical and practical overview of entry-level generalist human service practice with all client systems. Special emphasis is given to the continued development of helping skills including relationship building, assessment, goal setting, problem solving, decision making, and evaluation. Particular attention is placed on working effectively with clients from diverse

social backgrounds and classes and within a variety of provider systems. Core competencies of reading, writing, speaking, and critical thinking are emphasized in this course.
Prerequisite: HSRV 102 Counseling Techniques; or departmental approval.

HSRV 107 Fostering Equality and Diversity 3 Credits

This course utilizes the concepts of diversity and oppression to build the knowledge, skills, and attitudes necessary to human-service workers serving women, minority, and low-income clients. Examples of how social welfare laws, programs, benefits, and services have promoted, limited, or denied social equity to diverse client groups are explored. Topics include systems of privilege and disadvantage, power, cultural systems for managing diversity, social identity, and social justice. Discrimination based on race, gender, age, ethnicity, national origins, sexual variance or orientation, ability/disability, and other factors are examined. Professional and personal ethics and values which foster equality are promoted. The core competencies of reading, writing, speaking, and critical thinking are emphasized.
Prerequisites: ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics; waiver by placement testing results; or departmental approval.

HSRV 121 Death and Dying 3 Credits

This course introduces students to various theoretical models for understanding the dying/grieving/loss process. An in-depth exploration of the grieving process helps students begin to develop the knowledge, skills, and attitudes needed to work effectively with dying persons, their families, and others who are experiencing significant losses. Students survey the types of agencies, services, programs, benefits, and worker roles that relate to serving dying and grieving clients and their significant others. Particular emphasis is placed on information related to persons with AIDS or cancer-related diagnoses.
Prerequisites: ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics; waiver by placement testing results; or permission of instructor.

HSRV 124 Introduction to Mental Health 3 Credits

This course offers a historical perspective on the treatment of the mentally ill, an overview of current clinical diagnoses and treatment methodologies, and an introduction to crisis intervention and behavior management in residential and rehabilitative settings. Students develop knowledge of the behavioral model and of the use of drugs as a behavioral management tool and acquire skill in writing behavioral objectives and developing task analysis. Avoidance of labeling is emphasized.
Prerequisites: ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics; waiver by placement testing results; or permission of instructor.

HSRV 141 Community-Based Services 3 Credits

This course is designed to provide students with a basic understanding of the fundamental knowledge and skills needed for working effectively with people with developmental disabilities. The course has two components: students work with developmentally-challenged individuals in Department of Developmental Services sites and attend a weekly on-campus seminar. The Community Support Skill Standards (national

standards for Human Service workers) are extensively reviewed, and students are expected to develop a beginning level of skill in four of them. Students keep journals and time logs to report on and enhance their performance and learning at their work sites. Regular reading and writing assignments are included as part of the seminar. Learning methods include guest lectures, videos, group discussions, and small-group simulations. This course is limited to Urban Youth Program students selected for participation by Road to Responsibility. Work-site placements are determined by representatives from Road to Responsibility in conjunction with the Massasoit coordinator.

HSRV 150 Working with Adults with Autism Spectrum Disorder 3 Credits

This course introduces the students to the history of the Autism Spectrum Disorders (ASD) continuum and issues raised by this diagnosis for individuals, their families, and support and therapeutic practitioners. The etiology of ASD, how ASD is diagnosed, prevalence, social and language differences, sensory integration concerns, emotional characteristics, expectations of each person, and the need for structure and predictability are discussed. This class is intended to provide the foundation, characteristics, and effective strategies to support adults living and working in the community. Reactions to observations of autism spectrum disorder in the community is included in the coursework. No formal field work is required.
Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; waiver by placement testing results; or departmental approval.

HSRV 201 Addiction and Society 3 Credits

This course uses a psychosocial approach to examine addiction and explore its causes and impact on individuals and groups in American society. Emphasis is placed on understanding prevailing attitudes about addiction, exploring varied definitions and types of addiction, and examining the impact of addiction on business, family systems, the judicial system, and society as a whole. The concepts of prevention and treatment are explored and a variety of prevention and treatment methodologies are reviewed. Addictive behaviors such as alcoholism, drug abuse, workaholism, eating disorders, runner's high, and gambling are explored. Additionally, domestic violence, especially as it relates to addiction and substance abuse, are examined.
Prerequisites: ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics; waiver by placement testing results; or permission of instructor.

HSRV 221 Special Topics in Human Services 3 Credits

This course offers specialized knowledge and skills in various contemporary topics of importance in the human services field. A small group seminar format and individualized projects are used. Limited to two courses on different topics per student.
Prerequisite: permission of instructor.

HSRV 222 Developmental Disabilities 3 Credits

This course covers the physiological, sociological, and psychological development of the individual with developmental disabilities from birth through senescence and death. The three main causes of developmental disabilities (genetics, prenatal, and postnatal) are examined. An overview of syndromes such as Downs, spectrum disorders such as autism, physical disorders such as spina bifida and head injury, etc. are explored. Emphasis

is placed on how the disabled person copes with changes and challenges across varied life stages such as during maturation, puberty, adolescence, and adulthood. The role of family and other social support systems is examined. Students are exposed to methods for promoting effective communication with clients, families, colleagues, and other caregivers. Legal and ethical issues such as the Individuals with Disabilities Education Act (IDEA) and the American with Disabilities Act (ADA), court decisions, litigation, ethics, and guardianship issues are examined and discussed.

HSRV 231 Addiction Treatment 3 Credits

This course provides an overview of the knowledge and skills needed by workers in the field of addiction treatment. Students develop an understanding of the treatment process. They explore varied counseling skills such as evaluation, screening, assessment, treatment planning, documentation, and interviewing. Students gain a basic level of competency in documentation, assessment, and interviewing skills.

Prerequisites: ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics; waiver by placement testing results; or permission of instructor.

HSRV 235 Supervision and Leadership in Human Services 3 Credits

This course is designed for current and potential supervisors who work in human services. Students gain a deeper understanding of self, strengthen time management and conflict management skills, and assess different forms of leadership and supervision. In addition, they develop a stronger knowledge base of how each supervisor fits into an organization, supervise within a team to better meet agency responsibilities, and understand the team process as an integral part of organizational dynamics. Guest speakers bring current practice issues to the class. This class is intended to provide the foundation, characteristics, and effective strategies to support adults living and working in the community. This course is an introductory course. Observations are included in the coursework.

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; waiver by placement testing results; or departmental approval.

HSRV 400 Special Study in Human Services 1-4 Credits

This course involves independent work on a selected topic under the direction of members of the Human Services Department. Limited to two courses per student.

Prerequisite: approval of the Department Chair and Division Dean.

HSRV 405 Seminar and Field Experience in Human Services I 4 Credits

This course provides students with an in-depth, supervised learning experience (of at least 135 hours per semester) in area social service agencies. Students also attend a weekly one-hour, on-campus seminar in which they share knowledge concerning the practices, policies, procedures, and client populations of their field experience settings, consider key social service practice issues, and relate classroom learning to the field experience.

Prerequisites: A grade of C- or higher in HSRV 101 Introduction to Social Work/Human Services, HSRV 102 Counseling Techniques, and HSRV 103 Group Dynamics; or departmental

approval.

HSRV 406 Seminar and Field Experience in Human Services II 4 Credits

This course provides students with an in-depth, supervised learning experience (of at least 135 hours per semester) in area social service agencies. Students also attend a weekly one-hour, on-campus seminar in which they share knowledge concerning the practices, policies, procedures, and client populations of their field experience settings, consider key social service practice issues, and relate classroom learning to the field experience.

Prerequisites: a grade of C- or higher in HSRV 101 Introduction to Social Work/Human Services, HSRV 102 Counseling Techniques, and HSRV 103 Group Dynamics; or departmental approval.

Information Security

ISEC 129 IT Essentials 4 Credits

This course introduces students to the fundamentals of computer hardware and software, mobile devices, security and networking concepts, and the responsibilities of an IT professional. Topics include mobile devices, Linux, and client-side virtualization, as well as expanded information about Microsoft Windows operating systems, security, networking, and troubleshooting. This course prepares students to take the CompTIA A+ certification exams. Three lecture and two laboratory hours per week.

ISEC 130 Introduction to Networks 4 Credits

This course introduces the architecture, structure, functions, components, and models of the Internet and other computer networks. The principles and structure of IP addressing and the fundamentals of Ethernet concepts, media, and operations are introduced to provide a foundation for the curriculum. By the end of the course, students will be able to build simple local area networks (LAN), perform basic configurations for routers and switches, and implement IP addressing schemes. Three lecture and two laboratory hours per week.

Co-requisite: ISEC 129 IT Essentials; or departmental approval.

ISEC 131 Switching, Routing, and Wireless Essentials 4 Credits

This course focuses on switching technologies and router operations that support small-to-medium business networks, including wireless local area networks (WLAN) and security concepts. Students perform basic network configuration and troubleshooting, identify and mitigate LAN security threats, and configure and secure a basic WLAN. Three lecture and two laboratory hours per week.

Prerequisite: ISEC 130 Introduction to Networks.

ISEC 132 Enterprise Networking, Security, and Automation 4 Credits

This course describes the architecture, components, operations, and security to scale for large, complex networks, including wide area network (WAN) technologies. The course emphasizes network security concepts and introduces network virtualization and automation. Students learn how to configure, troubleshoot, and secure enterprise network devices and understand how application programming interfaces (API) and configuration management tools enable network automation. Three lecture and two laboratory hours per week.

Prerequisite: ISEC 131 Switching, Routing, and Wireless Essentials.

Interdisciplinary

INTR 110 Introduction to Global Learning

3 Credits; Attributes: GL, HU, LA, SS

This course examines processes of globalization and their consequences. Coursework introduces students to global perspectives, global social justice movements, culture, politics, economics, and research methods used across disciplines to analyze globalization. Students make connections between the personal/local and the global, and develop critical thinking, communication, and problem-solving skills necessary to adapt to a rapidly changing world in which cultural, economic, and political boundaries connect and overlap.

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing.

INTR 202 Global Studies Seminar

3 Credits; Attributes: GL, HU, LA

This is an interdisciplinary course taught by a team of professors. The course explores contemporary issues related to science, literature, language, history, and culture in a global context with a focus on a specific geographic region.

Prerequisites: ENGL 101 English Composition I and permission of instructor.

Journalism

JOUR 120 Journalism Basics for the Digital Age

3 Credits; Attributes: HU, LA

This course is designed to give students instruction and practice in conceiving, gathering, writing, editing, and evaluating the news. Students will learn the conventions of hard-news and news-feature writing, focus on writing and editing factual news stories, and study the basis for news judgments and editorial decisions in the Digital Age of multi-media publishing. Note: some typing required.

Prerequisite: C- or higher in ENGL 101 English Composition I; or permission of instructor.

JOUR 400 Special Study in Journalism

1-4 Credits; Attributes: HU, LA

This course involves independent work on a selected topic under the direction of members of the Journalism faculty. Limited to two courses per student.

Prerequisite: approval of the Department Chair and Division Dean.

Mathematics

MATH 060 Mathematical Literacy for College Students

3 Credits

This course is designed to introduce fundamental concepts of algebra to students who will be taking a non-College-Algebra-track math course such as MATH 152/153 Topics in Mathematics I/II or MATH 158 Introduction to Statistics. Topics include numeracy, basic data analysis, proportional reasoning, an introduction to algebraic expressions and algebraic reasoning, and linear functions. Topics are presented in an applied manner to develop mathematical literacy skills. This course is not designed for students who intend to take College Algebra. Note: credits earned in this course cannot be applied toward graduation. Two lecture and two laboratory hours per week.

Prerequisite: C- or higher in MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics, and ENGL 092 Preparing for College Reading II; waiver by placement testing results; or departmental approval.

MATH 061 Integrated Support for Non-Algebra Pathway

3 Credits

This course is designed to be paired with a college-level non-algebra sequence mathematics course to support under-prepared students. Students review the skills necessary for success in the associated college-level course in an ongoing as-needed just-in-time fashion. Topics include: numeracy, basic data analysis, proportional reasoning, an introduction to algebraic expressions and algebraic reasoning, and linear functions. Note: credits earned in this course cannot be applied toward graduation. *Corequisite: MATH154S Topics in Mathematics With Integrated Support or MATH158S Introduction to Statistics With Integrated Support*

MATH 065 Integrated Support for College Algebra

3 Credits

This course is designed to be paired with College Algebra to support under-prepared students. Students review the skills necessary for success in College Algebra in an ongoing as-needed just-in-time fashion. Topics include: solving linear equations, graphing linear equations, polynomial arithmetic, factoring polynomials, radical expressions and equations, rational expressions and equations, and solving quadratic equations. Note: credits earned in this course cannot be applied toward graduation. *Prerequisite: Preparation for College Math I (MATHool) or Fundamentals of Mathematics (MATHolo) or waiver by placement testing results or departmental approval. Corequisite: College Algebra (MATH203)..*

MATH 115 Contemporary Mathematics

3 Credits; Attributes: LA

In this course, students develop problem-solving skills while covering topics which include number sense and estimation, proportions, unit conversions, metric system, statistics and probability, percents, the mathematics of finance, and mathematical modeling of contemporary problems. Additional topics are tailored to meet the needs of students in specific programs.

Prerequisite: MATH 002 Preparation for College Math II or MATH 011 Introductory Algebra; C- or higher in MATH 060 Mathematical Literacy for College Students; waiver by placement testing results; or departmental approval.

MATH 116 Math Experiences for Early Childhood Education

3 Credits; Attributes: LA

This course presents methods and materials of instruction for the caregivers and teachers of preschool children so they can provide mathematical experiences confidently and knowledgeably. The content focuses on the influences of Piaget, Bruner, Gagne, and the psycho-educational aspects of how children learn (especially mathematics) and progress through the stages of development put forth by Piaget. Students receive instruction in the areas of cognitive development most closely associated with mathematics, i.e., classification, one-to-one correspondence, seriation, and counting, and have the opportunity to observe and participate in model lessons and experiences.

Prerequisite: MATH 002 Preparation for College Math II or MATH 011 Introductory Algebra; C- or higher in MATH 060 Mathematical Literacy for College Students; waiver by placement testing results; or departmental approval.

MATH 126 Technical Mathematics II

3 Credits; Attributes: LA

This course is a continuation of MATH 125 Technical Mathematics I. Topics include extensive use of trigonometric relationships, radian measure, vectors, Laws of Sines and Cosines, complex numbers, and exponential and logarithmic relationships.

Prerequisite: C- or higher in MATH 125 Technical Mathematics I;

waiver by placement testing results; or departmental approval.

MATH 127 Mathematics for Elementary Teachers I

3 Credits; Attributes: LA

This course provides a conceptually based, comprehensive study of the mathematical content of numbers and their operations at the deep level required for successful elementary school teaching. Topics are examined in ways that are meaningful to pre-service elementary teachers. Topics include: place value and arithmetic models, mental math, algorithms, pre-algebra factors and prime numbers, fractions and decimals, ratio, percentage and rates, integers, and elementary number theory.

Prerequisite: MATH 003 Preparation for College Math III or MATH 012 Intermediate Algebra; waiver by placement testing results; or departmental approval.

MATH 128 Mathematics for Elementary Teachers II

3 Credits; Attributes: LA

This course provides a conceptually based, comprehensive study of the mathematical content of geometry, measurement, probability, and statistics at the deep level required for successful elementary school teaching. Topics are examined in ways that are meaningful to pre-service elementary teachers. Topics include: two- and three-dimensional geometry, measurement, data analysis, single variable statistics, and probability.

Prerequisite: MATH 003 Preparation for College Math III or MATH 012 Intermediate Algebra; waiver by placement testing results; or departmental approval.

MATH 154 Topics in Mathematics

3 Credits

This course is provided for students who wish to know what mathematics is all about but who do not wish to be mathematicians. Possible topics are: elementary logic, set theory, number systems, mathematical systems, number theory, voting coalitions, geometry, mathematics of finance, topology, linear programming, game theory, and cryptography. A selection of three or more such topics are offered each semester. Prerequisite: waiver by placement testing results; or departmental approval.

Prerequisite: waiver by placement testing results; or departmental approval.

MATH 154S Topics in Mathematics with Integrated Support

3 Credits

This course is provided for students who wish to know what mathematics is all about but who do not wish to be mathematicians. Possible topics are: elementary logic, set theory, number systems, mathematical systems, number theory, voting coalitions, geometry, mathematics of finance, topology, linear programming, game theory, and cryptography. A selection of three or more such topics are offered each semester.

Corequisite: MATH061 Integrated Support for Non-Algebra Pathway

MATH 158 Introduction to Statistics

3 Credits; Attributes: LA

This course provides a basic introduction to statistics. It is recommended for students in business, social science, human resources, allied health, and criminal justice and provides an excellent preparation for any career. Topics include descriptive statistics, probability, probability distributions, the normal distribution, hypothesis testing, estimates and sample sizes, the chi square distribution, correlation, and regression.

Prerequisites: ENGL 092 Preparing for College Reading II and MATH 003 Preparation for College Math III or MATH 012 Intermediate Algebra or C- or higher in MATH 060 Mathematical Literacy for College Students; waiver by placement testing results; or departmental approval.

MATH 158S Introduction to Statistics with Integrated Support

3 Credits

This course provides a basic introduction to statistics. It is recommended for students in business, social science, human resources, allied health, and criminal justice and provides an excellent preparation for any career. Topics include descriptive statistics, probability, probability distributions, the normal distribution, hypothesis testing, estimates and sample sizes, the chi square distribution, correlation, and regression.

Corequisite: MATH061 Integrated Support for Non-Algebra Pathway.

MATH 203 College Algebra

3 Credits; Attributes: LA

This course covers the algebra necessary for successful completion of the Pre-calculus/Calculus sequence while introducing functions, graphing, and graphing utilities. Topics include the operation and use of graphing utilities, polynomial operations and functions, absolute value equations and functions, radical and rational exponent functions, piecewise functions, composite functions, and complex numbers.

Prerequisite: C- or higher in MATH 003 Preparation for College Math III or MATH 012 Intermediate Algebra; waiver by placement testing results; or department approval.

MATH 203S College Algebra with Integrated Support

3 Credits

College Algebra with Integrated Support. This course covers the algebra necessary for successful completion of the Pre-calculus/Calculus sequence while introducing functions, graphing, and graphing utilities. Topics include the operation and use of graphing utilities, polynomial operations and functions, absolute value equations and functions, radical and rational exponent functions, piecewise functions, composite functions, and complex numbers. *Corequisite: MATH065 Integrated Support for College Algebra.*

MATH 217 Pre-calculus

4 Credits; Attributes: LA

This course continues the mathematics preparation for successful completion of Calculus. Topics include the operation and use of graphing utilities, the properties and graphs of rational functions, one-to-one and inverse functions, exponential and logarithmic functions, and trigonometric functions.

Prerequisite: C- or higher in MATH 203 College Algebra; waiver by placement testing results; or departmental approval.

MATH 218 Discrete Mathematics

3 Credits; Attributes: LA

This course is designed to give necessary mathematical background to students in computer science programs. Topics include logic, sets, basic number theory, induction and recursion, counting, relations, and graphs.

Prerequisite: C- or higher in MATH 217 Pre-calculus; waiver by placement testing results; or departmental approval.

MATH 221 Calculus I

4 Credits; Attributes: LA

This standard Calculus I course is the first course in the sequence of calculus of one variable intended for undergraduate mathematics, science, technology, or engineering majors. Topics include limits, continuity, techniques and applications of differentiation, indefinite and definite integrals, and the Fundamental Theorem of Calculus.

Prerequisite: C- or higher in MATH 217 Pre-calculus; waiver by placement testing results; or departmental approval.

MATH 222 Calculus II

4 Credits; Attributes: LA

This course is a continuation of MATH 221 Calculus I. This is the second course in the sequence of calculus of one variable intended for undergraduate mathematics, science, technology or engineering majors. Topics include techniques and applications of integration, indeterminate forms, improper integrals, and infinite series.

Prerequisite: C- or higher in MATH 221 Calculus I; waiver by placement testing results; or departmental approval.

MATH 223 Calculus III

4 Credits; Attributes: LA

This is the third course in the calculus sequence intended for undergraduate mathematics, science, technology, or engineering majors. Topics include conic sections, parametric equations, polar coordinates, vectors and applications, functions of several variables, partial derivatives and applications, double and triple integrals in rectangular and other coordinate systems and applications, vector fields, line integrals and applications, parametric surfaces, surface integrals and applications, Green's Theorem, the Divergence Theorem, and Stoke's Theorem.

Prerequisite: C- or higher in MATH 222 Calculus II; waiver by placement testing results; or departmental approval.

MATH 229 Linear Algebra

4 Credits; Attributes: LA

This course is designed to introduce students to the theory of systems of linear equations and to mathematical proof. Topics include solving systems of linear equations, linear independence, linear transformations, matrix operations, determinants, vector spaces, eigenvalues and eigenvectors, and applications.

Prerequisite: C- or higher in MATH 222 Calculus II; waiver by placement testing results; or departmental approval.

MATH 230 Differential Equations

4 Credits; Attributes: LA

This course is an introductory study of ordinary differential equations of the first and higher orders. Topics include linear differential equations with constant coefficients, power series solutions, Fourier Series solutions, Laplace transforms, higher-order forced linear equations with constant coefficients, and applications with numerical methods.

Prerequisite: C- or higher in MATH 222 Calculus II; waiver by placement testing results; or departmental approval.

MATH 400 Special Study in Mathematics

1-4 Credits; Attributes: LA

This course involves independent work on a selected topic under the direction of members of the Mathematics Department. Limited to two courses per student.

Prerequisite: approval of the Department Chair and Division Dean.

Media

MDIA 108 Radio Broadcasting

3 Credits; Attributes: FA, HU, LA

This course is designed to instruct the student in the operation of a radio station, as well as on-air and off-air broadcasting techniques. Broadcast management, sales, promotion, announcing, and copywriting are considered as they relate to specific assignments and duties at a radio station. Decisions involved with programming formats are considered. Students apply knowledge to individual and collective work projects.

MDIA 110 Broadcast Writing and Presentation

3 Credits; Attributes: FA, HU, LA

This course introduces students to writing for broadcast media and the skills needed to present copy over varied media forms. Students will create and record copy for radio, podcast, television, and new media. Students will practice writing news, interview segments, and feature stories for audio and video. Topics include audience analysis; script, feature, news, sports, and commercial copywriting; as well as questions of news standards, practices, and ethics. Students master writing on deadline; fact-checking; and delivering copy in written, verbal, and recorded formats.

MDIA 111 Introduction to Mass Communication

3 Credits; Attributes: FA, HU, LA

This course surveys the history and growth of newspapers, radio, television, film, and the telecommunications industries. The course offers the student an awareness of how mass media influence social and personal environment. Contemporary media issues, policies, and ethics are discussed.

Prerequisite: ENGL 092 Preparing for College Reading II; or waiver by placement testing results.

MDIA 112 Television Studio Production

3 Credits; Attributes: FA, HU, LA

This course provides an introduction to television production theory and practice. The course combines hands-on experience with background lectures. The student's experiences include television terminology, camera operation, switching, audio, floor plans, shot planning, picture composition, studio broadcasting procedures, floor direction, graphics, scenery, videotape, and master control.

Prerequisite: ENGL 092 Preparing for College Reading II; or waiver by placement testing results.

MDIA 113 Radio Production and Podcasting

3 Credits; Attributes: FA, HU, LA

This hands-on course covers the planning, producing, and performance of radio programs and podcasts. The student produces music, community, and sports/talk-based programming for broadcast, internet radio, and podcast. Students learn audience analysis, delivery style, and production technique.

MDIA 114 Advanced Television Production

3 Credits; Attributes: FA, HU, LA

This course concerns producing, directing, writing, and performing for television. This course emphasizes the creative nature of the final program product, operation of the television facilities, studio and control room production, script writing, and directing various television formats. The student is required to develop all phases of an independent television program.

Prerequisite: MDIA 112 Television Studio Production; or departmental approval.

MDIA 116 Digital Video Editing

3 Credits; Attributes: FA, HU, LA

Students taking this course learn about digital technology, use the skills and techniques of video production, and practice them in a wholly-digital environment. Using programs like Avid Liquid and Apple Final Cut Pro, students complete projects by building and editing timelines that will then be rendered and output to digital videotape (DV), digital video disk (DVD), and digital web files.

MDIA 122 Introduction to Multimedia Production

3 Credits; Attributes: FA, HU, LA

This course introduces students to the various tools and systems necessary to produce electronic media, with an emphasis on integration of multimedia formats on the Internet, including website development, media production, multimedia integration, electronic hardware, and multimedia delivery systems. It is a

hands-on course which has the students primarily involved in developing actual multimedia production skills.

MDIA 123 Digital Music Production

3 Credits; Attributes: FA, HU, LA

This is a course for musicians who wish to learn how to digitally produce their music. The course covers music theory, orchestration, arranging, digital audio production techniques, including MIDI, sequencing, multi-track recording, and wave form synthesis.

MDIA 213 Advanced Radio Production and Podcasting

3 Credits; Attributes: FA, HU, LA

This course is designed to build upon the skills learned in MDIA 113 Radio Production and Podcasting. This course is an advanced examination of creating, writing, and producing audio materials for radio programming, podcast, and multimedia. It includes an in-depth analysis of the medium, including audience analysis, pre-production, interview techniques, software for podcast and broadcast, social media promotion, distribution, and marketing. The overall purpose of this course is to improve the student's communication skills and develop their understanding of professional techniques of announcing, delivery, and audio production. Two lecture and two laboratory hours per week.
Prerequisite: MDIA 113 Radio Production and Podcasting; or permission of instructor.

MDIA 400 Special Study in Media

1-4 Credits; Attributes: FA, HU, LA

This course involves independent work on a selected topic under the direction of members of the Media Arts Department. Limited to two courses per student.
Prerequisite: approval of the Department Chair and Division Dean.

MDIA 401 Practicum in Television or Radio

3 Credits; Attributes: FA, HU, LA

Offers a work/learning experience in television or radio. The student performs tasks commensurate with actual production entities. The student is closely supervised by a college instructor, will attend one group meeting per week, and will work closely with television or radio professionals. One lecture and four laboratory hours per week.

Prerequisite: MDIA 112 Television Studio Production or MDIA 113 Radio Production: Theory and Practice, and departmental approval.

Medical Assistant

MEDA 104 Basic Laboratory Procedures I

3 Credits

This course is designed to provide medical assistant students with the basic clinical laboratory principles and skills used in a physician's office. Topics include specimen identification and collection, laboratory safety, microscopy, routine urinalysis, fecal analysis, clinical bacteriology, and blood grouping procedures. Two lecture and two laboratory hours per week.

MEDA 107 Medical Assisting Techniques I

2 Credits

This course is designed to teach students the fundamental clinical procedures medical assistants are allowed to perform with a minimum of supervision. Lecture and laboratory topics include taking medical histories, vital signs, and administration of treatments. Assistance at minor surgical procedures and maintenance of an aseptic environment are also stressed. One lecture hour and two laboratory hours per week.

MEDA 108 Anatomy, Physiology, and Terminology I

3 Credits

Medical terms are taught in a systematic manner in tandem with the anatomy and physiology. This enables students to comprehend terminology used in health care facilities. Anatomy and physiology begins with the cell and progresses to the body cavities, planes, and systems through the digestive system. This is designed to strengthen the students' understanding of the clinical sciences and to increase the technical skills they need in administering patient care.

MEDA 109 Pharmacology

3 Credits

This course is an introduction to medical office pharmacology. Types and forms of drugs, their effects on body systems, and legal aspects of medication are emphasized. Abbreviations, systems of measurement, and dosage preparations are also included.

MEDA 116 Clinical Externship in Medical Assisting

6 Credits

Students participate in a clinical affiliation at a selected health care facility for the final eight weeks of the spring semester. Students gain more practice in both clinical and administrative aspects of medical assisting and learn new techniques which are performed at their individual facilities. Clinical facilities include physicians' offices, hospitals, and health maintenance organizations. Each student is evaluated by the supervisor at the facility and the program instructor.
Prerequisite: C or higher in all Medical Assistant courses.

MEDA 119 Anatomy, Physiology, and Terminology II

2 Credits

This is a continuation of MEDA 108 Anatomy, Physiology, and Terminology I. Additional body systems and their functions are covered. New medical terms are added at appropriate intervals throughout the course.

Prerequisite: MEDA 108 Anatomy, Physiology and Terminology I.

MEDA 120 Medical Assisting Techniques II

2 Credits

Students perform more complicated clinical procedures and utilize skills learned in MEDA 107 Medical Assisting Techniques I. Topics include electrocardiography, cardiopulmonary resuscitation, and administration of medications. Clinical skills are increased, and students gain comprehension of the disease process and its relationship to clinical situations. One lecture hour and two laboratory hours per week.

Prerequisite: MEDA 107 Medical Assisting Techniques I.

MEDA 121 Basic Laboratory Procedures II

2 Credits

The basic principles and skills of hematology are covered. Lecture and laboratory topics include blood collection, hematocrit, hemoglobin, white blood cell counts, and differential evaluations. A brief introduction to blood chemistry may also be included. One lecture and two laboratory hours per week.

Prerequisite: MEDA 104 Basic Laboratory Procedures I.

MEDA 229 Medical Office Management I

5 Credits

The course introduces medical assisting students to medical office skills that are required for employment in a health care facility.

The skills necessary for the medical assisting student include understanding the operations of the medical facility, telephone techniques, understanding confidentiality (HIPAA regulations), documenting medical records, filing, billing, and medical correspondence. The students are instructed to complete tasks for an electronic medical environment including patient registration, appointment scheduling, and posting patient accounts utilizing computer software.

MEDA 230 Medical Office Management II *2 Credits*

This is a continuation of MEDA 224 Medical Office Management I. Managing medical finances (patient accounts/receivables, banking activities, posting charges, encounter forms, posting payments and/or adjustments, recording patient visits on a day sheet, balancing the day sheet, online payments, and patient aging accounts) utilizing medical software is a primary focus of this course. Medical coding is introduced (CPT, ICD, HCPCS). Health insurance (history, obtaining, paying, Medicare, Medicaid, Workers' Compensation); billing (types, credit agreements, collection agencies); and professionalism (externship, certification, professional organization, resume writing, successful job hunting) are covered.

Prerequisite: MEDA 229 Medical Office Management I.

MEDA 301 Principles and Methods of Phlebotomy *3 Credits*

This course presents the history of phlebotomy giving an overview of blood collection equipment and techniques, preparing the student for a clinical training experience at a hospital or private laboratory. Lecture topics include an introduction to the health care setting, anatomy and physiology of body systems, blood collection supplies and procedures, safety, and quality assurance. A brief introduction to an EKG is given. The laboratory component includes venipuncture and microcollection demonstration and practice. Two lecture and two laboratory hours per week.

Prerequisite: Students must be accepted into the Certificate in Phlebotomy Program, meeting all requirements.

MEDA 401 Phlebotomy Clinical Practicum *2 Credits*

Students are placed in a hospital or private laboratory for training in all procedures of blood collection. Students are trained in the areas of venipuncture, skin puncture, and special procedures such as bleeding time test and blood culture techniques. Students observe arterial puncture techniques and specimen processing. *Prerequisite: C or higher in MEDA 301 Principles and Methods of Phlebotomy.*

Modern Language-Arabic

MLAR 101 Beginning Arabic I *3 Credits; Attributes: GL, HU, LA, ML*

This course initiates the development of the ability to speak, understand, read, and write Arabic. Students learn the fundamentals of grammar, basic vocabulary, and correct pronunciation. Various aspects of Arab cultures are discussed. This is a beginning-level course designed for students with no previous experience or with no more than one year of study of Arabic at the high school level.

Modern Language-Cape Verdean

MLCV 101 Beginning Cape Verdean Creole I *3 Credits; Attributes: GL, HU, LA, ML*

This course initiates the development of the ability to speak, understand, read, and write Cape Verdean Creole. Students learn

the fundamentals of grammar, basic vocabulary, and correct pronunciation. Various aspects of Cape Verdean cultures are discussed. This is a beginning-level course designed for students with no previous experience or with no more than one year of study in Cape Verdean Creole at the high school level.

MLCV 102 Beginning Cape Verdean Creole II *3 Credits; Attributes: GL, HU, LA, ML*

This course is a continuation of MLCV 101 Beginning Cape Verdean Creole I. Emphasis is on communication through continued development of reading, writing, speaking, and listening skills in the language. Students continue to acquire grammar, syntax, vocabulary, and correct pronunciation, which will enhance their ability to initiate and sustain conversations, read basic Cape Verdean Creole passages, and write basic Cape Verdean Creole sentences and dialogues. Various aspects of Cape Verdean cultures are explored. The Modern Languages Department recommends this course to students with one to two years of previous study in Cape Verdean Creole at the high school level or one semester at the college level.

Prerequisite: MLCV 101 Beginning Cape Verdean Creole I; or departmental approval.

MLCV 400 Special Study in Cape Verdean Creole *1-4 Credits; Attributes: GL, HU, LA, ML*

This course involves independent work on a selected topic under the direction of members of the Modern Languages Department. Limited to two courses per student. *Prerequisite: approval of the Department Chair and Division Dean.*

Modern Language-French

MLFR 101 Beginning French I *3 Credits; Attributes: GL, HU, LA, ML*

This course initiates the development of the ability to speak, understand, read, and write French. Students learn the fundamentals of grammar, basic vocabulary, and correct pronunciation. Various aspects of French cultures are discussed. This is a beginning-level course designed for students with no previous experience or with no more than one year of study of French at the high school level.

MLFR 102 Beginning French II *3 Credits; Attributes: GL, HU, LA, ML*

This course is a continuation of MLFR 101 Beginning French I. Emphasis is on communication through the continued development of reading, writing, speaking, and listening skills in the language. Students continue to acquire grammar, syntax, vocabulary, and correct pronunciation, which enhances their ability to initiate and sustain conversations, read basic French passages, and write basic French sentences and dialogues. Various aspects of French cultures are explored. The Modern Languages Department recommends this course to students with one to two years of previous study in French at the high school level or one semester at the college level.

Prerequisite: MLFR 101 Beginning French I; or departmental approval.

MLFR 400 Special Study in French *1-4 Credits; Attributes: GL, HU, LA, ML*

This course involves independent work on a selected topic under the direction of members of the Modern Languages Department. Limited to two courses per student. *Prerequisite: approval of the Department Chair and Division Dean.*

Modern Language-Portuguese

MLPO 101 Beginning Portuguese I

3 Credits; Attributes: GL, HU, LA, ML

This course initiates the development of the ability to speak, understand, read, and write Portuguese. Students learn the fundamentals of grammar, basic vocabulary, and correct pronunciation. Various aspects of Portuguese cultures are discussed. This is a beginning-level course designed for students with no previous experience or with no more than one year of study of Portuguese at the high school level.

MLPO 102 Beginning Portuguese II

3 Credits; Attributes: GL, HU, LA, ML

This course is a continuation of MLPO 101 Beginning Portuguese I. Emphasis is on communication through continued development of reading, writing, speaking, and listening skills in the language. Students continue to acquire grammar, syntax, vocabulary, and correct pronunciation, which will enhance their ability to initiate and sustain conversations, read basic Portuguese passages, and write basic Portuguese sentences and dialogues. Various aspects of Portuguese cultures are explored. The Modern Languages Department recommends this course to students with one to two years of previous study in Portuguese at the high school level or one semester at the college level.

Prerequisite: MLPO 101 Beginning Portuguese I; or departmental approval.

MLPO 400 Special Study in Portuguese

1-4 Credits; Attributes: GL, HU, LA, ML

This course involves independent work on a selected topic under the direction of members of the Modern Languages Department. Limited to two courses per student.

Prerequisite: approval of the Department Chair and Division Dean.

Modern Language-Sign Language

MLSL 101 Beginning American Sign Language I

3 Credits; Attributes: HU, LA, ML

This course initiates the development of the ability to sign and understand American Sign Language. Students learn the fundamentals of grammar, basic vocabulary, and correct signing. Cultural aspects of the Deaf community are discussed. This is a beginning-level course designed for students with no previous experience or with no more than one year of study in American Sign Language at the high school level.

MLSL 102 Beginning American Sign Language II

3 Credits; Attributes: HU, LA, ML

This course is a continuation of MLSL 101 Beginning American Sign Language I. Emphasis is on the continued development of communication skills and face and body expressions. Students continue to acquire grammar, syntax, and vocabulary, which enhances their ability to initiate and sustain conversations using American Sign Language. Cultural aspects of the Deaf community are explored. The Modern Languages Department recommends this course to students with one to two years of previous study of American Sign Language at the high school level or one semester at the college level.

Prerequisite: MLSL 101 Beginning American Sign Language I; or departmental approval.

MLSL 400 Special Study in Sign Language

1-4 Credits; Attributes: HU, LA, ML

This course involves independent work on a selected topic under the direction of members of the Modern Languages Department. Limited to two courses per student. Prerequisite: approval of the Department Chair and Division Dean.

Modern Language-Spanish

MLSP 101 Beginning Spanish I

3 Credits; Attributes: GL, HU, LA, ML

This course initiates the development of the ability to speak, understand, read, and write Spanish. Students learn the fundamentals of grammar, basic vocabulary, and correct pronunciation. Various aspects of Spanish cultures are discussed. This is a beginning-level course designed for students with no previous experience or with no more than one year of study of Spanish at the high school level.

MLSP 102 Beginning Spanish II

3 Credits; Attributes: GL, HU, LA, ML

This course is a continuation of MLSP 101 Beginning Spanish I. Emphasis is on communication through continued development of reading, writing, speaking, and listening skills in the language. Students continue to acquire grammar, syntax, vocabulary, and correct pronunciation, which enhances their ability to initiate and sustain conversations, read basic Spanish passages, and write basic Spanish sentences and dialogues. Various aspects of Spanish cultures are explored. The Modern Languages Department recommends this course to students with one to two years of previous study in Spanish at the high school level or one semester at the college level.

Prerequisite: MLSP 101 Beginning Spanish I; or departmental approval.

MLSP 201 Intermediate Spanish I

3 Credits; Attributes: GL, HU, LA, ML

Grammar and syntax are reviewed and expanded upon with greater emphasis on oral work. Students engage in class discussion and conversation as well as reading assignments and compositions. The Modern Languages Department recommends this course to students with two to three years of previous study of Spanish at the high school level or two semesters at the college level.

Prerequisite: MLSP 102 Beginning Spanish II; or departmental approval.

MLSP 202 Intermediate Spanish II

3 Credits; Attributes: GL, HU, LA, ML

This course is a continuation of MLSP 201 Intermediate Spanish I. Grammar and syntax are reviewed, with a greater emphasis on oral work. Students engage in class discussions and conversation, as well as reading and writing assignments. The Modern Language Department recommends this course to students with three to four years of previous study of Spanish at the high school level or three semesters at the college level.

Prerequisite: MLSP 201 Intermediate Spanish I or departmental approval.

MLSP 400 Special Study in Spanish

1-4 Credits; Attributes: GL, HU, LA, ML

This course involves independent work on a selected topic under the direction of members of the Modern Languages Department. Limited to two courses per student.

Prerequisite: approval of the Department Chair and Division Dean.

Music

MUSC 101 History and Development of Music

3 Credits; Attributes: FA, HU, LA

This course offers greater understanding and enjoyment of music. A wide range of music is presented with emphasis on musical style and historical background evident in the works of the great

composers. Study includes compositions from the Renaissance to the present.

Prerequisite: ENGL 092 Preparing for College Reading II; or waiver by placement testing results.

MUSC 205 Introduction to Piano

3 Credits; Attributes: FA, HU, LA

This beginning course in piano instruction offers students an opportunity to learn the basics of the piano and music theory, including rhythm, harmony, structure, building chords, and reading lead sheets. Students experience playing in an ensemble, learn how different instruments fit in with the whole ensemble, and learn how orchestration works.

MUSC 207 Elementary Guitar

3 Credits; Attributes: FA, HU, LA

This course introduces elementary principles of guitar playing. The student learns simple tunes and melodic patterns. The student also strums basic chord patterns and explores music reading and musical notation. Students must furnish their own instruments.

MUSC 220 The African-American Experience through Music

3 Credits; Attributes: FA, HU, LA

This course explores the various musical traditions of Black people, with a specific focus on the United States. It examines the impact of African, European, and Native American traditions on music, as well as the role of music as an expression of Blacks' aesthetics, traditions, and life. The course considers historical and contemporary forms of music, with selected video presentations of musical styles.

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing.

MUSC 400 Special Study in Music

1-4 Credits; Attributes: FA, HU, LA

This course involves independent work on a selected topic under the direction of members of the Music faculty. Limited to two courses per student.

Prerequisite: approval of the Department Chair and Division Dean.

Nursing

NURS 101 Nursing I

8 Credits

This course is designed to provide the foundation for nursing practice. The focus is on the nursing process, patients, and their families as community members, and the adaptations in their patterns of daily living necessary during illness. Emphasis is placed on health and hygienic practices for the nurse and patient. Content includes interpersonal relations, observations, communications, nutrition, basic pharmacology, and therapeutic measures with an introduction to critical thinking, evidence-based practice, and patient teaching. This course has a lecture, lab, and clinical component. A minimum passing grade of C+ is required. *Pre/Co-requisites: BIOL 201 Anatomy and Physiology I and PSYC 101 General Psychology.*

NURS 203 Nursing II

4 Credits

This course is designed to introduce the student to the role of the nurse in the comprehensive health care of mothers and newborn infants during the childbearing phase of the life-cycle. A family centered approach applying the nursing process is the framework for health care delivery to families from diverse populations. The

student is guided to integrate previously learned knowledge and skills. Content includes social and biological sciences, nutrition, pharmacology, growth and development, patient/family teaching, critical thinking, and evidence-based practice. Emphasis is placed on the study of relationships and responsibilities as the family expands. This course has a lecture, lab, simulation, and clinical component. A minimum passing grade of C+ is required.

Prerequisites: BIOL 201 Anatomy and Physiology I, NURS 101 Nursing I, and PSYC 101 General Psychology. Pre/Co-requisite: BIOL 202 Anatomy and Physiology II.

NURS 204 Nursing III

4 Credits

This course is designed to build upon the content of Nursing 101 and focuses on basic human needs when altered by common health problems. The content includes pathophysiology, pharmacology, nutrition, social sciences, nursing theory, patient teaching, and evidence-based practice. The student continues to apply the nursing process in the care of patients with medical and surgical problems. The student is guided to integrate previous learning. This course has a lecture, lab, and clinical component. A minimum passing grade of C+ is required.

Prerequisites: BIOL 201 Anatomy and Physiology I, NURS 101 Nursing I, and PSYC 101 General Psychology. Pre/Co-requisite: BIOL 202 Anatomy and Physiology II.

NURS 212 Nursing I-E

6 Credits

This course is designed as the foundation for nursing practice, stressing critical thinking and the nursing process. Emphasis is on health, hygienic practices, and the necessary adaptations during illness. The content includes the study of interpersonal relations, safety, basic pharmacology, asepsis, and psychomotor skills and concepts necessary for therapeutic interventions. Evidence-based practice is introduced. This course has a lecture, lab, simulation, and clinical component. A minimum passing grade of C+ is required.

Pre/Co-requisites: BIOL 201 Anatomy and Physiology I and PSYC 101 General Psychology.

NURS 213 Nursing II-E

5 Credits

This course is designed to introduce the role of the nurse in meeting health needs of the growing family. The focus is the maternity cycle, care of the neonate, and the family's expanding role. Cultural diversity and developmental needs are explored. Emphasis is placed on critical thinking skills, therapeutic interventions, and the application of the nursing process to support optimal wellness. The content includes nursing theory, related pharmacology, nutrition, family teaching, and evidence-based practice. This course has a lecture, lab, simulation, and clinical component. A minimum passing grade of C+ is required. *Prerequisites: BIOL 201 Anatomy and Physiology I, NURS 212 Nursing I-E, and PSYC 101 General Psychology. Pre/Co-requisite: BIOL 202 Anatomy and Physiology II.*

NURS 214 Nursing III-E

5 Credits

This course is designed to focus on the application of critical thinking to the nursing process when caring for patients whose basic needs are threatened by common health problems. Integration of previous learning is expected. Nursing constructs as they apply to acutely ill patients are introduced. The content includes nursing theory, pathophysiology, pharmacology, evidence-based practice, and the social sciences. This course has a lecture, lab, simulation, and clinical component. A minimum passing grade of C+ is required.

Prerequisites: BIOL 201 Anatomy and Physiology I, NURS 212 Nursing I-E, and PSYC 101 General Psychology. Pre/Co-requisite: BIOL 202 Anatomy and Physiology II.

NURS 301 Nursing IV

9 Credits

This course is designed to present the principles of comprehensive nursing care related to the major mental and physical health problems across the life span. The content includes pathophysiology, pharmacology, nutrition, social sciences, and nursing theory. Emphasis on patient teaching, evidence-based practice, and critical thinking continues. The nursing process is further implemented as the student learns to recognize and meet more complex nursing problems. Clinical experiences are planned in medical surgical, psychiatric, and/or pediatric community settings. The student is expected to integrate previous learned knowledge and skills. This course has a lecture, lab, simulation, and clinical component. A minimum passing grade of C+ is required. *Prerequisites: BIOL 202 Anatomy and Physiology II, NURS 203 Nursing II, and NURS 204 Nursing III. Pre/Co-requisites: BIOL 231 Microbiology and PSYC 205 Human Growth and Development.*

NURS 302 Nursing V

9 Credits

This course is designed to continue to present the principles of comprehensive nursing care related to major complex mental and physical health problems across the life span. The content includes pathophysiology, pharmacology, nutrition, social sciences, and nursing theory. The nursing process is further implemented as the student learns to recognize and meet more complicated health problems. Emphasis on patient teaching, evidence-based practice, and critical thinking continues. Community resources are included as a focus for continuity of care. Clinical experiences are planned in medical surgical, psychiatric, and/or pediatric community settings. The student is expected to integrate previous learned knowledge and skills. This course has a lecture, lab, simulation, and clinical component. A minimum passing grade of C+ is required.

Prerequisite: NURS 301 Nursing IV. Pre/corequisite: SOCI 104 Principles of Sociology

NURS 303 Nursing Seminar

1 Credit

This course is designed to present the evolution of nursing practice as it interfaces with contemporary nursing issues and problems that influence health care delivery. Contemporary issues relating to leadership and management, health care costs, nursing theory, legal and ethical concerns, cultural disparity of disease, emergency preparedness, world health problems, and health care policy are discussed. Lectures and discussion integrating previous knowledge and skills are utilized. A minimum passing grade of C+ is required.

Prerequisite: NURS 301 Nursing IV. Co-requisite: NURS 302 Nursing V.

NURS 304 Nursing A

6 Credits

This course is designed to present the role of the nurse utilizing the nursing process in providing comprehensive nursing care. Major mental and physical health problems across the life span are presented. The content includes nursing theory, pathophysiology, pharmacology, nutrition, and the social sciences. Critical thinking, evidence-based practice, and teaching/learning are stressed. Clinical experiences are planned in medical-surgical,

psychiatric, and/or pediatric settings. This course has a lecture, lab, simulation, and clinical component. A minimum passing grade of C+ is required. *Prerequisites: BIOL 202 Anatomy and Physiology II; NURS 213 Nursing II-E and NURS 214 Nursing III-E are required for part-time students. Advanced placement students must have a current unrestricted license to practice Practical Nursing in the Commonwealth of Massachusetts.*

Pre/Co-requisite: PSYC 205 Human Growth and Development.

NURS 305 Nursing B

6 Credits

This course is designed to present the principles of comprehensive nursing care related to major mental and physical health problems across the life span. Students are expected to integrate previously learned knowledge and skills. The nursing process is further implemented as the student intervenes therapeutically. The course content includes nursing theory, pathophysiology, pharmacology, nutrition, and the social sciences. Emphasis on critical thinking, evidence-based practice, and teaching/learning continues. Clinical experiences are planned in medical surgical, psychiatric, and/or pediatric settings. This course has a lecture, lab, simulation, and clinical component. A minimum passing grade of C+ is required. *Prerequisite: NURS 304 Nursing A.*

NURS 306 Nursing C

6 Credits

This course is designed to build on the knowledge and skills of the previous nursing curriculum. The nursing process is further implemented to provide a framework for comprehensive nursing care for diverse populations across their life span. The content includes nursing theory, pathophysiology, pharmacology, nutrition, and the social sciences. Critical thinking, evidence-based practice, and teaching/learning continue to be stressed. Clinical experiences are planned in medical surgical, psychiatric, and/or pediatric settings. This course has a lecture, lab, and clinical component. A minimum passing grade of C+ is required. *Prerequisite: NURS 305 Nursing B. Pre/Co-requisite: BIOL 231 Microbiology; SOCI 104 Principles of Sociology*

NURS 307 Nursing Trends

1 Credits

This course is designed to provide a survey of the challenges, issues, and problems influencing contemporary health care delivery. Nursing history and the growth of leadership and management in nursing practice are reviewed. Legal and ethical responsibilities, cultural disparity of disease, emergency preparedness, and global health problems are discussed. Lectures and discussion enhance the integration and application of previous nursing knowledge. A minimum passing grade of C+ is required.

Co-requisite: NURS 306 Nursing C.

Philosophy

PHIL 101 Introduction to Philosophy

3 Credits; Attributes: HU, LA

An introductory examination of the problems and scope of philosophical inquiry, this course introduces the student to major issues in philosophy, including theories of being, theories of knowledge, and theories of value, with attention to the historical development of philosophical thought.

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 101 English Composition I; waiver by placement testing results; or permission of instructor.

PHIL 102 Introduction to Logic

3 Credits; Attributes: HU, LA

This course is designed to introduce students to the principles of clear thinking. Its objectives are to develop students' abilities to reason from available evidence to a correct conclusion, to promote an awareness of the precise use of language, and to enable students to analyze fallacious as well as sound arguments.

PHIL 111 Medical Law and Ethics

2 Credits; Attributes: HU, LA

This course provides an analysis and understanding of laws as they relate to the medical profession and the responsibilities and ethical considerations that must be considered and applied while executing these laws. Topics covered include codes of medical ethics, techniques and methods used in making ethical decisions, structure of the law as it relates to medical health, and the various laws as they pertain to specific situations. Case studies are utilized as much as possible.

PHIL 201 Ethical Dilemmas

3 Credits; Attributes: HU, LA

What is right and wrong? Is war or violence ever justified? Ethical dilemmas such as abortion, capital punishment, animal rights, welfare, and social justice pose problems that are not easily solved. This course is a critical analysis of classic and contemporary ethical theories. Through critical engagement, writing, and discussion of case studies and contemporary sources, students learn how to apply critical reasoning to moral issues, develop their own ethical philosophy, and apply these philosophies to present-day issues.

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 101 English Composition I; waiver by placement testing results; or permission of instructor.

PHIL 251 Honors Seminar: Ethics

3 Credits; Attributes: HU, LA

Also offered as ENGL 251. This course develops the skills of critical thinking in ethical issues of contemporary life. Using a multi-disciplinary base, students learn to think clearly, logically, critically, and effectively. Instructional methods include cross-disciplinary lectures, class discussion, readings, written assignments, and problem-solving activities, such as reaching reasoned judgment through seminar-style learning.

Prerequisite: Honors-level ENGL 102 English Composition II; or permission of Honors Program Coordinator.

PHIL 400 Special Study in Philosophy

1-4 Credits; Attributes: HU, LA

This course involves independent work on a selected topic under the direction of members of the Philosophy faculty. Limited to two courses per student.

Prerequisite: approval of the Department Chair and Division Dean.

Physics

PHYS 112 Science of Music Laboratory

1 Credit; Attribute: LS

This course will include activities related to vibrations, sound waves and other waves, musical instruments, and room acoustics. This course fulfills a four-credit lab science requirement when taken with the corresponding three-credit course, PHYS 113 The Science of Music. Two laboratory hours per week.

Pre/Co-requisite: PHYS 113 The Science of Music.

PHYS 113 The Science of Music

3 Credits; Attributes: LA LS SC

This course explains aspects of music in terms of physical laws and principles. It begins with an introduction to musical terminology and an overview of basic physics, including vibrations, resonance, and wave motion. It continues with a description of sound waves, and uses standing waves to analyze string, wind, and percussion instruments. The timbre of complex sounds, harmony, and temperaments are also discussed, as well as the ear and musical perception, and concert hall acoustics. Electronic music and sound recording are optional topics. No background in science or music is necessary. This course fulfills a four-credit lab science requirement when taken with the corresponding one-credit course, PHYS 112 Science of Music Laboratory.

Prerequisites: ENGL 092 Preparing for College Reading II and MATH 002 Preparation for College Math II or MATH 011 Introductory Algebra; waiver by placement testing results; or permission of instructor.

PHYS 120 Science of Fire Behavior and Combustion

3 Credits; Attributes: LA SC

Designed for fire-science students, this course explores the theories and fundamentals of how and why fires start, spread, and are controlled using the basic principles of physics and chemistry.

Prerequisites: CHEM 131 Survey of Chemistry or higher and MATH 002 Preparation for College Math II or MATH 011 Introductory Algebra; or waiver by placement testing results.

PHYS 132 Concepts of Technical Physics I

3 Credits; Attributes: LA SC

This is the first semester of a one-year introduction to the principles and applications of technical physics. This course is specifically designed to satisfy the minimum physics requirement for the Architectural Technology, Diesel Technology, and HVAC programs. Emphasis is placed on understanding through problem solving and applications. Topics include vectors, force systems, kinematics, dynamics and Newton's laws, work, conservation of energy and momentum, and rotational motion. Note: This course can be substituted for PHYS 131 Survey of Physics in the Architectural Technology, Diesel Technology, and HVAC programs and options. Two lecture and two laboratory hours per week.

Prerequisite: MATH 002 Preparation for College Math II or MATH 011 Introductory Algebra; waiver by placement testing results; or permission of instructor.

PHYS 133 Concepts of Technical Physics II

3 Credits; Attributes: LA SC

This course is a continuation of PHYS 132 Concepts of Technical Physics I. Topics include properties of solids and fluids, heat and thermodynamics, wave motion, sound, electrostatics, electric current, electromagnetism, light, and optics. Note: This course can be substituted for Concepts of Technical Physics in the Architectural Technology, Diesel Technology, and HVAC programs and options. Two lecture and two laboratory hours per week.

Prerequisite: PHYS 132 Concepts of Technical Physics I; or departmental approval.

PHYS 151 College Physics I

4 Credits; Attributes: LA LS SC

This is the first semester of a one-year introduction to the principles and applications of physics. Emphasis is placed on understanding through problem solving. Topics are vectors, force systems, kinematics, dynamics and Newton's Laws, work, conservation of energy and momentum, and rotational kinematics and dynamics. Three lecture and two laboratory hours per week.

Prerequisite: MATH 003 Preparation for College Math III or MATH 012 Intermediate Algebra; waiver by placement testing results; or departmental approval.

PHYS 152 College Physics II

4 Credits; Attributes: LA LS SC

This is a continuation of PHYS 151 College Physics I. Problem solving ability is further developed. Topics include properties of solids and fluids, heat and thermodynamics, wave motion, sound, electrostatics, electric current, electromagnetism, light, and optics. Three lecture and two laboratory hours per week.

Prerequisite: PHYS 151 College Physics I; or departmental approval.

PHYS 161 General Physics I

4 Credits; Attributes: LA LS SC

This course is an introduction to classical physics using calculus. Topics are vectors and scalars, kinematics and dynamics, work, energy, momentum, the conservation laws, and rotational kinematics and dynamics. The basic concepts of calculus are introduced within the context of the course material. This course is usually offered in the fall. Three lecture and two laboratory hours per week.

Pre/Co-requisite: MATH 221 Calculus I; waiver by placement testing results; or departmental approval.

PHYS 162 General Physics II

4 Credits; Attributes: LA LS SC

A continuation of PHYS 161 General Physics I, topics in this course include heat and thermodynamics, oscillatory and wave motion electrostatics, electric current, electromagnetism, Maxwell's Equations, light, and optics. This course is usually offered in the spring. Three lecture and two laboratory hours per week.

Prerequisite: PHYS 161 General Physics I; or departmental approval.

PHYS 401 Special Study in Physics

1-4 Credits; Attributes: LA SC

This course involves independent work on a selected topic under the direction of members of the Physics Department. Limited to two courses per student.

Prerequisite: approval of the Department Chair and Division Dean.

Psychology

PSYC 101 General Psychology

3 Credits; Attributes: LA, SS

This course is an introduction to psychology as the science of human behavior. Major topics include scientific method, history of psychology, learning, motivation, emotion, social psychology, and perception.

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; waiver by placement testing results; or departmental approval. Pre/Co-requisite: MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics; waiver by placement testing results; or departmental approval.

PSYC 201 Abnormal Psychology

3 Credits; Attributes: LA, SS

This course will provide a systematic study of the causes, symptoms, prognosis, and treatment of various psychological disorders. Attention is given to the methods used to diagnose disorders and the standard classification system that is used. Emphasis is on how disorders deviate from what characterizes

normal behavioral development. A multipath perspective that considers biological/genetic, psychological, social, and multicultural factors is used to analyze the causes, course, and treatment of psychological disorders.

Prerequisites: MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics and PSYC 101 General Psychology; waiver by placement testing results; or departmental approval.

PSYC 202 Child Psychology

3 Credits; Attributes: LA, SS

An introduction to the field of child psychology with emphasis on the influence of society and culture in normal development will be given. This course stresses the role of family, heredity, environment, and development of cognitive functioning. Salient research will be summarized and presented.

Prerequisites: MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics and PSYC 101 General Psychology; waiver by placement testing results; or departmental approval.

PSYC 203 Adolescent Psychology

3 Credits; Attributes: LA, SS

A critical and educational review of research and theories pertaining to the emotional, intellectual, physical, and social development of adolescents is given in this course. Emphasis is placed on the role of peers, family, and experiences in the formation of personalities and the intelligence and emotional behavior of the adolescent. The course is recommended for Secondary Education majors.

Prerequisites: MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics and PSYC 101 General Psychology; waiver by placement testing results; or departmental approval.

PSYC 205 Human Growth and Development

3 Credits; Attributes: LA, SS

This course includes an exploration of the physiological and psychological development of the human organism throughout the life span, including childhood, adolescence, adulthood, old age, and death. Emphasis is placed on identifying factors that are most influential in changes that occur during each of our life stages as well as some of the problems associated with such changes.

Prerequisites: MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics and PSYC 101 General Psychology; waiver by placement testing results; or departmental approval.

PSYC 206 Psychology of Learning

3 Credits; Attributes: LA, SS

This course is designed to teach students about the psychology of learning. It covers Pavlovian conditioning, operant conditioning, learning in humans and nonhuman animals, and other techniques in learning and their applications in various research and real-world settings. Computer applications are integrated into the design of this course, and software designed to teach different methods of learning are employed.

Prerequisites: MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics and PSYC 101 General Psychology; waiver by placement testing results; or departmental approval.

PSYC 207 Biopsychology

3 Credits; Attributes: LA, SS

This course is an introduction to biopsychology, which is the study of the function of the brain. Major topics include structures of the brain, neuronal structure and function, sensory systems and their impact on the brain, and how emotion, thought, learning,

memory, and sleep and alertness cycles occur in the brain.
Prerequisites: MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics and PSYC 101 General Psychology; waiver by placement testing results; or departmental approval.

PSYC 208 Psychology of Personality

3 Credits; Attributes: LA, SS

This course includes an exploration of the major theoretical, application, research, and assessment issues in the study of personality. Emphasis is placed on identifying those aspects of personality and the different ways these theories explain them. This course also explores the most commonly used personality assessment tools and cultural influences.

Prerequisites: MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics and PSYC 101 General Psychology; waiver by placement testing results; or departmental approval.

PSYC 209 Social Psychology

3 Credits; Attributes: LA, SS

This course studies the analysis of the individual's behavior in social contexts. Topics include the historical background of social psychology, methods of social psychology, acquiring motives and attitudes, social factors in perception, human personality, groups, leadership, and social movements.

Prerequisites: MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics and PSYC 101 General Psychology; waiver by placement testing results; or departmental approval.

PSYC 220 Statistics for Psychology and Social Sciences

4 Credits; Attributes: LA, SS

This course is an introduction to univariate statistics used in psychology and the social sciences. Topics include: the description and visual representation of data, concepts in elementary probability, applications of descriptive statistics (e.g., frequency distributions and measures of central tendency and dispersion) and inferential statistics (including hypothesis testing, type I and II errors, t-statistic, chi-square, analysis of variance, correlation and linear regression) using the Statistical Package for Social Sciences (SPSS) for data analyses and interpretation. Emphasis is primarily in the context of psychological and social sciences research. Three lecture and one laboratory hours per week. Note: This course does not meet the general education requirements in mathematics.

Prerequisites: MATH 002 Preparation for College Math II or MATH 011 Introductory Algebra and PSYC 101 General Psychology; waiver by placement testing results; or departmental approval.

PSYC 400 Special Study in Psychology

1-4 Credits; Attributes: LA, SS

This course involves independent work on a selected topic under the direction of members of the Psychology faculty. Limited to two courses per student.

Prerequisite: approval of the Department Chair and Division Dean.

Radiologic Technology

RADT 101 Introduction to Clinical Practice

3 Credits

This course is designed to introduce students to the field of Radiologic Technology. Topics covered include basic radiation protection, orientation to allied health professions, medical ethics and legalities, patient care, medical terminology, and image

production. Successful course completion will be determined as a grade of 78% or higher in the didactic component and a grade of "pass" in the clinical component.

Co-requisite: RADT 111 Radiographic Anatomy and Positioning Laboratory I.

RADT 102 Image Production and Evaluation

3 Credits

This course will develop an understanding of the production and processing of medical images. This introductory course examines these essentials: film, video, laser, manual, and automatic processing; intensifying screens; primary exposure factors; and mathematical principles that apply to image quality. These topics include grids, beam-restricting devices, density contrast, detail, geometric and other types of distortion, and ways to reduce dose to the patient. Successful course completion will be determined as a grade of 78% or higher in the didactic component and a grade of "pass" in the clinical component.

Prerequisite: RADT 101 Introduction to Clinical Practice. Co-requisite: RADT 120 Principles of Digital Imaging.

RADT 105 Medical Imaging

2 Credits

This course will continue to explore the methods of medical image production, including the study of radiographic equipment and techniques. Successful course completion will be determined as a grade of 78% or higher in the didactic component and a grade of "pass" in the clinical component.

Prerequisite: RADT 102 Image Production and Evaluation. Co-requisite: RADT 131 Radiation Science I.

RADT 106 Seminar/Quality Control

2 Credits

This course is a continuation of RADT 105 Medical Imaging. It will focus on the procedures followed in a quality control program and will examine the benefits of such a program to the radiology department. Also, a review of the entire curriculum of the program, including film critique, will be provided. Successful course completion will be determined as a grade of 78% or higher in the didactic component and a grade of "pass" in the clinical component.

Prerequisite: RADT 105 Medical Imaging. Co-requisite: RADT 132 Radiation Science II and Protection.

RADT 111 RADT Anatomy and Positioning Lab I

1 Credit

This is the first in a series of related courses that provide students with the skills necessary to begin positioning patients for radiographic examinations. Positioning and related anatomy and pathology of the chest, abdomen, upper and lower extremities are stressed. This course is coordinated with RADT 141 Clinical Experience I. Two laboratory hours per week. Successful course completion will be determined as a grade of 78% or higher in the didactic component and a grade of "pass" in the clinical component.

Prerequisite: acceptance into the Radiologic Technology program. Co-requisite: RADT 133 Radiographic Anatomy and Positioning Lecture I.

RADT 112 RADT Anatomy and Positioning Lab II

1 Credit

This course continues the on-going study of radiographic positioning, procedures, and related anatomy. Content includes the pelvic and shoulder girdles, axial skeleton, and abdominal organ systems. Two laboratory hours per week. Successful course completion will be determined as a grade of 78% or higher in the didactic component and a grade of "pass" in the clinical component.

Prerequisite: RADT 111 RADT Anatomy and Positioning Lab I. Co-requisite: RADT 134 RADT Anatomy and Positioning Lecture II.

RADT 113 RADT Anatomy and Positioning Lab III
1 Credit

This course includes advanced positioning and procedures of areas previously studied as well as specialized procedures used to demonstrate specific anatomical and physiological conditions. Two laboratory hours per week. Successful course completion will be determined as a grade of 78% or higher in the didactic component and a grade of “pass” in the clinical component.

Prerequisite: RADT 112 RADT Anatomy and Positioning Laboratory II. Co-requisite: RADT 137 RADT Anatomy and Positioning Lecture III.

RADT 120 RADT Principles of Digital Imaging
2 Credits

This course is an introduction to the development of computer-assisted diagnosis methods for radiology and includes the principles of computers and their uses, as well as a description of important functional components. Radiologic applications of digital imaging in radiology are reviewed and include digital imaging operations, archiving, management networks (PACS, IMACS), and radiology information systems (RIS). Successful course completion will be determined as a grade of 78% or higher in the didactic component and a grade of “pass” in the clinical component.

Prerequisite: RADT 101 Introduction to Clinical Practice. Co-requisite: RADT 112 RADT Anatomy and Positioning Lab II.

RADT 131 Radiation Science I
3 Credits

This course addresses the physics of X-ray production, interactions with matter, and the X-ray circuit. Successful course completion will be determined as a grade of 78% or higher in the didactic component and a grade of “pass” in the clinical component.

Prerequisite: RADT 102 Image Production and Evaluation. Co-requisite: RADT 113 RADT Anatomy and Positioning Laboratory III.

RADT 132 Radiation Science II and Protection
3 Credits

This course is a continuation of RADT 131 Radiation Science I. Significant emphasis is given to radiation protection and the effects of ionizing radiation on living matter. Successful course completion will be determined as a grade of 78% or higher in the didactic component and a grade of “pass” in the clinical component.

Prerequisite: RADT 131 Radiation Science I. Co-requisite: RADT 140 Advanced Imaging Procedures.

RADT 133 RADT Anatomy and Positioning Lecture I
2 Credits

This is the first in a series of lecture courses that provides the Radiologic Technology student with the skills necessary to begin positioning patients for radiographic examinations. Specific topics include terminology of positioning, positioning and regional anatomy of the chest, abdomen and the upper and lower extremities. This course correlates with RADT 141 RADT Clinical Experience I and RADT 111 RADT Anatomy and Positioning Lab I. Successful course completion will be determined as a grade of 78% or higher in the didactic component and a grade of “pass” in the clinical component.

Prerequisite: acceptance into the Radiology Technology program. Co-requisite: RADT 141 RADT Clinical Experience I.

RADT 134 RADT Anatomy and Positioning Lecture II
2 Credits

This is the second in a series of lecture courses that provides the Radiologic Technology student with the skills necessary to position patients for radiographic examinations. Specific topics include anatomy and positioning of the spine, skull, thoracic cage, gastrointestinal system and genitourinary system. Successful course completion will be determined as a grade of 78% or higher in the didactic component and a grade of “pass” in the clinical component.

Prerequisite: RADT 133 RADT Anatomy and Positioning Lecture I. Co-requisite: RADT 142 RADT Clinical Experience II A.

RADT 137 RADT Anatomy and Positioning Lecture III
1 Credit

This is the third in a series of lecture courses that provides the Radiologic Technology student with the skills that are necessary to position patients for radiographic examinations. The student studies the anatomy and advance positioning examinations of the appendicular and axial skeletal systems. Successful course completion will be determined as a grade of 78% or higher in the didactic component and a grade of “pass” in the clinical component.

Prerequisite: RADT 134 RADT Anatomy and Positioning Lecture II. Co-requisite: RADT 144 RADT Clinical Experience III.

RADT 138 RADT Pathology and Sectional Anatomy
3 Credits

This course uses a systems approach to introduce the radiology student to the common pathological findings on radiographic examinations and the fundamental concepts of body structure in cross-section imaging. Successful course completion will be determined as a grade of 78% or higher in the didactic component and a grade of “pass” in the clinical component.

Prerequisite: RADT 137 RADT Anatomy and Positioning Lecture III. Co-requisite: RADT 145 RADT Clinical Experience IV.

RADT 140 Advanced Imaging Procedures
2 Credits

This course introduces students to specialized examinations in diagnostic radiology, which include pediatric, geriatric, advance imaging studies, mobile and trauma radiography, and their modified imaging procedures. The students are introduced to the various imaging modalities: Computerized Tomography, Ultrasonography, Magnetic Resonance Imaging, Nuclear Medicine, Positron Emission Tomography, Radiation Therapy, Angiography, Single Photon Emission Computerized Tomography, Interventional Radiography, and Bone Densitometry. The study of venipuncture will also be demonstrated. Successful course completion will be determined as a grade of 78% or higher in the didactic component and a grade of “pass” in the clinical component.

Prerequisite: RADT 105 Radiologic Technology III. Co-requisite: RADT 138 RADT Pathology and Sectional Anatomy.

RADT 141 RADT Clinical Experience I
3 Credits

This course provides first-year Radiologic Technology students with the opportunity to apply skills in a clinical setting. Clinical experience is gained at affiliated hospitals approximately two days per week. Students are introduced to the operation of the hospital and radiology department and begin positioning patients for radiographic examinations of the chest, abdomen, and extremities. Competency evaluations are given in these areas. Clinical over the fall semester consists of seven hours per day, two days per week, over a 16-week period for a total of 224 hours. A grade of 78% or higher in the didactic component and a grade of “pass” in the clinical component is needed for successful completion.

Co-requisite: RADT 101 Introduction to Clinical Practice.

RADT 142 RADT Clinical Experience II A

3 Credits

This course provides a continuation of practical skills application from RADT 141 Clinical Experience I. Emphasis is given to positioning of pelvic and shoulder girdles and axial skeleton, genitourinary and digestive systems. Competency is determined by evaluation in these areas. Clinical over the spring semester consists of seven hours per day, two days per week for a total of 224 hours. A grade of 78% or higher in the didactic component and a grade of “pass” in the clinical component is needed for successful completion.

Prerequisite: RADT 141 Clinical Experience I. Co-requisite: RADT 102 Image Production and Evaluation.

RADT 143 RADT Clinical Experience II B

5 Credits

This course consists of a 10-week summer clinical experience. This experience provides an opportunity for the student to integrate the didactic and practical aspect of the program and to fully implement all the skills learned in preparation for the second year of the program. Clinical over the summer semester consists of seven hours per day, five days per week over a ten-week period for a total of 350 hours. Successful course completion will be determined as a grade of 78% or higher in the didactic component and a grade of “pass” in the clinical component.

Prerequisite: RADT 142 Clinical Experience II A.

RADT 144 RADT Clinical Experience III

4 Credits

Third in a series of clinical courses, this segment includes advanced application of skills in positioning and performance of fluoroscopic and radiographic examinations of the digestive, urinary, and biliary systems and the axial and appendicular skeleton. Clinical over the second year fall semester consists of seven hours per day, three days per week over a 16-week period for a total of 294 hours. Successful course completion will be determined as a grade of 78% or higher in the didactic component and a grade of “pass” in the clinical component.

Prerequisite: RADT 142 Clinical Experience II A and RADT 143 Clinical Experience II B. Co-requisite: RADT 105 Medical Imaging.

RADT 145 RADT Clinical Experience IV

4 Credits

This is the last in the series of clinical courses. Students complete clinical competency evaluations and are able to function in all entry-level aspects with indirect supervision. Special rotations may be arranged with permission of the program director. Students are also introduced to specialized modalities. Clinical over the spring semester consists of seven hours per day, three days per week over a 14-week period for a total of 294 hours. A grade of 78% or higher in the didactic component and a grade of “pass” in the clinical component is needed for successful completion.

Prerequisite: RADT 144 Clinical Experience III. Co-requisite: RADT 106 Radiologic Technology IV.

Religion

RELG 101 Introduction to World Religions

3 Credits; Attributes: GL, LA, SS

This course is an introduction to the principal beliefs and practices of the world’s major religious traditions. Emphasis will be on their historical development, sacred literature, and impact on human thought and action. The course does not investigate the existence

of a supernatural reality but does develop an objective view of humanity’s struggle with this question. Instruction will include guest lectures, readings, media presentations, and discussions.
Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; waiver by placement testing results; or departmental approval. Pre/Co-requisite: MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics; waiver by placement testing results; or departmental approval.

RELG 400 Special Study in Religion

1-4 Credits; Attributes: LA, SS

This course involves independent work on a selected topic under the direction of members of the Religion faculty. Limited to two courses per student.

Prerequisite: approval of the Department Chair and Division Dean.

Respiratory Care

RESP 101 Fundamentals of Respiratory Care I

7 Credits

This course consists of an examination of the basic concepts and evidence of medical care and the role of the respiratory care practitioner as a member of the medical team. Emphasis is placed on career identity, evidence-based practice, professional responsibilities, and qualifications of a respiratory care practitioner. Students study the metric system, gas laws, anatomy and physiology of the respiratory system, medical gases, oxygenation, aerosol and oxygen therapy, hand resuscitators, lung volumes, chronic and acute lung disease management, and equipment sterilization. The laboratory and the clinical components permit developmental study and the facilitation of pertinent nursing skills and reinforce that what is learned in class. Four lecture and one laboratory hours per week. Clinical: 12 hours. A grade of 75 (C) or higher is required for graduation. Students must attain a theory grade of 75 or higher and pass in clinical and lab in order to continue in the program.

RESP 102 Fundamentals of Respiratory Care II

7 Credits

This course introduces topics that include assessment and therapeutic procedures focused on oxygenation, hypoxia, shunting, the dead-space unit, V/Q, airway management, methods of hyperinflation therapies, chest physical therapy, patient assessment, complete pulmonary function technology, electrolytes, and arterial blood gas interpretation. Emergency responses to events will also be studied. The laboratory and the clinical components offer the practical training to the topic areas. Four lecture and one laboratory hours per week. Clinical: 12 hours.

Prerequisite: RESP 101 Fundamentals of Respiratory Care I completed with a grade of 75 (C) or higher in the lecture component and a grade of pass in the clinical component. and lab in order to continue in the program.

RESP 103 Fundamentals of Respiratory Care III

7 Credits

This course focuses on the respiratory care practitioner as critical care team member and team leader. Students learn to assess degrees of respiratory failure, mechanical ventilatory care, PEEP, CPAP, and weaning from the ventilator. Attempts are made to put the complications and benefits of ventilator therapy into proper perspective. Analysis of ventilators and graphics is studied. The students acquire an understanding of basic electrocardiogram interpretation and of non-invasive and invasive hemodynamic monitoring. Both acute and chronic illnesses are used as case bases. The laboratory and the clinical components offer practical application of the topic areas in the hospital intensive care units.

Four lecture and one laboratory hours per week. Clinical: 12 hours.

Prerequisite: RESP 102 Fundamentals of Respiratory Care II completed with a grade of 75 (C) or higher in the lecture component and a grade of pass in the clinical component and lab in order to continue in the program.

RESP 104 Fundamentals of Respiratory Care IV 7 Credits

This course includes topics on neonatology, pediatrics, pulmonary rehabilitation, and home care, diagnostics, and therapeutic procedures. Quality assurance, health promotion and healthcare reimbursement are examined. Protocols in Respiratory Care are studied and practiced. Students also become familiar with the NBRC exam format by preparing for and taking self-assessment exams prepared and scored by the NBRC and by successfully completing five software Clinical Stimulation exams. Clinical experiences are provided to enhance the learning of these topics. Four lecture and one laboratory hours per week. Clinical: 12 hours.

Prerequisite: RESP 103 Fundamentals of Respiratory Care III completed with a grade of 75 (C) or higher in the lecture component and a grade of pass in the clinical component and lab in order to continue in the program.

RESP 111 Introduction to Pathology 2 Credits

Lectures and discussions focus on the basic principles of disease processes and their effect on the normal form and functions of the body. Acute and chronic disease management will be studied as well. This course is intended for respiratory therapy students. *Prerequisite: RESP 102 Fundamentals of Respiratory Care II. Co-requisite: RESP 103 Fundamentals of Respiratory Care III.*

RESP 112 Introduction to Pharmacology 2 Credits

Lectures and discussions focus on the study of drugs, especially those relating to respiratory therapy. Indication, contraindication, side effects, and dosages of drugs are studied. This course is intended for respiratory therapy students. *Prerequisite: RESP 101 Fundamentals of Respiratory Care I. Co-requisite: RESP 102 Fundamentals of Respiratory Care II.*

RESP 113 Respiratory Care Seminar I 2 Credits

This seminar course provides the student with the ability to select, review, obtain, and interpret data relevant to respiratory care cases. The student reviews existing clinical data and collect and recommend therapy. The student develops a respiratory care plan that is appropriate for the data collected. *Prerequisite: permission of instructor.*

RESP 115 Respiratory Care Equipment 2 Credits

This course explores the theoretical and practical application of respiratory care equipment. The student develops an understanding of the various pieces of equipment used in respiratory care. The equipment discussed is limited to oxygen equipment, aerosol equipment, pulmonary function equipment, and emergency resuscitating equipment. *Prerequisite: permission of instructor.*

RESP 116 Respiratory Care Seminar II 3 Credits

Focuses on the initiation and modification of respiratory care in the emergency setting. Specific topics include: Basic Life Support

(BLS), Advanced Cardiac Life Support (ACLS), Pediatric Advanced Life Support (PALS), and Neonatal Resuscitation (NR). Protocols, algorithms, and evidenced-based practice guidelines will be used as the basis for study and practice.

Prerequisite: RESP 103 Fundamentals of Respiratory Care III.

RESP 117 Cardiopulmonary Diagnostics and Evaluation 1 Credit

This course, which is intended for students in the Respiratory Care program, focuses on diagnostic testing with emphasis on critical care medicine. The integration of this assessment data into medical decision making is evaluated through the use of clinical simulations in a laboratory setting. One half-hour lecture and one laboratory hour per week.

Prerequisite: RESP 103 Fundamentals of Respiratory Care III.

RESP 121 Respiratory Care Clinical Cardio Anatomy and Physiology 3 Credits

This course examines the cardiopulmonary system of the human body and its relationship to other organ systems. Topics of study include basic anatomy and physiology of the heart-lung systems, hemodynamic monitoring, and application of cardiopulmonary diagnostic indicators. An integrated approach will facilitate the examination of other body systems in order to promote the clinical application of respiratory care assessments and interventions. Models of study will span the human developmental cycle to include newborn, pediatric, and adult applications.

Prerequisite: RESP 102 Fundamentals of Respiratory Care II.

RESP 400 Special Study in Respiratory Care 1-4 Credits

This course involves independent work on a selected topic under the direction of members of the Respiratory Care Department. Limited to two courses per student. *Prerequisite: approval of the Department Chair and Division Dean.*

Security

SECU 101 Introduction to Private Security 3 Credits

This course acquaints the student with the administrative and physical aspects of private security in such areas as retail, industrial, banking, transportation, medical, and government enterprises. Emphasis is placed on such special problems as private security, education, and training. Other areas covered are the investigation of white-collar crimes, thefts, document control, subversion and sabotage, labor problems, civil disturbances, and disaster preparedness. *Prerequisites: ENGL 092 Preparing for College Reading I, ENGL 099 Introductory Writing, and MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics; or waiver by placement testing results.*

SECU 205 Private Security Law and Procedure 3 Credits

This course explores the legal issues related to the private security industry and ways to prevent loss from litigation. Torts, contracts, search and seizure, and the law of arrest will be discussed. The effects of domestic terrorism post-September 11, 2001 and the USA Patriot Act upon the role of private security will be explored. The advent of transnational corporations and the expanding role of private security as a result will be discussed. *Prerequisite: CJUS 101 Introduction to Criminal Justice or SECU*

101 Introduction to Private Security.

SECU 234 Security Organization and Management
3 Credits

This course explores management principles and organizational structures of private security organizations and the larger entities that they protect. The basic tenets of planning, organizing, staffing, directing, coordinating, motivating, communicating, and budgeting are explored within the unique context of the security function. Emphasis is placed on the importance of interfacing with the criminal justice system. Contemporary personnel issues and the impact of liability and risk management are addressed.
Prerequisite: SECU 101 Introduction to Private Security.

Sociology

SOCI 104 Principles of Sociology
3 Credits; Attributes: LA, SS

Sociology is the systematic study of human society and social interaction. This course will employ the major theoretical perspectives to examine culture; the process of socialization; social structure; the problems of stratification, particularly in the areas of social class, race and ethnicity, and gender; social institutions, such as the family and religion; and social change.
Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; waiver by placement testing results; or departmental approval. Pre/Co-requisite: MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics; waiver by placement testing results; or departmental approval.

SOCI 203 Criminology
3 Credits; Attributes: LA, SS

Topics include the historical, political and social forces involved in the development of crime theory, and critique of the most prominent crime theories referenced in criminal justice and related fields. Attention will be given to major categories of criminal behavior, and current theoretical and research developments in regards to explaining various criminal behaviors in our society.
Prerequisites: MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics and SOCI 104 Principles of Sociology; waiver by placement testing results; or departmental approval.

SOCI 204 Sociology of Deviance
3 Credits; Attributes: LA, SS

This course will provide an analysis of deviant behaviors, attitudes, and characteristics through examination of theories and current research in the field. Attention will be given to the role that society plays in defining and responding to deviance. While a variety of topics will be discussed, emphasis will be placed on drug and alcohol abuse, sexual deviance, mental disorders, organizational deviance, and unconventional beliefs.
Prerequisites: MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics and SOCI 104 Principles of Sociology; waiver by placement testing results; or departmental approval.

SOCI 208 Family and Community
3 Credits; Attributes: LA, SS

This course includes a presentation of the structural principles necessary in all kinship systems with brief treatment of the most important ranges of variations and a survey of marriage and the family in various societies. The main emphasis will be

on courtship, marriage, and the family in the United States and their structural characteristics, trends of change, and practical problems insofar as sociology can illuminate them.
Prerequisites: ENGL 092 Preparing for College Reading II, ENGL 099 Introductory Writing, and MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics; waiver by placement testing results; or departmental approval.

SOCI 215 Urban Sociology
3 Credits; Attributes: LA, SS

This course offers an introduction to the sociological study of urban life and urban development. Students will develop an understanding of how structural forces and social interactions shape both cities and the experiences of people and groups within them. Topics include urban social theory, residential segregation, gentrification, suburbanization and urban sprawl, inequality, and contemporary urban social issues.
Prerequisites: MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics and SOCI 104 Principles of Sociology; waiver by placement testing results; or departmental approval.

SOCI 232 Sociology of Race and Ethnicity
3 Credits; Attributes: LA, SS

This course utilizes a sociological perspective to explore the experiences of racial and ethnic groups in the United States. Drawing on sociological concepts and theoretical perspectives regarding minority-majority relations among racial ethnic groups, this course focuses on the role of power, privilege, and access to resources in the social construction of race and ethnicity. The course will explore the dynamics of institutionalized racism and address a variety of contemporary policy debates in order to better understand the roles that race and ethnicity play in shaping American society and culture.
Prerequisites: MATH 001 Preparation for College Math I or MATH 010 Fundamentals of Mathematics and SOCI 104 Principles of Sociology; waiver by placement testing results; or departmental approval.

SOCI 260 Victimology
3 Credits; Attributes: LA, SS

This course is designed to enhance students' understanding of crime theory through specific examination of crime victims. Special attention will be given to the rediscovery of the crime victim, the role of the victim, victim precipitation, and the concept of a victim-centered justice system. Discussion will include historical and current responses by the criminal justice system in light of victimization theories and the key sociological forces associated with victimization.
Prerequisite: SOCI 203 Criminology.

SOCI 400 Special Study in Sociology
1-4 Credits; Attributes: LA, SS

This course involves independent work on a selected topic under the direction of members of the Sociology faculty. Limited to two courses per student.
Prerequisite: approval of the Department Chair and Division Dean.

Speech

SPCH 105 Speech Communication
3 Credits; Attributes: FA, HU, LA

This course covers critical thinking, information literacy, active listening, public speaking apprehension, technology skills, and verbal and nonverbal communication. Students analyze informative and persuasive techniques and research, organize, and deliver a minimum of three formal speeches: two of which

must be an informative and a persuasive speech.

SPCH 107 Oral Interpretation

3 Credits; Attributes: FA, HU, LA

This course provides an introduction to the art of oral interpretation of literature, including the techniques of literary and communicative analysis for public performance. Goals of the course include development of methods in handling speech fright, building confidence, and audience adaptation. The course is especially recommended for future teachers.

Pre/Co-requisite: ENGL 092 Preparing for College Reading II.

SPCH 108 Interpersonal Communication

3 Credits; Attributes: FA, HU, LA

This course is designed to improve human relationships through an understanding of the principles of effective interpersonal communication. Students participate actively in listening, perceiving, interpreting words and meanings, conflict resolution, assertiveness, nonverbal awareness, developing trusting relationships, and considering the role of the self-concept.

SPCH 121 Argumentation and Debate

3 Credits; Attributes: FA, HU, LA

This class provides an overview of the study of argumentation. Students learn argumentation theories and approaches while gaining skills in critical thinking and public speaking. By the end of the semester, students understand how to research and build an argument to be presented in a debate; how to anticipate, construct, and refute arguments; and how to evaluate the political, moral, and cultural contexts of argumentation.

Prerequisite: ENGL 101 English Composition I.

SPCH 400 Special Study in Speech

1-4 Credit; Attributes: FA, HU, LA

This course involves independent work on a selected topic under the direction of members of the Communication Arts Department. Limited to two courses per student.

Prerequisite: approval of the Department Chair and Division Dean.

Theatre

THET 101 Introduction to the Theatre

3 Credits; Attributes: FA, HU, LA

This course covers an introduction to the history, art, craft, and socio-psychological dimensions of the theatre. The course combines assigned play readings with the study of the elements and techniques used in theatre, as well as viewing live theatre performances. The elements of acting, directing, stage settings, and costuming are incorporated. The relationship between theatre and society is explored.

Prerequisite: ENGL 092 Preparing for College Reading II; or waiver by placement testing results.

THET 102 Voice Improvement

3 Credits; Attributes: FA, HU, LA

This course concentrates on developing and improving the student's voice and speech to meet stage, television, and broadcasting needs and the needs of business and personal communication. Exercises improve the student's relaxation, breathing, resonance, articulation, diction, pronunciation, and connection of voice to thoughts and emotions.

THET 110 Stagecraft

3 Credits; Attributes: FA, HU, LA

This course emphasizes the creative process used in developing the physical elements of a theatrical production. Students explore the technical elements of stagecraft in an experiential setting. Emphasis is placed on hands-on experience in the study of the processes of scenery, lighting, sound design, costuming, properties, and stage management. Students aid in the construction and technical work required for Massasoit theatre productions.

THET 204 Movement for Acting

3 Credit; Attributes: FA, HU, LA

This course is structured to give students an overall understanding of how the actor's body works and to develop their bodies to meet the needs of acting for the stage and screen. Students participate in group and individual physical exercises that will enable them to develop expressive bodies that are connected to their thoughts and emotions. Students are also required to attend live theatrical productions so that they can evaluate how actors use their bodies to express themselves.

THET 205 Acting I

3 Credit; Attributes: FA, HU, LA

This course offers hands-on experience in the fundamentals of the craft of acting. Students have the opportunity to explore text and develop confidence in their performance skills through voice and movement exercises, improvisation, and group exercises designed to free emotional spontaneity and creativity. This course is useful to those with an interest in the profession and those looking to improve verbal and communication skills.

THET 206 Acting II

3 Credits; Attributes: FA, HU, LA

Students learn and practice the separate parts of the composite art of acting, which entails the effective communication of the ideas and emotions of a dramatic character to an audience. Students are required to rehearse, memorize, and perform several short scenes and monologues in order to develop skills.

Prerequisite: THET 205 Acting I; or permission of instructor.

THET 221 Creative Drama

3 Credits; Attributes: FA, HU, LA

This course is recommended to anyone interested in education and designed especially for those who want to work with students pre-K through 12. The course reviews the theory and practice of using the medium of drama in education. Various aspects of dramatic expression are examined, including spontaneous dramatic play and such teacher-guided activities for children and adolescents as creative dramatics, sociodramatic play, improvisation, and story dramatization.

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; or waiver by placement testing results.

THET 230 Design for the Theatre

3 Credits; Attributes: FA, HU, LA

Introduces the basic techniques involved in play production for the stage, stressing the function of technical, artistic, and administrative work. The student studies all areas of play production and participates in at least two of these areas. Students research and discuss their areas with the instructor, classmates, and professionals in the field. The class also requires that the student acquire hands-on experience working closely with theatre technicians, artists, or administrators. Two lecture and two laboratory hours per week.

Pre/Co-requisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; or waiver by placement testing results.

THET 296 Special Topics in Theatre

3 Credits; Attributes: FA, HU, LA

This course offers specialized knowledge and skills on specific topics related to the field of theatre. Topics and course content vary by semester, and are determined by the instructor of each course offering. Limited to two courses on different topics per student.

Prerequisite: THET 101 Introduction to the Theatre; or permission of instructor.

THET 400 Special Study in Theatre

1 -4 Credit; Attributes: FA, HU, LA

This course involves independent work on a selected topic under the direction of members of the Theatre Department. Limited to two courses per student.

Prerequisite: approval of the Department Chair and Division Dean.

Travel Geography

TRGE 101 Destination Geography I

3 Credits; Attributes: GL, LA

This course examines the major characteristics of geographical locations in North, Central, and South America, and the Caribbean. Topics include weather, topography, culture, political structures, and economic situations. This course is usually offered in the fall.

TRGE 102 Destination Geography II

3 Credits; Attributes: GL, LA

This course examines the major characteristics of geographical locations in Western and Eastern Europe, Asia, Africa, and Australia. Topics include weather, topography, culture, political structures, and economic situations. This course is usually offered in the spring.

Veterinary Technology

VTSC 101 Introduction to Veterinary Technology

3 Credits

This course is an introduction to the field and occupation of veterinary technology. Topics include the roles of the veterinary technician and veterinary health care team, veterinary medical terminology, species and breed identification, an overview of animal husbandry, physical exams, and medical record documentation. This course also includes discussion on shelter, wildlife and specialty medicine, the human-animal bond, and euthanasia. This course meets for three lecture hours each week, plus additional animal behavior/socialization/basic training work outside of class.

Pre/Co-requisites: C or higher in the following courses: ENGL 101 English Composition I and MATH 158 Introduction to Statistics or higher.

VTSC 201 Veterinary Management

2 Credits

This course covers all aspects of veterinary office management. The course exposes the student to the laws and regulations governing veterinary medicine, workplace hazards and safety, client communication and education, veterinary management systems, inventory control, and maintaining proper facility records.

Prerequisites: C or higher in the following courses: ENGL 101 English Composition I, ENGL 102 English Composition II, and VTSC 101 Introduction to Veterinary Technology.

VTSC 211 Veterinary Clinical Methods I

4 Credits

This course is an introduction to veterinary clinical skills. Hospital safety including kennel management and sanitation are discussed. Students practice safe handling and restraint of various species of animals with an overview of basic physical examination techniques. Preventative health care and immunity, small animal nutrition, grooming, reproductive cycles, sex determination, and behavior and training are also discussed. Three lecture and three laboratory hours per week plus additional animal behavior/socialization/basic training work outside of class.

Prerequisites: C or higher in the following courses: BIOL 205 Vertebrate Anatomy and Physiology I, VTSC 101 Introduction to Veterinary Technology, and VTSC 232 Veterinary Microbiology. Pre/Co-requisite: C or higher in VTSC 226 Veterinary Pharmacology.

VTSC 212 Veterinary Clinical Methods II

4 Credits

This course is a continuation of VTSC 211 Veterinary Clinical Methods I. The course studies the presentation of common diseases of canines and felines during physical examination. Emphasis is placed on the technician's role in diagnostic procedures, treatments, emergency, and critical care. Technical skills including venipuncture, catheterization, routine laboratory procedures, wound care, bandaging, and nursing care are also emphasized. Three lecture and three laboratory hours per week plus additional animal behavior/socialization/basic training work outside of class.

Prerequisites: C or higher in the following courses: BIOL 205 Vertebrate Anatomy and Physiology I, BIOL 206 Vertebrate Anatomy and Physiology II, ENGL 101 English Composition I, ENGL 102 English Composition II, and VTSC 211 Veterinary Clinical Methods I.

VTSC 221 Veterinary Internship I

2 Credits

This course is an off-campus practical veterinary experience that expands student knowledge and builds proficiency in skills. Program coordinator approval required. Prerequisite: successful completion of all Veterinary Technology courses through semester three of the program with minimum grades of C or higher. Pre/Co-requisites: C or higher in the following courses: VTSC 201 Veterinary Management and VTSC 238 Veterinary Pathology.

VTSC 222 Veterinary Internship II

2 Credits

This course is an off-campus practical veterinary experience that expands student knowledge and builds proficiency in skills. Program coordinator approval is required. Prerequisite: successful completion of all Veterinary Technology courses through semester three of the program with minimum grades of C or higher.

Pre/Co-requisites: C or higher in the following courses: VTSC 201 Veterinary Management and VTSC 238 Veterinary Pathology.

VTSC 224 Veterinary Imaging

3 Credits

This course introduces the student to principles of veterinary imaging including radiography and ultrasonography. Topics include radiation safety, patient positioning, special studies, and a review of other diagnostic imaging methods including endoscopy, CT, and MRI. Two lecture and two laboratory hours per week. Prerequisite: C or higher in BIOL 205 Vertebrate Anatomy and Physiology I. Pre/Co-requisites: C or higher in the following courses: BIOL 206 Vertebrate Anatomy and Physiology II and VTSC 211 Veterinary Clinical Methods I.

VTSC 226 Veterinary Pharmacology

3 Credits

This course teaches basic pharmacological principles, including drug classifications, administration, pharmacokinetics and pharmacodynamics; drug packaging, labeling, record keeping, and medical calculations; legal and ethical considerations; and client communication. Three lecture and one laboratory hours per week.

Prerequisites: C or higher in the following courses: BIOL 121 Biological Principles I, BIOL 205 Vertebrate Anatomy and Physiology I, CHEM 151 General Chemistry I, and MATH 158 Introduction to Statistics or higher. Pre/Co-requisites: C or higher in the following courses: BIOL 206 Vertebrate Anatomy and Physiology II and VTSC 211 Veterinary Clinical Methods I.

VTSC 232 Veterinary Microbiology

4 Credits

This is a course in microbiology as it related to veterinary medicine with emphasis placed on the practical applications for medical, food, dairy, water, and environmental microbiology. Part of the laboratory experience includes an introduction to techniques in molecular biology and the identification of one or more bacterial unknowns to demonstrate adequate knowledge of the proper laboratory technique. Organisms of discussion include bacteria, viruses, fungi, and some of the primitive algae and protozoa. Two lecture and four laboratory hours per week.

Prerequisite: C or higher in BIOL 121 Biological Principles I. Pre/Co-requisite: C or higher in BIOL 205 Vertebrate Anatomy and Physiology I.

VTSC 233 Veterinary Parasitology

3 Credits

This course examines internal and external parasites important to veterinary medicine. Topics include parasite life cycles, pathogenesis, zoonoses, treatment, and prevention. Diagnostic evaluation and identification is also performed. Two lecture and two laboratory hours per week.

Prerequisite: C or higher in BIOL 121 Biological Principles I. Pre/Co-requisites: C or higher in the following courses: BIOL 205 Vertebrate Anatomy and Physiology I and VTSC 232 Veterinary Microbiology.

VTSC 235 Large Animal Medicine and Management

3 Credits

This course provides an overview of domestic large animals including horses, cattle, and sheep. Topics covered include anatomy and physiology, breed identification, safe handling and restraint, nutrition, common diseases, sample collection, medication administration, and nursing care. Laboratory sessions are conducted off campus. Two lecture and two laboratory hours per week.

Prerequisites: C or higher in the following courses: BIOL 205 Vertebrate Anatomy and Physiology I, BIOL 206 Vertebrate Anatomy and Physiology II, and VTSC 211 Veterinary Clinical Methods I. Pre/Co-requisite: C or higher in VTSC 212 Veterinary Clinical Methods II.

VTSC 236 Laboratory Animals and Exotics

4 Credits

This course focuses on animals commonly used in a laboratory setting, as well as exotic pet animals. Emphasis is placed on biology, diseases, and care of various rodents, rabbits, avian, reptiles, and amphibians. Topics include husbandry, restraint, handling, pain and distress, biology and disease, and environmental enrichment. Laws governing the care and ethical use of laboratory animals are also covered, as well as veterinary nursing skills as it applies to laboratory animals and exotics. Laboratory sessions are conducted off campus. Three lecture and

two laboratory hours per week.

Prerequisites: C or higher in the following courses: BIOL 205 Vertebrate Anatomy and Physiology I, BIOL 206 Vertebrate Anatomy and Physiology II, and VTSC 211 Veterinary Clinical Methods I. Pre/Co-requisite: C or higher in VTSC 212 Veterinary Clinical Methods II.

VTSC 238 Veterinary Pathology

3 Credits

This course examines the nature of disease as it applies to the veterinary medicine. Topics include cell injury and necrosis, inflammation and healing, diseases of body systems, and neoplasia.

Prerequisites: C or higher in the following courses: BIOL 121 Biological Principles I, BIOL 205 Vertebrate Anatomy and Physiology I, BIOL 206 Vertebrate Anatomy and Physiology II, VTSC 211 Veterinary Clinical Methods I, and VTSC 212 Veterinary Clinical Methods II.

VTSC 240 Veterinary Anesthesia & Surgery

4 Credits

This course focuses on aseptic preparation of both patient and surgical suite, management of surgical and anesthesia equipment and instruments, injectable and inhalant anesthetics, analgesia, anesthesia induction, maintenance and recovery, common surgical procedures, and anesthetic and surgical complications. Three lecture and three laboratory hours per week.

Prerequisites: C or higher in the following courses: VTSC 211 Clinical Methods I, VTSC 212 Clinical Methods II, and VTSC 226 Veterinary Pharmacology.

**FACULTY & STAFF
DIRECTORY**

Full-time Faculty

Al Aloussi, Sarmad

Professor
Business & Entrepreneurial Leadership
B.S., Bagdad University
M.S., Bagdad University
Ph.D., University of Banking & Financial Services

Avedano, Angelina

Professor
Liberal Studies and the Arts
B.A., Ottawa University
M.S., Boston College
M.Th., Harvard University
Ph.D., Pacifica Graduate Institute

Ball, Patricia

Professor
Business & Entrepreneurial Leadership
B.S., University of Connecticut
M.A., University of Phoenix
M.A., Nova Southeastern University

Bermingham, Christina

Professor
Behavioral Science, Public Service & Education
B.S., Emmanuel College
M.S., Suffolk University

Berry, Stephanie

Assistant Professor
Health Sciences
M.S., Aspen University
B.S., University of Rhode Island

Bolduc, Gilles

Professor
Science, Technology, Engineering, and Mathematics (STEM)
B.S., University of Maine
M.A., Boston University
Ph.D., Boston University

Bonin, Angela

Assistant Professor
Health Sciences
B.A., Westfield State University
B.S.N, University of Massachusetts
M.S.N, University of Massachusetts

Boudreau, Catherine

Professor
Business & Entrepreneurial Leadership
B.S., American International College
M.Ed., American International College

Bradford, Henry

Professor
Business & Entrepreneurial Leadership
B.S., North Adams State College
M.A.T., Bridgewater State University
M.S., Eastern Nazarene College

Brophy, Michael

Assistant Professor
Business & Entrepreneurial Leadership
MBA, Suffolk University

Brown-Sederberg, Janet

Professor
Business & Entrepreneurial Leadership
B.S., Stonehill College
M.S., Bridgewater State University

Burke, Anne-Marie

Professor
Science, Technology, Engineering, and Mathematics (STEM)
B.S., Boston College
M.S., Duke University

Burke, Cheryl

Assistant Professor
Health Sciences
B.S., Bridgewater State University

Cahill, Susan

Associate Professor
Health Sciences
B.S.N., Simmons College
M.S.N., Northeastern University

Chadli, Abdelaziz

Associate Professor
Science, Technology, Engineering, and Mathematics (STEM)
B.S., Cadi Ayyad University
M.A., Lehman College

Chiano, Paul

Associate Professor
Behavioral Science, Public Service & Education
B.A., Salve Regina College
M.A., Villanova University

Coco, Rebecca

Associate Professor
Liberal Studies and the Arts
B.A., Bridgewater State University
M.Ed., Lesley University

Comeau, Eileen

Associate Professor
Health Sciences
A.S., Massasoit Community College
B.S., Curry College
M.S., MGH Institute of Health Professionals

Coole, Lisa

Associate Professor
Behavioral Science, Public Service & Education
B.S., Bridgewater State University
M.A., Northeastern University

Cotter, Alexander

Associate Professor
Science, Technology, Engineering, and Mathematics (STEM)

B.A., Stonehill College
M.A., Boston College

Curtis, Jeanne

Associate Professor
Business & Entrepreneurial Leadership
A.S., Newbury College
M.Ed., Cambridge College

D'Alotto, Brenda

Professor
Liberal Studies and the Arts
B.A., University of Massachusetts Boston
M.A., University of Massachusetts Boston
M.Ed., University of Massachusetts Boston
C.A.G.S., University of Massachusetts Boston

Dalton, Lauren

Assistant Professor
Behavioral Science, Public Service & Education
A.S., Wheelock College, Boston
B.S., Bridgewater State University
M.S., Wheelock College, Boston

Davis, Bethann

Assistant Professor
Health Sciences
A.S., Aquinas Jr. College
B.S.N., University of Massachusetts Boston
M.S.N., Simmons College

DiCarlo, Henry

Professor
Behavioral Science, Public Service & Education
B.S., Northeastern University
M.M., Cambridge College
M.A., University of Massachusetts Lowell
C.A.G.S., University of Massachusetts Lowell

DiMarca, Katherine

Professor
Behavioral Science, Public Service & Education
B.A., College of the Holy Cross
M.A., Emerson College
M.A., Middlebury College

Doten, Kevin

Assistant Professor
Health Sciences
A.S., Massasoit Community College
B.S., Bridgewater State College

Dunn, Linda

Professor
Liberal Studies and the Arts
B.F.A., Massachusetts College of Fine Art
M.S.A.E., Massachusetts College of Fine Art

Dunphy, Andrew

Associate Professor
Liberal Studies and the Arts
B.A., Wesleyan University
M.A., Hollins University

Dupuis, Jason

Assistant Professor
Diesel Technology
A.A.S., Massasoit Community College

Frank, Andrea

Professor
Behavioral Science, Public Service & Education
A.A., Broward Community College
B.A., Florida International University
Ph.D., University of Iowa

Frye, Alexander

Associate Professor
Science, Technology, Engineering, and Mathematics (STEM)
B.S., Salem State University
M.S., University of Massachusetts

Galante, Christopher

Associate Professor
Behavioral Science, Public Service & Education
A.S., Massasoit Community College
B.A., Bridgewater State University
M.Ed., Cambridge College

Gambuto, Sabrina

Assistant Professor
Health Sciences
B.A., Rhode Island College

Germain, Meaghan

Assistant Professor
Health Sciences
Ph.D., University of Massachusetts Amherst

Gilpatrick, Jared

Associate Professor
Behavioral Science, Public Service & Education
B.A., The Evergreen State College
M.A., University of London, School of Oriental & African Studies

Goke, Sara

Associate Professor
Liberal Studies and the Arts
B.A., University of Wisconsin
M.A., University of Chicago

Hall, Susan

Professor
Liberal Studies and the Arts
B.A., University of Maine
M.A., University of Massachusetts Boston
M.A., Simmons College

Han, Liang-Shu

Associate Professor
Liberal Studies and the Arts
B.A., Rutgers University
M.A., University of Massachusetts Boston

Hanna, William

Professor
Science, Technology, Engineering, and Mathematics (STEM)
B.A., Colby College
Ph.D., Johns Hopkins University

Joyce Hyslip-Ikkela

Assistant Professor
Health Sciences
M.S., Curry College

Higginson, Jean

Professor
Veterinary Technology
B.A., Wheaton College
Ph.D., Perdue University

Hina, Aziza

Associate Professor
Science, Technology, Engineering, and Mathematics (STEM)
B.A., University at Buffalo
B.S., University at Buffalo
M.A., University at Buffalo

Jacobs, Megan

Assistant Professor
Health Sciences
B.S.N., Saint Anslem College
M.S.N., University of Massachusetts Boston

Jankey, Eve

Assistant Professor
Health Sciences
B.A., University at Albany

Jean, Jacques-Antoine

Professor
Science, Technology, Engineering, and Mathematics (STEM)
B.S., Northeastern University
M.S., Northeastern University
M.B.A., Bentley College

Kadercan, Pelin

Professor
Behavioral Science, Public Service & Education
B.A., Bogazici University
M.A., Marmara University
Ph.D., University of Rochester

Kapadoukakis, Anthony

Professor
Health Sciences
M.Ed., Cambridge College

Ketcham, Scott

Professor
Liberal Studies and the Arts
B.A., Williams College
M.F.A., Johnson State College

Lafontaine, David

Professor
Liberal Studies and the Arts
B.A., Brown University
M.A., Northeastern University

Lescinkas, John

Assistant Professor
Science, Technology, Engineering, and Mathematics (STEM)
B.S., Syracuse University
M.S., Northeastern University

Logan, Denise

Associate Professor
Health Sciences
A.S., Massasoit Community College
B.S., Bridgewater State University
M.Ed., Endicott College

Manning, Cheryl

Assistant Professor
Health Sciences
A.S., Massasoit Community College

Marconi, Elizabeth

Professor
Liberal Studies and the Arts
M.Ed., Bridgewater State University

Mason, Corinne

Associate Professor
Liberal Studies and the Arts
B.F.A., The New School
M.A., Emerson College

McFadden, Melany

Professor
Science, Technology, Engineering, and Mathematics (STEM)
B.A., Hamilton College
M.S., Syracuse University

Merlo, Christine

Associate Professor
Business & Entrepreneurial Leadership
B.S., Providence College
M.A., Framingham State College

Mertz, Davis

Professor
Behavioral Science, Public Service & Education
B.A., U.C. Santa Barbara
M.A., U.C. Santa Barbara
Ph.D., U.C. Santa Barbara

Mezzano, Michael

Professor
Behavioral Science, Public Service & Education
B.A., University of Michigan
M.A., Northeastern University
Ph.D., Boston College

Monteiro, Jose

Assistant Professor
Science, Technology, Engineering, and Mathematics (STEM)
B.S., Higher Institute of Education
B.A., Leiria Polytechnic Institute
M.Ed., Bridgewater State University

Murphy, Robert

Assistant Professor
Business & Entrepreneurial Leadership
ABD, University of Phoenix
M.Ed., Eastern Nazarene College

Oguma, Andrew

Professor

Science, Technology, Engineering, and Mathematics (STEM)
B.A., Western Connecticut State University
Ph.D., University of Louisiana Lafayette

Pacheco, Jeanne

Professor
Health Sciences
A.S.N., Greenfield Community College
B.S., University of Massachusetts
M.S.N., University of Massachusetts
D.N.P., Regis College

Pacheco, Robert

Professor
Business & Entrepreneurial Leadership
A.S., Massasoit Community College
B.S.B.A., Suffolk University
M.B.A., Suffolk University

Pahl, Kathleen

Associate Professor
Liberal Studies and the Arts
B.A., Boston College
M.Ed., University of Massachusetts Boston

Parker, Robyn

Associate Professor
Science, Technology, Engineering, and Mathematics (STEM)
B.A., Rensselaer Polytechnic Institute
M.A., Rensselaer Polytechnic Institute

Peery, Robin

Professor
Liberal Studies and the Arts
B.A., University of Missouri
M.A., University of Wisconsin

Pennel, Lori

Associate Professor
Business & Entrepreneurial Leadership
B.S.B.A., Suffolk University
M.B.A., Suffolk University

Priest, Robert

Professor
Liberal Studies and the Arts
B.F.A., University of Massachusetts
M.F.A., School of Museum of Fine Arts Boston

Prospere, Glen

Professor
Behavioral Science, Public Service & Education
B.A., Cambridge College
M.Ed., Cambridge College
Ph.D., Northcentral University

Rich-Shea, Aviva

Professor
Behavioral Science, Public Service & Education
B.S., Boston University
M.S., Northeastern University
Ph.D., Northeastern University

Rodenbush, Maura

Assistant Professor

Health Sciences
M.S., Simmons College
B.S., Simmons College

Rovaldi, Aaron

Assistant Professor
Diesel Technology
A.S., Massasoit Community College
A.A.S., Massasoit Community College

Roy, Subhendu

Professor
Behavioral Science, Public Service & Education
M.S., University of Delhi
M.S., University of Wales
Ph.D., Boston University

Sah, Bindeshwar

Assistant Professor
Science, Technology, Engineering, and Mathematics (STEM)
M.Sc., Tribhuvan University
M.S., University of Massachusetts Dartmouth
Ph.D., University of Rhode Island

Sanati-Zaker, Panteha

Associate Professor
Liberal Studies and the Arts
B.A., San Diego State University
M.A., Fitchburg State College

Sanon Marie Prisca

Assistant Professor
Health Sciences
M.S., Indiana State University

Santini, Laurel

Associate Professor
Liberal Studies and the Arts
B.A., Taylor University
M.A., Emerson College

Schaub, Tracey

Professor
Liberal Studies and the Arts
B.A., University of Massachusetts Amherst
M.Ed., University of Massachusetts Lowell
Ed.D., University of Massachusetts Lowell

Schonning, Sonia

Assistant Professor
Behavioral Science, Public Service & Education
B.S., Boston University College of Communication
M.Ed., Worcester State College

Sharif, Karim

Professor
Science, Technology, Engineering, and Mathematics (STEM)
B.A., Hunter College CUNY
Ph.D., CUNY Graduate School

Shariff, Deborah

Associate Professor
Liberal Studies and the Arts
B.A., University of Massachusetts Boston
M.S., Boston University

Simmons, Marc

Professor
Science, Technology, Engineering, and Mathematics (STEM)
B.S., The George Washington University
M.S., University of New Hampshire
ABD

Son-Theroux, Sarah

Assistant Professor
Health Sciences
DNP FNP, John Hopkins School of Nursing

Sterlin, Pierre

Associate Professor
Business & Entrepreneurial Leadership
B.A., Northeastern University
M.B.A., Jones International University

Thompson, Cheryl

Assistant Professor
Health Sciences
M.S., Framingham State University

Torres, Andrea

Associate Professor
Science, Technology, Engineering, and Mathematics (STEM)
B.S., Rensselaer Polytechnic Institute
M.S., University of Connecticut

Trocher, Etzer

Associate Professor
Science, Technology, Engineering, and Mathematics (STEM)
A.S., Massasoit Community College
B.S., University of Massachusetts Boston
M.S., Eastern Nazarene College

Twomey, Kendra

Professor
Science, Technology, Engineering, and Mathematics (STEM)
B.S., Stonehill College
M.S., Tufts University
Ph.D., Tufts University

Walsh, Mark

Professor
Liberal Studies and the Arts
B.A., Southeastern Massachusetts University
M.A., Northeastern University

Weeden, Paul

Associate Professor
Business & Entrepreneurial Leadership
A.S., Johnson & Wales University
B.S., Johnson & Wales University
M.S., Eastern Nazarene College

Willis, Patricia

Professor
Health Sciences
A.S., Cape Cod Community College
B.S.N., University of Massachusetts-Dartmouth
M.S.N., University of Massachusetts-Dartmouth
Ph.D., University of Massachusetts-Dartmouth

Zahara, Sawsan

Professor
Liberal Studies and the Arts
B.A., Lebanese University, Beirut Lebanon
M.Ed., Boston University
Ed.D., Boston University

Professional Staff**Alves, Christina**

Associate Dean
Early College Access
B.S., University of Massachusetts Boston
M.Ed., Endicott College

Amado, Paris

Coordinator
Athletics
M.S., Northeastern University

Anderson, Timothy

Staff Associate
Student Services & Enrollment Management
B.A., Saint Anselm College
M.S., University of Southern Maine

Arsenault, Allison

Director
Human Resources
A.A., Bristol Community College
B.S., University of Massachusetts Dartmouth
M.Ed., Eastern Nazarene College

Auguste, Joanne

Director, Education & Training Fund
Continuing Education & Community Engagement
B.A., University of Massachusetts Amherst
M.S., Lasell University

Auperin, David

Biology Laboratory Technician
Science, Technology, Engineering, and Mathematics (STEM)
B.A., Lehigh University
M.S., Lehigh University
Ph.D., Lehigh University

Baird, Kathlene

Coordinator of Transfer Affairs
Advising, Career & Transfer Center
B.A., Curry College

Bankson, Michael

Special Programs Coordinator
Science, Technology, Engineering, and Mathematics (STEM)
B.S., Texas A&M University
Ph.D., University of Texas

Barrett, John

Deputy Chief Information Officer
Information Technology
B.S., Wentworth Institute of Technology

Bartolo, Sandra

Comptroller
Administration and Finance
M.Ed., American International College

Beazer, Samantha

Academic Counselor
Choices Program
B.S., Anna Maria College
M.S.W., Wheelock College

Beddoe, Lindsay

Senior Admissions Counselor
Graduate Certificate, Bridgewater State University
M.S., Bridgewater State University

Berolini, Linda

Police Support Services Manager
Campus Police
A.S., Massasoit Community College

Boldt, Margaret

Electronic Resources Librarian
Library Services
B.S., Roger Williams University
M.L.I.S., University of Rhode Island

Boutin, Karyn

Dean of the Middleborough Center
Middleborough Center
B.S., University of Massachusetts
M.A.T., Bridgewater State University

Boyd, Gina

Staff Assistant
Continuing Education
B.S., Lasell University

Brezil, Kerryn

Coordinator of Math Tutoring Center
Academic Resource Center
B.S., Bridgewater State University

Brumbaugh, Elizabeth (Lizz)

Staff Associate
Academic Affairs

Burnham, Krysta

Director of Student Accounts
Student Financial Services
B.S., Bridgewater State University

Caffelle, John

Director
Administrative Services & Purchasing
B.A., Bridgewater State University

Chin, Jamie

Director
CHOICES Program
B.S., Wesleyan University
M.S.W., Florida State University

Clover, Susan

Associate Dean of Nursing
Nursing & Health Sciences
B.S., Boston College
M.S., Regis College

Connor, Kristen

Director
Payroll
B.S., University of Massachusetts Amherst

Correia, Jessica

Executive Director
Enrollment Services
B.A., Curry College
M.Ed., Northeastern University

Craig, Ellyn

Senior Special Programs Coordinator, Basic Needs Support
Student Services
B.S., University of Massachusetts Amherst
M.S., Wheelock College

Cummings, Christopher

Chief
Campus Police

Daniel, Rachel

Director
Professional Development & Academic Innovation (PDAI)
B.A., Ursinus College
M.A., University of Massachusetts Amherst
Ph.D., University of Massachusetts Amherst

D'arcy, Ryan

Senior Academic Counselor
SUCCESS Scholars Program
B.S., Bridgewater State University
M.S., Bridgewater State University

DeLello, Stephen

Instructional Technology Specialist
Business and Entrepreneurial Leadership
B.S.E., Princeton University

DeLuca, Nicholas

Senior Special Programs Coordinator
Student Central
A.A., Massasoit Community College
B.A., University of Massachusetts Boston
M.S., Boston College

Dodson, Lydia

Executive Director
Future of Work Institute
B.S., Johnson & Wales University
M.B.A., University of Phoenix
Ed.D., Johnson and Wales University

Amanda Donovan

Executive Director
Grants
M.A., University of Massachusetts Dartmouth
M.P.A., Bridgewater State University

Dossantos, Jessica

Staff Associate
Human Resources
A.S., New England Institute of Technology

Downey, Margaret
Director
Advancement Office
B.A., University of Massachusetts – Boston

Driscoll, Susan
Director of Early Education & Care, Career Pathways
Education and Social Services
B.S., Lesley University
Ed.M., Harvard University

Estabrooks, Ana
Laboratory Technician/Safety Officer
Science, Technology, Engineering, and Mathematics (STEM)
B.A., Mount Holyoke College

Ewanich, Karen
Data Analyst
Academic Affairs
M.B.A., Rensselaer Polytechnic Institute

Fazzi, Richard
Assistant Director
Athletics
M.S., Lasell College

Fisk, Courtney
Director
SUCCESS Scholars Program
B.A., Curry College
M.A., Regis College
M.B.A., University of Massachusetts – Boston

Fortini-Bohmer, Kristine
Academic Coordinator
Early College Access
B.A., University of Massachusetts Amherst
M.Ed., Bridgewater State University

Foy, Cori
Staff Associate
President's Office
A.S., Massasoit Community College

Franciosi, Judith
Coordinator of Student Activities
Student Services
B.S., Lasell College
M.Ed., Springfield College

Gazzara Hess, Margaret
Vice President
Human Resources
B.A., Emmanuel College
M.A., Emmanuel College

Germaine, Adam
Laboratory Technician
STEM
B.A., University of Massachusetts Dartmouth

Gomes, Cindy
Academic Coordinator
SUCCESS Scholars Program
A.A., Bay State College

B.A., University of Massachusetts – Amherst
M.A., University of Massachusetts – Boston
M.Ed., Bridgewater State University

Gonzalez Baez, Teresa
Assistant Director of Media Services
Information Technology

Griffith, Kimberly
Academic Coordinator
Latch Program
PsyD., California Southern University

Grzywacz, Katarzyna
Generalist
Human Resources
M.A., University of Zielona Gora, Poland

Gully-Hightower, Tara
Senior Special Programs Coordinator, Participatory Action
Research
Student Services
B.A., Brandeis University
M.A., Harvard University
Ph.D., University of Massachusetts Boston

Harris, Joseph
Interim Vice President
Student Services & Enrollment Management
A.S., Mass Bay Community College
B.A., Framingham State University
M.A., University of Massachusetts Boston

Harwich-Pettinato, Julia
Academic Coordinator
SUCCESS Scholars Program
B.S., Framingham State College
M.S., Boston University
Ed.D., University of the Cumberland's

Henry, Andrea
Coordinator of Disability Services
Academic Resource Center
B.A., Smith College
M.A., Boston University

Hickey, Leanne
Academic Coordinator
Academic Resource Center
B.A., Bridgewater State University
M.Ed., Salem State University

Hinken, Laurie
Senior Academic Counselor
Advising, Career & Transfer Center
B.S., Bridgewater State University
M.Ed., Bridgewater State University

Hohl, Jennifer
Research Associate
Office of Institutional Research
B.A., Bridgewater State University
M.S.W., Bridgewater State University

Holbrook, Jennifer
Staff Associate
President's Office
B.A., University of Massachusetts – Lowell

Horn, Christopher
Admissions Coordinator
Admissions
B.S., American International College
M.B.A., American International College

Hughes, Todd
Executive Director
Student Financial Services
B.A., Colgate University

Hunter, Stephen
Associate Director
Adult Basic Education
B.S., Northeastern University

Jacobs, Alexandra
Associate Dean
Adult Basic Education
M.Ed., University of Massachusetts, Boston

Jacobs, Kerri
Director
Financial Aid
B.A., Brandeis University

Johanson, David
Associate Dean
Future of Work Institute
B.S., University of Massachusetts – Amherst
M.Ed., University of Massachusetts – Amherst

Jones-Hyde, Rita
Interim Vice President
Academic Affairs
B.A., Oklahoma State University
M.A., University of New Hampshire
Ph.D., The University of North Carolina – Greensboro

Joseph-Laurore, Sophonie
Academic Coordinator
Early College Access
A.A, Miami Dade College
B.A., Florida International University
M.A., Florida International University

Kearns, Kaitlyn
Staff Assistant
Future of Work Institute
B.A., University of Massachusetts, Boston

Kelley, Amity
Director of Enterprise Applications
Information Technology
B.S., University of Massachusetts, Dartmouth

Kelliher, Robyn
Payroll Analyst
Payroll
B.A., College of the Holy Cross

Kent, Daniel
Senior Special Programs Coordinator
Financial Aid
B.S., Bridgewater State University

King, Lloyd
Senior Web Developer
Information Technology
B.S., New England Institute of Technology

Krasnow, Edward
Director of TV & Media Services
Liberal Studies and the Arts
A.S., Massasoit Community College
B.S., Emerson College
M.Ed., Eastern Nazarene College

Livoti, Vincent
Director of Libraries
Library Services
B.A., Framingham State College
M.A., Richmond International University
M.S., Simmons College
Ph.D., Union Institute & University Vermont College

Lo, Dia
Associate Director of Financial Aid
Financial Aid
B.A., Temple University
M.S., Eastern Nazarene College

Louis, Marissa
Laboratory Technician/Safety Officer
STEM
Doctor of Philosophy, University of Albany

MacLeod, Rebecca
Academic Counselor
Advising, Career & Transfer Center
M.B.A., Bentley University

Mahase, Corrine
Deputy Chief of Police
Campus Police
A.S., Massasoit Community College

Mahfouz, Saed
Senior Admissions Counselor
Admissions
M.A., Southern New Hampshire University

Marques, Julien
Academic Coordinator
Advising, Career & Transfer Center
B.S., Emerson College
M.A., Boston College
M.B.A., Marist College

Mauretti, Patrick
Network Administrator
Information Technology

McCaughey, Sharyn
Senior Academic Counselor
Advising, Career & Transfer Center
A.S., Massasoit Community College
B.S., Bridgewater State University

M.Ed., Bridgewater State University

McNamara, Jaclyn

Senior Generalist
Human Resources
A.S., Massasoit Community College

McNeill-Kenerson, Julie

Coordinator of Disability Services
Academic Resource Center
B.A., University of Massachusetts
M.S., University of Massachusetts

Meagher, Kathleen

Lead Developer
Information Technology
B.S., Rensselaer Polytechnic Institute

Medeiros, Angelina

Executive Director
Institutional Research
Ed.D., Johnson & Wales University

Mei, Jeffrey

Registrar
Registrar's Office
B.S., Suffolk University

Mendoza, Darlene

Coordinator of Television Production
Liberal Studies and the Arts
B.S., Fitchburg State University

Miles, Sharice

Director
Early College Access
B.A., University of Massachusetts – Dartmouth
M.Ed., Eastern Nazarene College

Moller, Ellyn

Staff Assistant
Communications and Marketing
A.S., Massasoit Community College

Monteiro, Alessandra

Director
Advising, Career & Transfer Center
B.A., Simmons College
M.Ed., Boston College

Monteiro, Maria

Senior Academic Counselor
LATCH
M.S., University of Rhode Island

Moran, Christopher

Senior Academic Counselor
Advising, Career & Transfer Center
A.S., Massasoit Community College
B.S., Bridgewater State University
M.Ed., Bridgewater State University

Moran, Samantha

Coordinator
Financial Aid
M.S., New Jersey Institute of Technology

Morrison, Hannah

Associate Director
Financial Aid
B.A., University of Massachusetts
M.Ed., Eastern Nazarene College

Morrison, Kristen

Academic Coordinator
TRiO Student Support Services
B.A., Saint Michael's College
M.Ed., Bridgewater State University

Morrison, William

Chief Information Officer
Information Technology
B.A., University of Massachusetts – Amherst
M.S., Eastern Nazarene College

Morton, Gisela

Senior Special Programs Coordinator
Returning Citizens Program
M.S., Springfield College

Motta, Roda

Director
Veterinary Technology
A.S., Penn Foster College
B.A., University of Rhode Island
M.S., University of Glasgow

Neary, Katherine

Librarian
Library Services
B.A., Simmons College
M.S., Simmons College

Novick, Paul

Academic Counselor
TRiO Programs
B.A., University of Virginia
M.Ed., Harvard University

O'Leary, Shannon

Instructional Support Technician
Information Technology
B.A., Suffolk University
M.S., Suffolk University

O'Neill, William

Vice President of Administration and Finance/CFO
Administration & Finance
B.S., United States Military Academy
M.S., Northeastern University

Ozbilen, Bilun

Associate Director
Community Education/ESOL
M.Ed., Cambridge College

Pearson, Robbie

Biology Laboratory Technician
Nursing & Health Sciences
A.S., Bristol Community College

Pierce, Robert

Business Intelligence Analyst
Information Technology
B.S.E.E., Northeastern University

Pike, Jennifer

Coordinator of Disability Services
Academic Resource Center
B.S., University of New Hampshire
M.S., University of Massachusetts - Boston

Powers, Cheryl

Associate Dean
Continuing Education & Community Engagement
A.S., Fisher College
B.S., Fisher College
M.B.A., Western Governor University

Powers-Ozyurt, Catherine

Academic Division Dean
Nursing & Health Sciences
B.A., University of Massachusetts – Boston
M.A., Northeastern University
Ed.D., Nova Southeastern University

Reltessinger Santos, Juliana

Senior Generalist
Human Resources
B.A., Brazilian Union of Colleges, Brazil
B.A., Curry College
M.B.A., Fitchburg State University

Rivers, Erica

Director
Athletics
B.S., Springfield College
M.S. Cambridge College

Rocheteau, Mark

Coordinator of Fine Arts Center
Liberal Studies and the Arts
B.S., Emerson College

Roggow, Michael

Academic Division Dean
Business and Entrepreneurial Leadership
A.S., Corning Community College
B.A., Ohio State University
M.A., New York University
Ed.D., New York University

Rogovin, Michael

Academic Counselor
TRiO Programs
B.A., Bridgewater State University
M.A., Rhode Island College

Ruggieri, Katie

Academic Division Dean
Science, Technology, Engineering, and Mathematics (STEM)
B.A., Smith College
Ph.D., University of Iowa

Sallaway, Karina

Communication Specialist

Communications and Marketing
B.A., Westfield State University

Sanchez-Olsen, Jennifer

Coordinator of Career Planning & Placement
Advising, Career & Transfer Center
B.A., University of Massachusetts Dartmouth
M.Ed., Johnson and Wales University
M.P.A., University of Rhode Island

Sarou, Sovandara (Jennifer)

Payroll Analyst
Payroll
B.B.A., University of Massachusetts – Amherst

Sauvignon, Carine

Associate Vice President
Workforce Development & Strategic Partnerships
B.S., Southern Connecticut State University
M.A., Boston University
C.A.G.S., Bridgewater State University
Ed.D., Southern New Hampshire University

Schilling, Brian

Academic Coordinator
Veteran Services Center
B.S., Bridgewater State University
M.Ed., Cambridge College

Schmidt, Stephanie

Animal Facilities Manager (Biology Laboratory Technician)
Veterinary Technology Program
B.S., University of California, Davis
M.S., Texas Tech University

Schreier, Jesse

Coordinator of Instructional Technology
Business and Entrepreneurial Leadership
B.S., University of Wisconsin-Madison
M.A., Utah State University
Ph.D., University of California-Los Angeles

Singleton, Desiree

Staff Assistant
Early College Access
B.A., University of Massachusetts

Snyder, Zachary

Special Programs Coordinator
Health Services
A.A., Massasoit Community College
B.A., Bridgewater State University

Souza Dacaret, Joia

Director
Unity Center
B.S.W., Ceara State University, Brazil
M.I. / I.M., School for International Training

Spellman, Ann-Mary

Staff Assistant
Continuing Education
B.A., Boston College

Spence, Colleen

Coordinator
Testing & Assessment
B.A., Northeastern University
M.Ed., University of Massachusetts, Boston

Stewart, Kenneth

Director of IT Service Delivery
Information Technology
Computer Service Certificate, Franklin Institute of Technology
Computer Systems Technology Certificate, Northeastern University

Sullivan, Cristine

Senior Special Programs Coordinator
Student Financial Services
B.S., Bridgewater State University

Sylvia, Kimberly

Associate Director
Human Resources
B.A., University of Massachusetts Dartmouth

Synnott, Amee

Title IX & Compliance Officer
President's Office
B.A., Stonehill College
M.A., Marquette University
J.D., Boston College Law School

Tavares, Balbina

Academic Coordinator
Early College Access
B.S., Springfield College
M.S., Springfield College

Turini, Brandi

Academic Coordinator
Advising, Career & Transfer Center
B.S., University of Rhode Island
M.Ed., Springfield College

Vang, Dan

Academic Counselor
Advising, Career & Transfer Center
B.A., University of Bridgeport
M.S., University of Bridgeport

Villanueva, Alex J

Executive Director
Communication & Marketing
B.A., University of Illinois at Urbana – Champaign
M.S., Boston University

Vogel Pransky, Christina

Assistant Comptroller
Business Office

Volz, Christofer

Executive Director
Facilities & Capital Management
B.S., Bridgewater State University
M.B.A., Bridgewater State University

Waterman, Matthew

Associate Academic Dean
STEM
Ph.D., University of Pennsylvania

West, Rebecca

Coordinator
Financial Aid
A.S., Massasoit Community College
B.S., Bridgewater State University

Wielsma, Holly

Associate Dean
Emergency Medical Services
Ed.D., Bay Path University

Witcher, Pamela

Associate Vice President
Continuing Education & Community Engagement
B.A., University of Southern California
M.A., University of Maryland College Park
Ph.D., The George Washington University

Wright, Donna

Interim Dean
Liberal Studies & the Arts
M.S., Eastern Nazarene College

Yoffe, Melissa

Director
TRiO Programs
B.A., Skidmore College
M.S.W., Salem State University

Young, Kathleen

Academic Coordinator
Early College Access
B.S., Bridgewater State University
M.Ed., Bridgewater State University

Yu, Hongmei

Enterprise Analyst Developer
Information Technology
B.A., Beijing Normal University
M.S., State University of New York at Albany

Zheng, Yanli (Vivian)

Academic Coordinator
Admissions
B.A., Qiqihar University
M.A., Shanghai Normal University

Zilleruelo, Arturo

Academic Coordinator
Writing Center
B.A., Penn State University
M.F.A., Wichita State University
Ph.D., Northeastern University

Zyirek, Rachel

Librarian
Library Services
B.A., University of Massachusetts – Boston
M.A., Boston College
M.L.I.S., Simmons College

STAFF

Acheson, Brendan
Reproduction Services Supervisor
Copy Center
B.Com., University College Cork

Agganis, Nicholas
Administrative Assistant II
Registrar's Office
B.A., Curry College

Alden, Derek
Maintainer I
Facilities

Alden, Jared
Maintainer II (Grounds)
Facilities

Alverio, Raphael
EDP Systems Analyst I
Information Technology

Andrade, Maria
Librarian I
Library Services
B.A., Boston University
M.S. Simmons College

Araujo, Henrique
Campus Police Officer III
Campus Police

Armstrong, Greg
Custodial Area Supervisor
Facilities

Bergin, Gail
Administrative Assistant II
Health Sciences
B.S., Stonehill College

Bowlen, Christopher
Communication Dispatcher II
Campus Police

Briggs, James
Campus Police Officer II
Campus Police

Brooks, Judith
Administrative Assistant II
Middleborough Instructional Center

Bruce, Michael
Maintenance Working Foreman
Facilities

Buckley, Pattiann
Administrative Assistant II
Institutional Research
A.S., Massasoit Community College

Cameron, James
Utility Plant Operator

Facilities

Canzano, Cory
Maintainer II
Facilities

Claassen, Carole
Administrative Assistant II
Student Financial Services

Clancy, Diane
Mail Clerk III
Mailroom/Switchboard

Colace, Domenico
Graphic Arts Technician I
Communications & Marketing
M.F.A., Boston University

Coppage, Robert
Institution Security Officer III
Campus Police

Crawford, Jonathan
Maintainer II
Facilities

Cummings, Carrie
Administrative Assistant II
Science, Technology, Engineering, and Mathematics (STEM)
A.S., Massasoit Community College

Currier, Dawn
Administrative Assistant II
Student Central
A.S., Massasoit Community College
B.A., Stonehill College
M.Ed., Eastern Nazarene College

Dalton, Benjamin
Maintainer I
Facilities

Daniels, Andrew
Maintainer I
Facilities

Daniels, Stephanie
Administrative Assistant I
Liberal Studies & the Arts
B.S., Bridgewater State University

De Jesus, Somaira
Administrative Assistant I
Student Financial Services

Deane-Costa, Irina
Campus Police Officer II
Campus Police
B.S., Westfield State College

Dos Santos, Nadia
Administrative Assistant I
Testing & Assessment
A.S., Quincy College

B.A., Curry College

Doyle, Eliza
Accountant II
Business Office

Doyle, Sarah
EDP Systems Analyst I
Information Technology
A.S., Newbury College
A.S., Quincy College
B.S., Bridgewater State University
M.S., Eastern Nazarene College

Dunn, Christina
Administrative Assistant II
Academic Resource Center

Eaton, William
Head of Grounds
Facilities

Egan, Denise
Administrative Assistant II
Grants

Etheart, Jainah
Animal Caretaker II
Veterinary Technology

Evora, Jessina
Maintainer I
Facilities

Fahey, Jennifer
Administrative Assistant II
Advising, Career & Transfer Center
B.S., University of Lowell

Figueiredo, Nathan
Building Maintenance Supervisor II
Facilities

Fogg, Nathan
Technical Assistant III
Theatre

Fox, Sam
EDP Computer Operations Supervisor
Information Technology
B.A., Bridgewater State University

Franciosi, Matthew
Utility Plant Operator
Facilities

Franciosi, Rachel
Administrative Assistant II
Science, Technology, Engineering, and Mathematics (STEM)

Galvin, Matthew
Accountant II
Business Office
A.S., Massasoit Community College
B.S., Bridgewater State University

Giannotti, Richard
Building Maintenance Supervisor I
Facilities

Gianunzio, Arthur
Supervisor, Garage & Motor Pool
Facilities

Gomes, Julio
EDP Systems Analyst III
Information Technology

Griffin, Christopher
EDP Systems Analyst III
Information Technology

Guir, Milagros
EDP Systems Analyst IV
Information Technology

Gullak, Ryan
Administrative Assistant I
Facilities
B.S., Bridgewater State University

Gurney, William
Animal Caretaker II
Veterinary Technology

Haywood, Barbara
Mail Clerk III
Mailroom/Switchboard

Hess, David
Maintainer I
Facilities

Kaufman, Nicholas
Maintainer I
Facilities

Leahy, James
Institution Security Officer III
Campus Police

Lim, Frances
Administrative Assistant II
Behavioral Science, Public Service & Education

Lopes, Denise
Administrative Assistant I
Student Central

Lovell, Justin
Library Assistant III
Library Services
B.A., Northern Vermont University

Mastrangelo, Joseph
EDP Systems Analyst III
Information Technology
A.A., Massasoit Community College
B.A., Bridgewater State University

Maw, Annmarie
Administrative Assistant II
Student Life
B.A., Bridgewater State University
M.Ed., Eastern Nazarene College

Mayhew, Peter
Campus Police Officer II
Campus Police

McCrillis, Lauriebeth
Administrative Assistant I
Health Sciences

McDermott, Zachary
Maintainer II, Grounds
Facilities

McElhinney, Christine
Buyer II
Administrative Services

Milka, Nancy
Administrative Assistant I
Business & Entrepreneurial Leadership

Morris, Michele
Administrative Assistant II
TRiO Student Support Services

Morrison, John
EDP Systems Analyst III
Information Technology
B.S., University of Massachusetts Dartmouth

Morrison, Joshua
Maintainer I
Facilities

Mulcahy, Maria Julia
Accountant II
Business Office
B.S., Federal University of Pernambuco

Navin, Laurie
Administrative Assistant II
Admissions

Noone, Dylan
Campus Police Officer I
Campus Police
B.S., Westfield State University

Nunn, Sharon
Accountant III
Student Financial Services
A.S., Massasoit Community College

O'Brien, Kylie
Administrative Assistant I
Academic Affairs
A.S., Massasoit Community College

Ofcarcik, Matthew

Audiovisual Equipment Tech I
Information Technology

Oliver, Ke'Aira
Administrative Assistant I
Enrollment Management

Onujiogu, Obiajunwa
Campus Police Officer III
Campus Police

O'Sullivan, Christopher
Campus Police Officer II
Campus Police
A.S., Quincy College
B.A., University of Massachusetts Boston

Owen, James
Maintainer II
Facilities

Ozbilen, Ummehan (Meltem)
Administrative Assistant II
Student Central

Papaioannou, Evridiki
EDP Systems Analyst I
Admissions

Perry, Ann
Maintainer II
Facilities

Perry, Brian
Maintainer II
Facilities

Pickett, Aaron
HVAC / Refrigeration Mechanic II
Facilities

Quispe, Juan
EDP Systems Analyst III
Information Technology
A.S., Cape Cod Community College

Rahman, Abid
EDP Systems Analyst I
Admissions
A.S., Massasoit Community College

Rose, Madeline
Administrative Assistant II
Registrar's Office

Salls, Connor
Maintainer I
Facilities

Santos, Ayla
Administrative Assistant I
Health Sciences

Sarou, Sovannarith (Jimmy)

Accountant I
Business Office
B.S., Bridgewater State University

Semchenko, Clairees

Administrative Assistant I
Professional Development & Academic Innovation

Skahan, Robert

Campus Police Officer III
Campus Police

Smith, Alison

Administrative Assistant II
Liberal Studies and the Arts
A.S., Massasoit Community College
B.A., Eastern Nazarene College

Soares, Diane

Administrative Assistant II
Student Central
A.S., Massasoit Community College
B.S., Stonehill College

Solup, Ellen

Administrative Assistant II
Student Central
B.S., University of Massachusetts – Dartmouth

Stanford, Thomas

EDP Systems Analyst I
Information Technology

Stigas, Courtney

Administrative Assistant II
Student Central

Sullivan, Sara

Administrative Assistant I
Admissions

Swartz, Joseph

Maintainer II
Facilities

Trucchi, Christopher

Campus Police Officer III
Campus Police
B.A., Curry College
M.A., Curry College

Valentin, James A.

Maintainer I
Facilities

Volpe, Jacqueline

Administrative Assistant II
Registrar's Office

Voog, Susan

Administrative Assistant II
Facilities

A.S., Massasoit Community College

Walkins, Robert

Maintainer II
Facilities

Waters, Karen

EDP Systems Analyst IV
Information Technology

Williams, Joseph

Maintainer II, Grounds
Facilities

Wright, Jane

Administrative Assistant II
Academic Affairs
A.S., Massasoit Community College

Zarella, Michael

Storekeeper II
Facilities

**PAGE LEFT
INTENTIONALLY
BLANK**

APPENDIX

MASSACHUSETTS COMMUNITY COLLEGES

STUDENT CODE OF CONDUCT

ISSUED: APRIL 2008

REVISED: SEPTEMBER 1, 2010

REVISED: APRIL 12, 2016

REVISED: FEBRUARY 18, 2020

REVISED: SEPTEMBER 1, 2025

Table of Contents

Student Rights and Responsibilities, Page 3

Section 1: Introduction, Page 4

Section 2: Philosophy & Learning Outcomes, Page 4

Section 3: Application of the Code of Conduct, Page 5

Section 4: Discrimination, Sexual Harassment, and Sexual Violence, Page 6

Section 5: Definitions, Page 6

Section 6: Violations of the Law, Page 10

Section 7: Expectations of Behavior, Page 10

A. Core Values and Behavioral Expectations, Page 10

B. Code of Conduct Violations, Page 11

Section 8: Student Conduct Procedures, Page 16

A. Interim Measures, Page 16

B. Discipline for Conduct that Interferes with the College Environment, Page 17

C. Discipline for Academic Dishonesty, Page 18

D. Discipline for Off-Campus Behavior, Page 18

E. Group Violations, Page 18

F. Amnesty, Page 18

G. Complaint of Alleged Violation, Page 19

Section 9: Student Conduct Process, Page 19

Step 1: Initiation of Student Conduct Process, Page 19

Step 2: Preliminary Inquiry, Page 20

Step 3: Administrative Resolution, Page 20

Step 4: Student Conduct Board Hearing, Page 21

Step 5: Conduct Board Sanctions, Page 22

Step 6: Appeal, Page 23

Section 10: Student Conduct Authority, Page 23

A. Authority, Page 23

B. Gatekeeping, Page 24

This Policy and the procedures established herein are administrative in nature and shall not be construed to replace or supersede any state, federal or local laws that also may apply to students or others. The Massachusetts Community College System reserves the right to modify or replace this policy from time to time at its discretion. By enrolling in Massasoit Community College, all students voluntarily agree to comply with the standards of performance and behavior that are described in the Code of Conduct and other College policies.

STUDENT RIGHTS AND RESPONSIBILITIES

Massasoit Community College expects students to conduct themselves in a manner that is appropriate to a collegiate environment. Students are expected to assume responsibility for their own behavior and learning and to respect the learning environment of others. Massasoit Community College strives to maintain a learning environment that enhances the academic, intellectual, cultural and social enrichment of its students, faculty, staff and the community at large. To ensure that no member of the College community is deprived of this collegiate environment, student rights and responsibilities are clearly stated and behavior and discipline codes have been established.

Student Rights

1. The right to pursue their education and assistance in overcoming educational, cultural, emotional and economic disadvantages that may create challenges to the educational process.
2. The right to fair and equal treatment without discrimination based on a student's identity, including but not limited to race, color, religion, sexual orientation, gender, gender identity, age, disability, genetic information, parental leave, pregnancy, military service, national origin and/or natural or protective hairstyle.
3. The right to privacy and confidentiality under the Family Education Right and Privacy Act (FERPA), 20 U.S.C. § 1232g; 34 CFR Part 99.
4. The right to interactive engagement, as well as procedural and substantive due process in all disciplinary matters.
5. The right to include an advisor of the student's choice in the Administrative Resolution and/or Conduct Board Hearing stage of the Code of Conduct process, including a staff or faculty member, student, family member or an attorney, at their own expense.

Student Responsibilities

1. To be knowledgeable of and to comply with federal, state, and local laws, and ordinances.
2. To be knowledgeable of and to comply with all directives, policies, and procedures of Massasoit Community College, including any applicable academic and co-curricular policies and procedures.
3. To choose behavior that does not interfere with the learning environment of others inside and outside of the classroom, including College events, regardless of whether they occur in person or online.
4. To review all information that is shared with students in official college communications.
5. To regularly check and conduct all official College business using their College-issued email address, which is the official mode of communication of the College.

Section 1: Introduction

The Code of Conduct was created with the goal of fostering an environment that ensures student learning and open access to higher education. All students are responsible for following the policies in the Code.

Section 2: Philosophy & Learning Outcomes

The Code of Conduct process is intended to be an educational process that supports the mission of the College. The Code is intended to encourage personal responsibility, integrity, and ethical decision-making.

Students who participate in this process should achieve the following learning outcomes:

1. Understand how the Code supports the goals and mission of the College;
2. Understand the possible impact of their choices on their academic and personal success;
3. Accept personal responsibility for the choices and decisions made and the impact of their behavior on the College community;

4. Reflect on their ethical obligations as a student in the College community;
5. Recognize the value of the student conduct process as an educational opportunity; and
6. Identify ways to address their behavior so it does not negatively impact their educational goals or the community in the future.

Section 3: Application of the Code of Conduct

Students are provided a copy of the Student Code of Conduct annually in the form of a link on the College website. Print copies are available upon request from the Dean of Students Office at deanofstudents@massasoit.mass.edu. A link to the Code will also be included in all communications with any students involved in the conduct process, regardless of their role in the situation. Students are responsible for reading and following the policy.

The Code of Conduct shall be used to address student behavior as referenced in this policy. The Code of Conduct applies to the conduct of individual students and College-affiliated student organizations. For the purposes of student conduct, the Code defines a student as an individual who:

1. has been issued a student identification number; or
2. has received an offer of admission; or
3. is enrolled in courses, whether full-time or part-time, credit or non-credit; or
4. is participating in a non-degree, dual enrollment, or early college program; or
5. is not currently enrolled but has a continuing educational relationship with the College.

The College retains conduct jurisdiction over students who choose to take a leave of absence, withdraw, or have graduated, for any misconduct that occurred prior to the leave, withdrawal, or graduation, or for any misconduct that occurred during the leave, withdrawal or post-graduation if the student seeks to return to the College. If sanctioned, a hold may be placed on the student's ability to re-enroll, obtain official transcripts, and/or graduate and all sanctions must be completed prior to re-enrollment eligibility.

The Student Code of Conduct applies to conduct that takes place at the College; in any of its facilities; on any of its grounds, partner sites, or program centers; or at any College related event or activity regardless of location, including in person and online. This also includes, but is not limited to, conduct that takes place via College operated electronic devices, computer and internet networks, digital platforms operated by or used in the operations of the College, and College issued email.

The College reserves the right to take action for off-campus student behavior when such behavior adversely affects the College community, poses a threat to the health or safety the College community, interferes with the College's pursuit of its objectives and mission, and/or if a student is charged with violating any state or federal law. Proceedings under this Student Code may be carried out prior to or simultaneously with a civil or criminal proceeding.

The Student Code of Conduct may be applied to behavior conducted online or electronically via email, social media, or other electronic format.

Section 4: Discrimination, Sexual Harassment, and Sexual Violence

Claims of discrimination, discriminatory harassment, gender-based harassment, sexual harassment and sexual violence, including Title IX offenses, such as rape, sexual assault, domestic and dating violence and stalking, shall be addressed under the College's Policy on Affirmative Action, Equal Opportunity and Diversity (PAA) by the College's Affirmative Action Officer and/or Title IX Coordinator. For more information, please contact the College's Affirmative Action Officer and/or Title IX Coordinator.

Section 5: Definitions

- A. Academic Exercise.** All forms of work (oral, written, electronic, or otherwise) submitted for credit, non-credit, grading, continuance, graduation, honors, awards, scholarships or recognition at the College, including but not limited to non-graded assignments, in class discussions, and clinical, externship and internship assignments, as well as materials submitted to other institutions, associations, or organizations for evaluation (including evaluation for awards or scholarships) or for publication.
- B. Administrative Hearing Officers.** Members of the College community selected and trained by the CCA, to serve as a designee of the CCA, and to assume responsibility for violations of the Code of Conduct. They may be chosen from a pool of annually trained administrators, faculty or staff.
- C. Administrative Resolution** – A resolution of a complaint which is implemented by the CCA. An Administrative Resolution shall be put in writing by the CCA and maintained in a student’s disciplinary file. The Student shall have five (5) days after issuance of the Administrative Resolution letter to request a Student Conduct Board Hearing or Appeal.
- D. Advisor** – A support person selected by the student during the Administrative Resolution and/or Conduct Board Hearing stage of the Code of Conduct process, including a staff or faculty member, student, family member or an attorney, and at their own expense. An advisor’s role is limited to advising the Student directly and discretely. An advisor is not otherwise permitted to participate directly in the meeting or hearing. The role of advisor is voluntary on the part of College personnel who retain the right to decline a request to serve as an advisor for the Code of Conduct process.
- E. Appeals Officer** – The College’s designated administrator responsible for reviewing appeals. In cases of academic dishonesty, the Appeals Officer shall be the College’s senior academic officer or designee.
- F. Code of Conduct Administrator (CCA)** – The College official charged with the responsibility of administering the College’s Student Code of Conduct. A member of the Massachusetts Community College Council (MCCC) shall not be selected to serve as the CCA.
- G. College Official** – Any person employed or contracted by the College to perform administrative, instructional, or professional duties.
- H. College Property** – Includes all land, buildings, facilities, and other property in the possession of or owned, used, or controlled by the College, including adjacent streets and sidewalks.
- I. Complaint** – An allegation of a violation of the Code of Conduct, which is filed with or by the CCA.
- J. Day** – Shall mean a business day. The number of days indicated at each level shall be considered as a maximum. All reasonable efforts shall be made to expedite the process, but the CCA, Student Conduct Board and/or Appeals Officer may extend the time limits at their discretion with notice to both parties in writing, including for inclement weather and/or College closures.
- K. Disciplinary Reentry** – The process through which a student who was separated from the College through a student conduct-related action is permitted to return.
- L. Material and Substantial Disruption or Interference** – Material and substantial disruption or interference includes conduct: (1) that affects the day-to-day operations of the College; or (2) where the rights of another are disrupted or interfered with such that they cannot engage in or participate in a college related program, activity or event. Determining what constitutes a “material and substantial disruption or interference” is determined on a case-by-case basis, and in the sole discretion of the CCA. Examples include, but are not limited to: shouting down a speaker; disrupting a faculty member’s instruction such that it impedes the learning process; failure to comply with a College Official’s appropriate directives or instructions; threats of harm; harassing conduct; fights or violent behavior; blocking access to or from any College facilities, events or services; or conduct that places health or safety at risk. Material and substantial disruption or interference does not include conduct that is protected under the First Amendment.
- M. Outcome** – The final determination of responsibility in the student conduct process. An outcome may either be “responsible” or “not responsible.”

N. Sanctions – An obligation that a student or student organization must abide by or complete when found responsible for violating the Student Code of Conduct. Sanctions are not required to be imposed progressively, but are based on the severity and/or frequency of the violation.

Sanctions under this policy shall include, but are not limited to:

- 1. Written Warning** – An official written notice to a student that their conduct is in violation of College rules or regulations.
- 2. Restrictions/Loss of Privileges** – Restriction or loss of privileges as a student for a specified period of time, including but not limited to: attending College classes, events and/or activities; accessing College property or specifically designated areas; or participating in College organizations.
- 3. Educational Sanction** – A project or developmental activity imposed with the goal of educating the student about personal responsibility and/or the impacts of their behavior.
- 4. Financial Payment** - The assessment of financial charges or other forms of reimbursement for any damage or loss incurred by the College or any members of the College community.
- 5. Disciplinary Probation** – A student’s status at the College is in jeopardy due to one or more violations of the Code of Conduct. Disciplinary Probation is a more severe sanction than a written warning. Unless expressly authorized by the CCA, a student on disciplinary probation may not represent the College in any capacity. Examples include but are not limited to: running for or holding office in any student organizations; participating in intercollegiate athletic teams, intramural programs, any student clubs or organizations; representing the college in community service projects; participating in study abroad programs or paid or unpaid internship programs (unless such internship is a required component of their academic program).
- 6. Disciplinary Suspension** – Separation from the College or a program, without financial reimbursement, for a specified period of time not to exceed three academic years. Conditions for readmission may be specified, including a reinstatement review and meeting with the CCA to demonstrate that the student is prepared to return to the college environment and abide by the expectations of behavior outlined in the Student Code of Conduct. Unless expressly authorized by the CCA, a student on disciplinary suspension may not represent the College in any capacity. During the suspension period, the student may not register or participate in classes, use College communication systems such as e-mail, or enter College property, and loses all privileges to participate in any College functions, events, or activities without prior written approval from the CCA.

Any suspension may be deferred for a designated period of time, not to exceed one (1) semester. Deferred suspension will be utilized in unique circumstances where deferring the suspension would be in the best interest of the student as determined by the CCA. A student on deferred suspension who is found responsible for an additional violation of the Student Code of Conduct may be issued additional sanctions, up to and including Expulsion. A deferred suspension may be rescinded at the discretion of the CCA if, during the time between the issuance of the deferred suspension and when the suspension will go into effect, the student demonstrates a change in behavioral choices indicating that they are effectively able to comport themselves with the behavioral expectations outlined in the Student Code of Conduct.
- 7. Disciplinary Expulsion** – Permanent separation from the College or a program without financial reimbursement. An expelled student may not be readmitted to the College or a program, and a notation of expulsion from the College shall be placed on the student’s official College transcript.

O. Standard of Proof: Preponderance of Evidence – The standard used in resolving a complaint filed under this Code’s Disciplinary Process. The standard is met if the proposition is more likely to be true than not true (i.e.; more probable than not). Effectively, the standard is satisfied if there is greater than a fifty percent (50%) chance that the proposition is true.

P. Student – For the purposes of the Student Code of Conduct, “student” means any individual who:

1. has been issued a student identification number; or
2. has received an offer of admission; or
3. is enrolled in courses, whether full-time or part-time, credit or non-credit; or
4. is participating in a non-degree, dual enrollment, or early college program; or
5. is not currently enrolled but has a continuing educational relationship with the College.

Q. Student Conduct File – The printed/written/electronic file, which may include, but is not limited to, investigatory materials, incident report(s), correspondence, witness statements, and student conduct history.

R. Student Organization – An association or group of persons, including, but not limited to, any recognized student club, organization, or team.

S. Student Conduct Board – Members of the College community selected and trained by the CCA to conduct a hearing when a Student appeals an Administrative Resolution. Members of the Student Conduct Board shall not have any conflict of interest and are required to act in a fair and impartial manner.

Section 6: Violations of the Law

Alleged violations of federal, state, and local laws may be reviewed and addressed under the Code. When an offense occurs, the College's conduct process will go forward regardless of any civil or criminal complaint or process that may arise from the same incident.

The College reserves the right to exercise its authority of interim suspension upon notification that a student is facing a criminal investigation (see Section 8).

Section 7: Expectations of Behavior

A. Core Values and Behavioral Expectations

As a public institution of higher education, which is committed to student access and success, the College maintains the following Core Values and Behavioral Expectations of its students.

- 1. Integrity.** Students are expected to exemplify honesty, honor, and a respect for the truth in all of their dealings.
- 2. Community.** Students are expected to positively contribute to the educational community.
- 3. Safety.** Students are expected to choose behavior that is conscious of the rights and safety of others and the community and promotes a productive and diverse academic environment.
- 4. Responsibility.** Students are expected to accept responsibility to themselves, to others, and to the community.
- 5. Communication.** Students are expected to engage in honest, and productive communications with members of the college community to foster an environment of mutual respect.

B. Code of Conduct Violations

The College considers the following behaviors as inappropriate for the College community and in opposition to its core values and behavioral expectations. These expectations apply to all students and student organizations. The College encourages community members to report all incidents of such behavior. Any student or student organization found to have committed or to have attempted to commit any of the following misconduct is subject to the sanctions outlined under this policy.

- 1. Abuse of Conduct Process.** Abuse, interference, and/or failure to comply with the College's conduct process, including but not limited to:
 - a. Falsification, distortion, or misrepresentation of information during the conduct process;
 - b. Failure to provide, destroying, or concealing information during an investigation of an alleged

- policy violation;
- c. Interference with the orderly conduct of the conduct process;
- d. Attempting to discourage an individual's participation in, or use of, the conduct process;
- e. Attempting to influence the decision of a member of a Conduct Board prior to, and/or during the course of, the Student Conduct proceeding;
- f. Harassment (verbal or physical) and/or intimidation of a member of a Conduct Board, College official, party to a complaint or witness participating in the conduct process;
- g. Failure to comply with the sanction(s) imposed under the Code of Conduct;
- h. Influencing or attempting to influence another person to commit an abuse of the conduct process; or
- i. Knowingly filing a false complaint under the Code of Conduct.

2. **Academic Dishonesty.** Acts of academic dishonesty, including but not limited to the following:

- a. Cheating.** Intentional use, and/or attempted use of any unauthorized assistance in any academic exercise including, but not limited to, unauthorized use of generative artificial intelligence (generative AI) or dependence upon the aid of sources beyond those authorized by the instructor.
- b. Fabrication.** Intentional and unauthorized falsification and/or invention of any information or citation in any academic exercise.
- c. Unauthorized Collaboration.** Deliberately submitting work prepared collaboratively with someone else without explicit permission from the instructor.
- d. Unauthorized Distribution of Course Materials.** The sharing or distribution of course materials, course content, quizzes, exams, essays, and other assignments, including but not limited to posting to an online medium or study aid website or online academic warehouse (e.g., Course Hero, Chegg, Study Bible, etc.), without the express permission of the faculty member.
- e. Facilitating Dishonesty.** Knowingly helping or attempting to help another commit an act of academic dishonesty, including students who substitute for other persons in examinations or represent, as their own, papers, reports, projects, or the academic works of others.
- f. Plagiarism.** Knowingly representing the words, ideas, or artistic expression of another as one's own work in any academic exercise, including but not limited to unauthorized resubmission of previously-submitted assignments for which the student has earned credit, copying other's work, and patch-working source material and representing the work as one's own.
- g. Submitting, in whole or in part, prewritten term papers of another or the research of another,** including but not limited to commercial vendors who sell or distribute such material.
- h. Theft of materials.** The acquisition, without permission, of tests or other academic material belonging to a member of the faculty or staff, or another student.
- i. Testing Procedures:** Failure to follow testing procedures as outlined by college personnel including faculty, other staff, and third-party proctors.
- j. Academic Fraud.** Misrepresenting one's own academic work including but not limited to: purchasing other's work, arranging for others to do work under a false name, and hiring a proxy or other third party to complete coursework on one's behalf.

3. **Alcohol.** Use, possession, manufacture, or distribution of alcoholic beverages, on campus or as part of any college-sponsored program, including public intoxication or the operation of a motor vehicle while under the influence of alcohol, in violation of the College's Alcohol Policy and/or state or federal law.

4. **Cannabis.** Use, possession, manufacture, or distribution of THC-containing cannabis and THC-containing cannabis products or accessories on campus or as part of any college-sponsored program, including the operation of a motor vehicle while under the influence of cannabis. This Code of Conduct violation also includes the use, possession, manufacture and distribution of marijuana products or accessories, in violation of the College's Cannabis Policy, Marijuana Policy, and/or Alcohol & Drug Policy.

5. **Controlled Substances.** Use, possession, manufacture, or distribution of controlled substances as defined by state and/or federal law.

6. **Damage and Destruction.** Damage, destruction, or defacement of College property or the

personal property of others.

- 7. Election Tampering.** Tampering with the election of any College-recognized student organization.
- 8. Extortion.** Threat or the implicit threat of harm to a person's safety, reputation, or property in order to obtain property, including information, from someone else without their consent.
- 9. Failure to Comply.** Failure to comply with the reasonable directives of College officials and/or law enforcement during the performance of their duties and/or failure to identify oneself to these persons when requested to do so.
- 10. False Pretenses.** Engaging in conduct, including making an untruthful statement or misrepresentation, intended to deceive or defraud.
- 11. False Reports of Danger.** False reporting of fire, bombs, other dangerous devices, or emergency situations.
- 12. Falsification.** Knowingly providing or possessing false, falsified, or forged materials, documents, accounts, records, identification, or financial instruments.
- 13. Fire Safety.** Violation of local, state, or federal laws, or campus fire policies including, but not limited, to:
 - a. Causing a fire on College property;
 - b. Failure to evacuate a College-controlled building during a fire alarm;
 - c. Improper use of College fire safety equipment; or
 - d. Tampering with or improperly engaging a fire alarm or fire detection/control equipment while on College property.
- 14. Gambling.** Gambling as prohibited by the laws of the Commonwealth of Massachusetts. Gambling may include lotteries, sports pools, and online betting activities.
- 15. Harassment.** Severe or pervasive actions, including, but not limited to written, electronic, voice, physical, or through a third party, directed toward a specific individual, group or entity with the purpose or effect of unreasonably interfering with another's work or education. Discriminatory Harassment and Sexual Harassment are addressed pursuant to the PAA and not the Student Code of Conduct.
- 16. Harm to Others.** Causing physical harm or endangering the health or safety of any person.
- 17. Hate Crimes.** A hate crime as defined by state or federal laws, including but not limited to, any criminal act to which a bias motive is evident as a contributing factor.
- 18. Hazing.** Hazing as defined by state or federal laws, including but not limited to any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. For additional information, consult the Hazing Policy.
- 19. Interference with the College Environment.** Material and substantial disruption or interference includes conduct: (1) that affects the day-to-day operations of the College; or (2) where the rights of another are disrupted or interfered with, such that they cannot engage in or participate in a college related program, activity or event.
- 20. IT and Acceptable Use.** Conduct resulting in a violation of the College's Computer/Technology Acceptable Use policies, Email and/or Social Media policies, Expectations of Behavior policy, and/or related Information Technology Resource policies.
- 21. Prescription Medication.** Abuse, misuse, sale, or distribution of prescription or over-the-counter medications.
- 22. Public Exposure.** Includes but not limited to: deliberately and publicly exposing one's intimate

body parts, public urination, defecation, masturbation, and/or other public sex acts.

- 23 Retaliation.** Any adverse action taken against a member of the College community in response to an actual or perceived wrong, or for engaging in a protected action, including but not limited to submitting a complaint, participating in the review of a complaint, or participating in disciplinary proceedings in any capacity. Retaliation may include interference through intimidation, coercion, instilling fear of harm, or taking action which may have an adverse impact on a student's academic success, an employee's work performance, or the college environment.
- 24. Rioting.** Engaging in, or inciting others to engage in, harmful or destructive behavior that breaches the peace.
- 25. Smoking & Tobacco.** Smoking or using any tobacco product or use of e-cigarettes, vaporizers or inhalers on College property.
- 26. Solicitation and Sales.** Unauthorized solicitation and sales, requesting contributions, peddling or otherwise selling, purchasing or offering goods and services for sale or purchase, distributing advertising materials, circulars or product samples, or engaging in any other conduct relating to any outside business interest or for-profit or personal or professional economic benefit on college property or using college resources without prior authorization.
- 27. Taking of Property.** Intentional and unauthorized taking or possession of College property or the personal property of another, whether actual or attempted, including goods, services, and other valuables.
- 28. Threatening Behaviors.**
- a. Threat. Written or verbal conduct that causes a reasonable expectation of injury to the health or safety of any person or damage to any property.
 - b. Intimidation. Intimidation is defined as implied threats or acts that cause a reasonable fear of harm in another.
- 29. Trademark.** Unauthorized use, including misuse, of College or organizational names and/or images.
- 30. Unauthorized Access and/or Entry.** Unauthorized access and/or entry to any College building (e.g., misuse of keys or access privileges), unauthorized possession, duplication or use of means of access to any college building, or unauthorized entry including trespassing.
- 31. Unauthorized Recording and Dissemination.** Use of electronic or other devices to create and/or disseminate an unauthorized audio or video recording of any person(s) without the person's prior knowledge or without the person's effective consent due to intoxication, drug use, mental impairment or other conditions that may impair a person's ability to convey effective consent. This includes, but is not limited to, surreptitiously taking pictures of another person in a locker room or restroom, recording administrative activities without the person's consent, or recording classroom lectures without a college-approved accommodation under the Americans with Disability Act (ADA).
- 32. Violations of Law.** Including arrest, pending criminal charges, or adjudication of any violation of state or federal laws not otherwise enumerated herein.
- 33. Weapons.** Except for those used by authorized law enforcement, or used with written authorization by the Board of Trustees or College Chief of Police, or required for and being used as part of an Academic Exercise, all weapons are prohibited on campus. This includes, but is not limited to:
- a. Possession of firearms, knives, explosives, or dangerous chemicals;
 - b. Possession of a reasonable facsimile, simulated or prop firearm, knife, or explosive; or
 - c. Possession of any other weapon or item used with the intent to cause harm, as determined in the sole discretion of the CCA.
 - d. For additional information, consult the College's Weapons and Firearms Policy.

- 34. Other Policies.** Violation of any College policies, rules, or regulations published in written copy or posted electronically on the College's website or available in any program specific handbook.

Section 8: Student Conduct Procedures

A. Interim Measures

Under certain circumstances during the Code of Conduct process, interim measures may be imposed by the CCA including, but not limited to: no-contact orders, restriction/loss of privileges or interim suspension.

The College reserves the right to issue an interim suspension when it reasonably concludes that a student:

1. Poses a threat to others;
2. Poses a threat to College property or equipment;
3. Materially or substantially disrupts or interferes with the day-to-day operations of the College, or materially or substantially disrupted or interfered with the rights of another are such that they cannot engage in or participate in a college related program, activity or event;
4. Engages in off-campus conduct that adversely affects the College community; and/or
5. Is arrested and/or charged with a crime in violation of state or federal law.

During an interim suspension, a student is prohibited from entering upon any College property and participating in any College activities or events until the complaint has been resolved through the Code of Conduct process. Where reasonably practical, within ten (10) days of the issuance of the interim suspension, the CCA shall meet with the Student to determine whether to continue or revoke the interim measure during the conduct process. A student shall be notified in writing of any determination made at that meeting.

B. Discipline for Conduct that Interferes with the College Environment

Interfering in the educational process in a class (or clinical site), is prohibited under this policy. If a student engages in conduct that interferes with the college environment, a faculty member or other College employee may address and resolve the matter informally without filing a complaint under the Code, including temporarily removing the student from a class (or clinical site). On the first occasion when a student is removed, the faculty member or other College employee is strongly encouraged to notify the CCA. In all subsequent cases of removing the same student from a class (or clinical site), the faculty member or other College employee shall notify the CCA. A faculty member or other College employee may seek assistance from Public Safety if necessary to remove a student. A student may not be permanently removed from a class (or clinical site) for a conduct-related offense except upon referral to the CCA of a complaint for administration under this policy. The CCA can exercise their discretion to allow the accused student to attend class (or clinical site) during the disciplinary process upon consultation with the faculty member and the Chief Academic Officer or their designee.

C. Discipline for Academic Dishonesty

This policy recognizes the right of faculty to manage their class, including addressing directly with students issues of academic dishonesty. When there is information that academic dishonesty occurred, a faculty member may choose to take action as outlined in the course syllabus, including issuing a failing grade for the assignment or the course. Faculty are encouraged to share that information with the CCA. If the CAA is aware of more than one incident of academic dishonesty by this student, in addition to the issuance of a failing grade by the faculty member, the student may be subject to disciplinary action under this policy. If the student believes that there is substantial evidence of error or injustice associated with a failing grade issued because of academic dishonesty, the student may file a grievance under the Student Grievance Procedure's Grade Appeal Process.

Where the issuance of a failing grade by a faculty member for academic dishonesty will result in a student's dismissal from a program (for example in nursing and other health care programs), the charge of academic dishonesty shall be directly referred to the CCA for administration under this policy, which shall be completed, where practicable, within thirty (30) days.

D. Discipline for Off-Campus Behavior

The College reserves the right to take disciplinary action against a student for off-campus conduct when such conduct adversely affects the College community, poses a threat to the health or safety to the College community; interferes with the College's pursuit of its objectives and mission, and/or if a student is charged with violating any state or federal law. Proceedings under this Student Code may be carried out prior to or simultaneously with any civil or criminal proceeding.

E. Group Violations

A student group or organization and its officers and membership may be held collectively and individually responsible for violations of the Code to the same extent as any individual would be.

Investigations involving student groups or organizations follow the same student conduct procedures. In any such action, individual determinations as to responsibility will be made and sanctions may be assigned collectively and individually and will be proportionate to the involvement of each individual.

F. Amnesty

The health and safety of every student at the College is of the utmost importance. The College recognizes that students who have been drinking and/or using drugs may be hesitant to report violations of the Code due to fear of potential consequences for their own conduct. The College strongly encourages students to report violations to the CCA. The CCA may elect to not pursue a disciplinary action against a reporting individual, acting in good faith, that reports a violation of the Code for violations of alcohol and/or drug use policies occurring at or near the time of the Code violation, provided that the reporting individual did not harm or place the health or safety of any other person at risk. The College may require an educational conference and/or a behavioral plan for an individual who has engaged in the illegal or prohibited use of alcohol or drugs.

G. Complaint of Alleged Violation

Any person may allege a policy violation by any student for misconduct under this code by completing the report available here: [Massasoit Community College Student Conduct Incident Report](#).

The CCA may act on a complaint of a potential violation whether a complaint form is completed or not. Allegations may be submitted by the party who was allegedly harmed by the conduct or a third party, and should be submitted as soon as possible, but no later than thirty (30) days after the offending event occurs. The CCA may elect to pursue action under the Code for violations reported after thirty (30) days where the behavior posed or may continue to pose a danger to the health or safety of others, or where the alleged violation is being jointly investigated pursuant to the PAA.

The College has the right to pursue an allegation or complaint of misconduct on its own behalf.

Section 9: Student Conduct Process

This policy is not intended to prevent members of the College community from attempting to resolve matters informally.

Failure to cooperate with the College's investigation of an alleged Code of Conduct violation, including failing to appear for a Preliminary Inquiry meeting, an Administrative Resolution meeting or a Student Conduct Board Hearing will result in a decision being made in the student's absence, discipline up to and including expulsion, and a forfeiture of the student's rights to a hearing or appeal.

Step 1: Initiation of Student Conduct Process

The Student Conduct Process is initiated once a complaint of an alleged violation is received by the CCA. A complaint is defined as an allegation of a violation of the Code of Conduct, which is filed with or by the CCA. The CCA may act on a complaint of a potential violation whether a complaint form is completed or not.

Step 2: Preliminary Inquiry

When the CCA files or receives a complaint alleging that a student has acted in a manner which may be in violation of the Code, the CCA may conduct a preliminary inquiry into the nature of the complaint, the evidence available, and the parties involved. The preliminary inquiry may lead to:

- a. A determination that there is insufficient evidence to pursue the investigation because the behavior alleged, even if proven, would not violate the Code and therefore the process ends; or

- b. A determination that the alleged behavior constitutes a possible violation of the Code, resulting in a request to schedule an Administrative Resolution meeting with the CCA within five (5) days; or
- c. Further investigation is needed to make a determination.

Step 3: Administrative Resolution

After a Preliminary Inquiry, or when a Preliminary Inquiry is not necessary as determined by the CCA, the CCA will meet with the Student to review the complaint, and provide the Student an opportunity to respond to the allegations.

The Student has the right to be accompanied by any advisor of their own choosing and at their own expense. The advisor may be a staff or faculty member, student, family member or an attorney. An advisor's role is limited to advising the Student directly and discretely. An advisor is not otherwise permitted to participate directly in the meeting.

The possible outcomes of an Administrative Resolution meeting include:

- a. A decision not to pursue the complaint based on insufficient information. The matter should be closed and the records should so indicate; or
- b. The CCA issuing an Administrative Resolution in writing which is maintained in a Student's disciplinary file. The Student shall have the right to request a Student Conduct Board Hearing five (5) days after issuance of the Administrative Resolution letter.

Under certain circumstances during the Code of Conduct process, interim measures may be imposed by the CCA including, but not limited to: no-contact orders, restriction/loss of privileges, or interim suspension, in a manner consistent with this Code.

Failure by the Student to appear for an Administrative Resolution meeting with the CCA will result in a decision being made in the student's absence, discipline up to and including expulsion, and a forfeiture of the student's rights to a hearing or appeal.

Step 4: Student Conduct Board Hearing

1. Overview

A hearing with the Student Conduct Board shall be scheduled by the CCA not later than thirty (30) days following a Student's request for a hearing.

A written Statement of Alleged Violations shall be presented to the Student not less than five (5) days prior to the hearing. The Statement of Alleged Violations shall include a summary of the complaint, administrative or remedial steps taken, the Code of Conduct Violations, and the documentary evidence and witnesses to be presented in support of the Statement of Alleged Violations. A Student Conduct Board hearing is an administrative hearing. The rules of evidence do not apply.

In a matter involving more than one Student, the Student Conduct Board may permit at its discretion, individual hearings for each Student.

The Student has the right to be accompanied by any advisor of their own choosing and at their own expense. An advisor's role is limited to advising the Student directly and discretely. An advisor is not otherwise permitted to participate directly in the hearing.

2. Make-Up of the Conduct Board

The Conduct Board shall consist of 3-5 members selected by the CCA. The CCA shall appoint from the members a Chair of the Conduct Board, who shall be responsible for administering the hearing. In cases involving academic dishonesty, the Conduct Board members may include faculty, although not from the department where the alleged conduct occurred.

3. Student Conduct Board Hearing Procedure

A hearing is normally conducted in private. There shall be a record created of all hearings. The record shall be the property of the College. All procedural questions are subject to the final decision of the Chair of the

Student Conduct Board. Admission of any person(s) to the hearing shall be at the discretion of the Chair of the Student Conduct Board.

A hearing shall proceed as follows:

- a. The CCA presents the Statement of Violations on behalf of the College. The CCA may present documents, materials and/or witnesses in support of the Statement of Violations.
- b. Student responds to the Statement of Violations. The Student may present documents, materials and/or witnesses in response to the Statement of Violations.
- c. Following the parties' presentations, the Student Conduct Board may question each party, their witnesses and/or review all information presented. The Student Conduct Board has the discretion to request additional documents, materials or information from either party.
- d. While direct cross-examination by the parties is not permitted, each party will be given the opportunity to question the other by presenting questions through the Chair of the Student Conduct Board. If the Chair determines a question is relevant, the other party will be asked to respond.
- e. The Student Conduct Board shall have a final opportunity to question the parties.
- f. After the hearing, the Student Conduct Board shall determine by majority vote whether the Statement of Violations has been proven.
- g. A Student Conduct Board's decision shall be based on a preponderance of evidence standard.
- h. Within ten (10) days of the conclusion of a hearing, the Student Conduct Board shall issue a written decision that includes a summary of the hearing, findings on each violation contained in the Statement of Alleged Violations, the evidence supporting each finding, and disciplinary action taken, if any.

Step 5: Conduct Board Sanctions

A student found in violation of the College's Code of Conduct shall be subject to sanctions as defined herein.

A student who violates the Code of Conduct while serving an existing sanction shall be subject to further discipline, up to and including expulsion. The intent of the College is to impose sanctions in a progressive manner, beginning with the least punitive sanction. However, depending on factors, such as the nature and severity of a student's violation and/or prior disciplinary history, the College reserves the right to impose any sanction at any time.

Step 6: Appeal

Within five (5) days of receiving a written decision from the Student Conduct Board, the Student may file an appeal with the College's Appeals Officer. In cases of academic dishonesty, the Appeals Officer shall be the College's senior academic officer or designee.

An appeal must be submitted in writing and be based on a credible claim that:

1. The hearing was not conducted in conformity with the Code of Conduct;
2. The decision was not supported by a preponderance of the evidence presented;
3. The sanction imposed was not appropriate in light of the Student Conduct Board's decision; or
4. New evidence exists, which was not presented at the hearing because it was not reasonably known to the Student at that time, and which is sufficiently relevant such that it could alter the Student Conduct Board's decision.

The Appeals Officer shall issue a written decision within ten (10) days of receiving the appeal. The Appeals Officer may accept, reject, or modify the Student Conduct Board's decision or sanction. The Appeals Officer's decision shall be final.

Section 10: Student Conduct Authority

A. Authority

The CCA is vested with the authority over administering the Student Code of Conduct and the student conduct process. The CCA may appoint Student Conduct Board members as necessary to efficiently and effectively administer the student conduct process. The CCA, Administrative Hearing Officer or their designee will assume responsibility for the investigation of an allegation of misconduct to determine if the complaint has merit.

B. Gatekeeping

No complaint will be forwarded for administration under the Code unless there is reasonable cause to believe that a policy violation has occurred. Reasonable cause is defined as some credible information to support the allegation including a statement by a credible witness, police reports, or news articles. A complaint wholly unsupported by any credible information will not be forwarded for administration.

Student Senate Constitution

Updated April 14, 2024

Preamble

We, the students at Massasoit Community College, do hereby establish a student government, whose duty in cooperation with the faculty/staff and administration is to:

- Represent the student interests.
- Maximize the student's opportunities for meaningful involvement in all activities.
- Establish and oversee all student club/organizations.
- Act as a liaison between the student body, the college administration, and the Board of Trustees

The Student Senate is committed to promoting and protecting the rights of students along with articulating student voices for advancing action and change within the college and community. Students will use their collective voices to take an active role in policies while prioritizing the college.

Article 1: Name

The student governing organization of the students at Massasoit Community College shall be known as the Student Senate throughout the constitution.

Article 2: Purpose

The Student Senate shall be responsible to:

- Encourage the creation of an atmosphere suitable for intellectual and social growth for students as they participate in the affairs at the college.
- Allocate Massasoit Community College funding in a manner consistent with procedures established by the Board of Higher Education and the President/CFO of Massasoit Community College.
- Promote responsibility and cooperation between students, faculty, staff, and administration at Massasoit Community College.
- Represent the student body by engaging in collaborative events.
- Give advice and feedback to the leadership of Massasoit Community College on matters related to the development or improvement of services, policies,

and procedures at the College.

Article 3: Membership

The Senate shall consist of eighteen (18) members including the trustee, designated according to the by-laws.

Membership into the Student Senate shall be voted on by the College's student body and granted to all students enrolled in credit bearing courses.

Article 4: Eligibility

All Senate members shall be registered for at least (3) three credits per semester fall/spring. An exception may be made to accept less than three (3) credits per semester to a returning Senator.

All Senators must maintain a cumulative grade point average of 2.5 or better. If a Senate member's cumulative grade point average falls below 2.5 after being elected, then they have one full semester to bring their cumulative grade point average to 2.5 or better. The cumulative grade point average requirements do not apply to first semester students or students returning to school after (5) five years or more.

Any student placed on disciplinary probation is not eligible to serve on the Senate during that probationary period.

Senate meetings are mandatory, and members must give priority to Senate meetings. Senators must not have any class or work schedule conflicts with regularly scheduled Senate meetings, exceptions can be made as needed with advanced notice.

Article 5: Meetings

All Senate meetings are open to the student body, faculty, and staff of the College.

Senate meetings may go into a close executive session with a simple majority vote.

Regular meetings of the Senate should be held at a time and place specified by the first meeting of each semester.

The Senate President has the right to call an unscheduled meeting with notice of 24 hours.

While it is not required and attendance is not taken, the Senate Cabinet may hold unofficial meetings to

promote a higher level of organization.

Article 6: Quorum/Voting

A quorum of the Senate should consist of more than half of the Senate membership. The President is counted for the purpose of quorum.

No votes shall be cast without a quorum. Senate members are not required to wait longer than 15 minutes after the established meeting time. The Senate may choose to continue the meeting on an unofficial basis until quorum is met or decide to adjourn.

Once quorum is reached, each Senate member has the right to one (1) vote except the President, who should only vote in the event of a tie unless the vote is by ballot or for a committee.

Article 7: Expectations

- A. Student Senators are expected to attend all meetings. In the event of an absence, a Senator must notify an advisor or the Senate President at least one half-hour before the Senate meeting with a reasonable excuse. An advisor or the President shall determine whether the absence shall be excused or unexcused.
- B. Any Senate member who is consistently tardy or has two unexcused absences may be subject to review.
- C. Student Senators are expected to abide by laws, rules, regulations and professional ethics. Student Senators are expected to follow the Code of Conduct and present themselves as student leaders at all times. A disciplinary process shall be initiated if a Student Senator is considered to no longer be fulfilling their duties or representing the best interests of the Association.

Article 8: Student Senate Advisors

There should be two (2) staff advisors to the Senate, the Dean of Students or their designee and a member of Student Life.

Article 9: Funding

A. The funding allocated to the Senate from the College shall be expended according to the following apportionment:

It shall be available for the budgetary requirements of

general activities and co-curricular clubs of interest to the student group, including the Student Senate.

The Senate may transfer funds from a defunct club of at least two (2) years into the Consortium Fund. This money will be allocated for events held at Massasoit Community College that enhance Massasoit campus life. This money will be distributed each semester by the Student Senate through an application process.

Article 10: Student Clubs and Organizations

The Senate shall be responsible for formally recognizing and allocating funding to student clubs and organizations.

Article 11: Amendments to the Constitution

- A. Constitutional amendments may be initiated by a petition in front of the student body or by action of 2/3s of the Senate.
- B. In the event of a suggested amendment, the amendment should be submitted to each senator in writing and read in a Senate meeting which must precede the meeting at which it is voted upon within seven (7) calendar days.
- C. Amendments to the by-laws must be approved by 2/3s of the Student Senate to become effective.

By-Laws to the Constitution

Article 1: Membership

A. The Senate shall be composed of up to eighteen (18) members, including the Student Trustee. Students from any campus may join the Senate, regardless if they take classes online, Brockton, Canton, and/or Middleborough.

Article 2: Senate Elections and Terms

Section 1: Elections

1. During the first two (2) full weeks of classes, nomination forms will be made available to candidates.
2. Senate elections should be held before October 1st of the fall semester.
3. A Student Senator term will be at least one (1) full academic year starting in September/January.
4. Senators who wish to serve another term will have

the right to automatically renew their membership by completing the renewal processes within the first week of classes if they meet the eligibility requirements.

5. All elections shall be held by secret ballot and supervised by the advisor(s) of the Senate.
6. Any details of the election that are not covered in the Constitution or By-Laws shall be at the discretion of the advisor(s).

Section 2: Vacancies

Vacancies on the Senate will be filled by the following procedure:

1. The Senate will advertise vacancies in the Student Senate to the student body for at least two (2) weeks.
2. Any student who applies to fill a Senate vacancy should be committed to returning to the College and Senate the following semester.
3. Following the two (2) weeks' notice of vacancy, and during the next session of the Senate, the collective Senate will hear all nominations and meet with all candidates who have met the eligibility requirements.
4. The meeting will then enter a closed session, and a vote will be taken on each candidate. A simple majority vote by the Senate will confirm each candidate.
5. In the event of several candidates applying for a single vacancy, the candidate with the greatest number of votes shall fill the vacancy.

Article 3: Student Senate Officers

- A. Officers
 1. The Senate Leadership will each serve a unique function, that when working together, advances student interests at Massasoit Community College.
 2. There shall be 4 (four) members of the Student Senate Cabinet who will make up the Senate executive board: Senate President, Senate Vice President, Senate Secretary, and Senate treasurer.
 3. There shall be at minimum, two (2) associate members of the Student Senate; Student Trustee and Student Organization/Club Officer.
 4. All shall be elected by secret ballot within two weeks after the fall Senate elections (and spring, if necessary due to vacancies).
 5. The term of a Senate Officer shall be one (1) academic year, effective from fall elections until

the election of the next academic year's Senate unless the Senator graduates or withdraws from the Senate/school.

6. Officers shall serve no more than a total of four (4) consecutive semesters in the same position. Exceptions to this rule may be extended when there are no other candidates nominated for the position.
 7. In the event of a vacancy of any officer position, the Senate will hold a special election to fill the position. This election should be held within one (1) week of the vacancy, if possible.
 8. Candidates for President must have served as a Senator for the majority of one (1) semester.
- B. The Members of the Student Senate Cabinet
 1. The Officers of the Student Senate Cabinet shall consist of the Senate President, Senate Vice President, Senate Secretary, and Senate Treasurer.
 - C. Responsibilities for the Student Senate Cabinet
 1. The Student Senate Cabinet shall not consist of more than four (4) Senate elected students that are responsible for the main leadership of the Senate. They set organizational goals and standards for the Senate and assist in identifying and advocating for issues concerning the student body, organizing ad-hoc committees, acting as the liaison body of the Senate to non-Senate groups.
 - D. The Associate Members of the Student Senate
 1. The Associate Members of the Student Senate shall consist of the Student Trustee and Student Organization/Club Officer (So-Co)
 - i. The Student Senate shall serve the right to add any other Associate Members as they see fit, by proposing an amendment voted on with majority approval within the Senate.
 - E. Responsibilities for the Associate Members of the Student Senate
 1. The Associate Members of the Student Senate are Senators that serve specialized functions as specified in the Constitution and Bylaws.

Article 4: Officers

- A. Senate President
 1. The President advocates for the student body through collaborations with senior leaders and campus partners working to elevate the student voice and maintain the progressive betterment of the Massasoit student body. The President serves

as a member of the Student Senate Cabinet.

2. Duties

- i. The President shall preside over all the Senate meetings.
- ii. The President shall vote only in the event of a tie unless the vote is by ballot or for a committee.
- iii. The President will meet with the Senate advisor to prepare for the meeting at least 24 hours prior to said meeting.
- iv. The President shall make sure all the articles of this constitution are carried out to its fullest extent.
- v. The President shall make emergency decisions only if a Senate meeting cannot be called. Such a decision must be placed on the agenda of the next meeting for review.
- vi. The President is a voting member of the Student Advisory Council (SAC) and is encouraged to attend monthly meetings or designate a substitute if unable to attend a meeting.
- vii. The President shall be a member ex-officio of the budget committee and shall hold the responsibility that one member of the Senate Cabinet, including them, shall be ex-officio of all other committees.
- viii. The President of the Senate shall be a representative of the student body at all official college ceremonies or other ceremonies where appropriate. If they cannot attend the function, they may designate a substitute if unable to attend.

A. Senate Vice President

1. The Vice President supports the Senate's efforts to pass legislation that will improve the student experience at Massasoit, as well as foster open communication between the student body and their representatives in the Senate who seek to represent and serve them. The Vice President serves as a member of the Student Senate Cabinet.

2. Duties

- i. In the absence of the President, the Vice President shall carry out the duties of the President and assume all powers and responsibilities of the President, together with their normal duties, powers, and

responsibilities, except as otherwise provided.

- ii. When taking the place of the President, the Vice President shall vote only in the event of a tie, unless the vote is by ballot or for a committee.
- iii. If the secretary is unable to attend a Senate meeting the Vice President will assume the responsibility of taking meeting minutes.
- iv. The Vice President shall be a member ex-officio of the budget committee and shall be responsible for any other committees that are assigned to them by the Senate President.
- v. Represent the Senate at college functions and at the appropriate community, state, and federal functions, as delegated by the President.

B. Senate Secretary

1. The Secretary maintains an open line of communication between the Student Senate and the Student Body and is responsible for taking meeting minutes at all Student Senate meetings. The Secretary serves as a member of the Student Senate Cabinet.

2. Duties

- i. The Secretary shall keep accurate minutes and attendance of the Senate meetings.
- ii. The Secretary shall carry out all correspondence necessary for the Senate, unless otherwise designated.
- iii. The Secretary shall submit the minutes to the Senate Advisors within 48 hours after the meeting.
- iv. In the absence of the President and Vice President, the Secretary shall chair the meeting and appoint the Treasurer to take meeting minutes.
- v. Represent the Senate at college functions and at the appropriate community, state, and federal functions, as delegated by the President.
- vi. When appointed by the Senate President shall assume duties of any other subcommittees.

C. Senate Treasurer

1. The Treasurer facilitates the processes for clubs and other student organizations to receive funding and is the chair of the budget committee. The Treasurer serves as a member of the Student

Senate Cabinet.

2. Duties

- iii. The Treasurer shall keep records of all accounts (allocated and fundraising) of all clubs/student organizations recognized and the Student Senate's budget.
- iv. The Treasurer shall keep records of all budget requests and budget approvals of the various student organizations.
- v. The Treasurer shall render a financial report at each regular Senate meeting and shall provide the Senate at the first meeting of each month with an update on each club/student organization's financial status.
- vi. Represent the Senate at college functions and at the appropriate community, state, and federal functions, as delegated by the President.
- vii. When appointed by the President shall assume the duties of a subcommittee.
- viii. Maintain communication and meet bi-weekly with a Student Senate advisor/student life staff member about the budget.
- ix. Serve as the chair of the budget committee and when appointed by the Senate President, assume duties of any other subcommittee.

D. Student Trustee

- 1. The Student Trustee shall serve as a liaison and voting member to the Senate and the Board of Trustees. The Student Trustee serves as an Associate Member of the Student Senate.
- 2. Eligibility

At the time of nomination, all Student Trustee candidates must meet the following criteria:

- i. Possess a high school diploma or GED.
 - ii. Be a matriculated, degree-seeking student, enrolled at least six (6) credit hours.
 - iii. Have completed at least one semester at Massasoit and be in good academic standing and maintaining satisfactory academic progress, with at least a 2.50 cumulative grade point average.
 - iv. Eligibility criteria may change in accordance with state guidelines.
3. Duties
- i. To represent the students at Massasoit Community College as a voting member of the Board of Trustees and Student Senate.

- ii. To attend all regularly scheduled meetings of the Board of Trustees. Should the Trustee not be able to attend, they must notify the Board of Trustees meeting coordinator and copy the Senate advisors.

- iii. To provide monthly oral reports to the Board of Trustees and frequent updates to the Senate.
- iv. To attend all regularly scheduled meetings of the Senate.
- v. To attend Student Advisory Council (S.A.C.) meetings. If unable to attend, the Trustee will designate a substitute.
- vi. The responsibilities of the Student Trustee supersede those of the Senate.
- vii. A disciplinary process shall be initiated if the Student Trustee is considered no longer fulfilling their duties or representing the best interests of the Senate.
- viii. When appointed by the Senate President, shall assume the duties of any subcommittee.
- ix. Represent the Senate at college functions and at the appropriate community, state, and federal functions, as delegated by the President.

E. Student Organization/Club Officer (SO-CO)

- 1. The SO-CO is an official connection between the student organizations and clubs and the Student Senate. The SO-CO serves as an Associate Member of the Student Senate.
- 2. Duties
 - i. To document receipt of official club recognized paperwork.
 - ii. Notify and present to the Senate when a club or student organization is eligible to be recognized.
 - iii. Have constant communication with student leaders of other clubs and student organizations.
 - iv. When appointed by the Senate President, shall assume the duties of any subcommittee.
 - v. Maintain communication and meet with advisor/student life staff member about recognized clubs.
 - vi. Represent the Senate at college functions and at the appropriate community, state, and federal functions, as delegated by the

President.

Article 5: Student Clubs and Organizations

- A. The Senate shall recognize each club or organization every academic year, pending paperwork requested is submitted to the Office of Student Life.
- B. To be a college recognized club or organization, the club must have a constitution, at least five (5) members, an advisor, and active members who submit meeting minutes and notes to the Office of Student Life.
- C. There shall be no expenditure for a club unless that club has been formally recognized by the Student Senate. This pertains to both allocated and fundraising accounts.
- D. Advisors to campus clubs or organizations shall not receive payment solely for their position as advisor unless specific situations warrant Senate approval.

Article 6: Budget Committee

A budget committee shall be established each fall semester and charged with collecting all annual budget requests and submitting a proposed budget to the Senate.

Section 1: Membership of Budget Subcommittee

1. The committee shall be chosen and empowered on or before October 15th of each year.
2. This committee shall consist of up to five Senate members.
3. The Senate Treasurer shall be the chairperson of this committee.
4. The Senate President and the Senate Vice President must be member ex-officio of this committee.
5. The committee chairperson shall appoint a secretary for the committee, who shall be responsible for keeping accurate minutes of the meeting.
6. There shall be at least one (1) Student Senate advisor present at each subcommittee meeting.

Section 2: Budget Subcommittee

Procedure

1. All Student Senate recognized clubs and organizations may submit budget requests to be reviewed by the budget committee.
2. The committee will determine a recommended club budget.
3. A quorum will consist of the majority of the committee's membership.
4. All members shall have voting privileges.
5. The recommended club budget shall be submitted to the Senate for a final vote.
6. The Treasurer shall be responsible for notifying clubs of the final budget recommendations within 24 hours of the Senate Vote.
7. Clubs may submit additional funding requests as needed throughout the year, which will be evaluated and voted on per the procedures above.

Article 7: Constitution Committee

- A. At least every two (2) years a constitutional committee shall be created to review the Senate's Constitution and by-laws and recommend any changes.
- B. Any proposed amendments shall be reviewed by the constitution committee and recommendations shall be made to the Senate.
- C. If a committee is not in place when an amendment is proposed, one shall be created.

Article 8: Representation

- A. Whenever possible, representation from all campuses shall be implemented on any college-wide committees.

Article 9: Meetings

- A. Senate meetings will take place once a week on Wednesdays at 3:00pm when classes are in session.
- B. The mode of meetings will be determined by majority vote at the start of each semester during the first official Senate meeting.
- C. The Senate shall have designated space that is only for the Senate. This room on the Brockton Campus is the Jack and Patty Conway Student Senate

Office and the Student Senate Conference Room, located on the lowest level of the Student Center building.

allowed to return to the Senate for five (5) years.

Article 10: Rules of Order

Robert's rules of order shall be used during meetings to establish order to a meeting in a structured way.

Article 11: Disciplinary Process

- A. Any concerns that arise about another Senator, the President/Advisor shall contact the Senator to discuss concerns.
- B. If a Senator does not respond after three (3) contacts after a 10-day period, the Student Senate Cabinet may hold a closed session and vote to deactivate the Senator. A majority quorum must be present and majority rules.
- C. If a Senator responds, the Senator can respond and address the concern or resign from the Senate.
- D. The advisor(s) shall determine based upon the information, if disciplinary action is warranted, the advisor(s) shall make a recommendation to the Senate Cabinet on the disciplinary actions deemed necessary and present all pertinent information, while maintaining privacy of the individual.
- E. Once the advisor(s) makes the recommendation to the Senate Cabinet, which shall vote on disciplinary action is warranted. Majority vote rules
- F. The Senator will be notified in writing of any disciplinary action. A copy of any such action will be shared with the Dean of Student's Office.
- G. Upon notification of the decision, the Senator will have ten calendar days to appeal in writing to the Senate Advisors, who will direct the appeal to either the Senate at large or the Dean of Students Office based on the severity of the infraction.
- H. The Senator's seat will not be considered open until after the ten-day appeal window has closed or the appeal process has been concluded, which is later. A dismissed Senator will not be allowed to attend meetings until their appeal is decided.
- I. Any serious allegations of misconduct shall be shared with the Dean of Student's Office to determine if additional action is warranted under the Student Code of Conduct.
- J. A Senator dismissed for a violation will not be

STUDENT SUICIDE PREVENTION PROTOCOL

PURPOSE

The purpose of this protocol is to provide education and guidance to faculty, staff, students, and other members of the College community to help prevent student suicide. All suicidal behavior or threats should be taken seriously and immediately referred in accordance with this protocol. **In the case of an emergency, please dial 911 or contact Public Safety immediately.**

DEFINITIONS

Suicide: Death from an injury which is self-inflicted and by which the student intended to kill him/herself.

Suicidal Behavior: Any potentially injurious behavior which is self-inflicted and by which a student intends, or gives the appearance of intending, to kill himself or herself.

Suicidal Ideation: Any self-reported thoughts or feelings about engaging in suicidal behavior.

Suicide Plan: A proposed method of self-inflicted injury through which the potential and intentional outcome is death.

Active Suicidal Ideation with Specific Plan and Intent to Act: Thoughts of killing oneself with details of plan fully or partially worked out and student has some intent to carry it out.

Active Suicidal Ideation with Some Intent to Act, without Specific Plan: Active suicidal thoughts of killing oneself and student reports having some intent to act on such thoughts, as opposed to “I have the thoughts but I definitely will not do anything about them.”

Actual Knowledge: The direct and clear awareness of a fact or circumstance, as opposed to constructive (inferred or implied) knowledge. What a person “must have known” as opposed to “should have known.”

PROTOCOL

This Protocol shall be followed in the event a College employee has actual knowledge that a student:

- a) Is actively engaged in suicidal behavior;
- b) Has engaged in suicidal behavior previously while enrolled at the College or recently before matriculation;¹ or
- c) Has stated plans or intentions to commit suicide, including active suicidal ideation with specific plan and intent to act or active suicidal ideation with some intent to act, without a specific plan.

Where the College has actual knowledge that a student has engaged in suicidal behavior and is currently hospitalized, these protocols shall be activated (under procedures for Previous Suicidal Behavior) in the event the student seeks to return to the College.

a) Active Suicidal Behavior

- Any member of the College community who has actual knowledge that a student is actively engaged in suicidal behavior shall immediately contact emergency personnel by calling **911** or **Public Safety** at _____.
- Contact the **Dean of Students** immediately at _____.
- If the Dean of Students is not available, contact the designee, _____ at _____.
- The Dean of Students, or the designee, shall attempt to contact the student’s emergency contact of record or another emergency contact identified by the student.
- A student who has engaged in active suicidal behavior shall be required to be assessed by a licensed mental health professional and provide documentation per the College’s Re-Entry Policy. Documentation will be reviewed by the Dean of Students, or designee, and/or the College’s BIT.

b) Previous Suicidal Behavior

- Any member of the College community who has actual knowledge that a student has engaged in suicidal behavior while enrolled at the College or recently before matriculating shall contact the **Dean of Students** immediately at _____.

- If the Dean of Students is not available, contact the designee, _____ at _____.
- Based on the information received, the Dean of Students, or designee, shall determine whether the protocol should be activated. In doing so the Dean or designee may attempt to meet with the student and/or consult with the College’s BIT.
- If the protocol is activated, the Dean of Students, or designee, shall attempt to contact the student’s emergency contact of record or another emergency contact identified by the student.
- The Dean of Students, or designee, may further consult with the College’s BIT to determine an appropriate medical referral, help identify support strategies, and/or develop a follow-up action plan for the student.
- When it is determined that a student has engaged in suicidal behavior while enrolled at the College or recently before matriculating, the student shall be required to be assessed by a licensed mental health professional and provide documentation per the College’s Re-Entry Policy. Documentation will be reviewed by the Dean of Students, or designee, and/or the College’s BIT.

c) Active Suicidal Ideations with Stated Plans or Intentions

- Any member of the College community who has actual knowledge that a student has stated plans or intentions to engage in suicidal behavior shall contact the Dean of Students immediately at _____.
- If the Dean of Students is not available, contact the designee, _____ at _____.
- Based on the information received, the Dean of Students, or designee, shall determine whether the protocol should be activated. In doing so the Dean or designee may attempt to meet with the student and/or consult with the College’s BIT.
- If the protocol is activated, the Dean of Students, or designee, shall attempt to contact the student’s emergency contact of record or another emergency contact identified by the student.
- The Dean of Students may further consult with the College’s BIT to determine an appropriate medical referral, help identify support strategies, and/or develop a follow-up action plan for the student.
- When it is determined that a student has stated plans or intentions to engage in suicidal behavior, the student shall be required to be assessed by a licensed mental health professional and provide documentation per the College’s Re-Entry Policy. Documentation will be reviewed by the Dean of Students, or designee, and/or the College’s BIT.

¹ “Matriculation” should be interpreted broadly and not be limited to full-time students.

State law/student suicide 2018 SJC decision/protocols 6-14-18-#t

Revised 11-19-18-#t

Revised 12-7-18-#t

RE-ENTRY PROCESS FOLLOWING ABSENCE DUE TO MEDICAL LEAVE OR HOSPITALIZATION

Any student who takes a medical leave from the College, or is hospitalized while enrolled at College, must comply with the College's re-entry process before resuming classes. This process is intended to ensure that a student who is returning from a medical leave or hospitalization is capable of successfully resuming their academic activities. The re-entry process includes the following steps: (1) student completes and submits a Student Medical Re-Entry Form; (2) student's licensed health care provider completes and submits a Health Care Provider Medical Re-Entry Form; and (3) following the submission of both forms, the student shall meet with the _____ for a re-entry interview to determine if and when it is appropriate for the student to resume his/her studies.

The College's Re-Entry Process is administered by the _____ Office. When the College is first informed of a student's medical leave or hospitalization, the College will place a general "hold" on the student's registration, pending the College's decision on the student's reentry. Throughout the re-entry process, the highest level of confidentiality will be maintained. For more information about the Re-Entry Process, please contact the _____. Students subject to the College's Suicide Prevention Protocol shall be required to comply with the Re-Entry Process.

Student Medical Re-Entry Form

Form must be completed by student

Student Name: _____ **Student ID:** _____

Date of Birth: _____ **Phone #:** _____

1. Please describe the circumstances of your medical leave or hospitalization.

2. Please describe what supports and resources you will access to help you to successfully complete (or begin) your semester.

3. If you are currently enrolled, please list your current academic courses and assess your progress in each course. If you are not currently enrolled, please list what courses you intend to take.

4. If you are currently enrolled, what contact have you had with your instructors regarding your absence?

I acknowledge that all information provided by me and/or my health care provider at my request becomes part of my confidential student record and is protected from unauthorized disclosure by the Family Educational Rights and Privacy Act (FERPA) (34 CFR 99). This information will only be shared with school officials on a need-to-know basis. This re-entry form relates to medical leave and hospitalization re-entry only and is independent from any additional readmission requirements imposed through the College's Admissions Office and/or a specific academic program.

Student Signature: _____ Date: _____

PLEASE NOTE: If your physical or mental condition qualifies as a “disability” under the Americans with Disabilities Act and you require reasonable accommodation(s) to perform the essential aspects of your academic program, please contact the College’s _____ for more information at _____.

Please Return Form to: _____

Licensed Health Care Provider Medical Re-Entry Form

Licensed Healthcare Provider must complete form
Please fax or return in an official letterhead envelope

Student Name: _____ Date of Birth: _____ Today's Date: _____

The above named student is seeking re-entry to _____ Community College following a medical leave or hospitalization. Your information will help us determine this student's readiness to successfully resume his/her academic activities. Assessment of the student's readiness to return to the college is based on careful consideration of all pertinent information obtained from the student and the health care provider. The final decision regarding re-entry rests with the College's _____. Please complete and return this form via email or fax. If more space is needed in the narrative sections, please add additional pages. This information will become part of the student's confidential student record and is protected from unauthorized disclosure by the Family Educational Rights and Privacy Act (FERPA) (34 CFR 99).

Reason for Medical Leave or Hospitalization:

- Physical Health Mental Health (Please check all that apply)
- Suicidal threats or behavior Self injurious behavior
 - Homicidal threats/behaviors Violent behavior
 - Reckless/high risk behaviors Medical Instability

Please provide additional information as necessary: _____

Treatment Dates (if any): _____

Hospitalization Dates (if any): Admitted on: _____ Discharged on: _____

Last Appointment (if any): _____

Current Treatment Plan:

Discharge/Continuing Care Plan:

Are there any specific concerns you have about the student returning to the College?

Is there any other information we should know for the student's successful return to College?

To return to _____ Community College, a student must be able to:

- Function autonomously on campus;
- Not require supervision or monitoring for safety or continuing care; and
- Be able to take responsibility for arranging and following through with any further treatment.

Recommendation:

Based on the above criteria, is this student ready to return to _____ Community College?

- Yes
- No

If Yes:

- Full-time enrollment (12 credits, which is typically 4 classes); or
- Part-time (9 credits or fewer)

If No, please state reason(s): _____

Health Care Provider's Name: _____ Profession/License No.: _____

Address: _____

Phone: _____

Fax: _____

Email: _____

Signature: _____ Date: _____

Please Return Form to: _____

STUDENT GRIEVANCE PROCEDURE
MASSACHUSETTS COMMUNITY COLLEGES
Revised 2013

POLICY GOAL: CONFLICT RESOLUTION

Before invoking the Student Grievance Procedure, a reasonable effort shall be made by those involved in a dispute to resolve it amicably. A dispute is most effectively handled and resolved by those closest to the problem, having the best understanding of the issues, and having the ability to formulate a mutually acceptable resolution. Therefore, it is in the best interest of the student, the potential subject of a Grievance, and the College to resolve disputes through open and cooperative dialogue. Only when such efforts are unsuccessful should the Student Grievance Procedure be invoked. Throughout all phases of the Student Grievance Procedure, all reasonable efforts shall be made to maintain confidentiality in accordance with applicable law.

DEFINITIONS

- 1) **COMPLAINT**: the informal, unwritten stage of an allegation of mistreatment.
- 2) **DAY**: as used in this policy, shall mean a calendar day.
- 3) **GRIEVANCE**: a written grievance filed by a student with the person designated by the President as the Student Grievance Officer specifically alleging an abridgment of his or her rights as a student.
- 4) **GRIEVANT**: the student filing the Grievance. The Grievant must have been a registered student of the College at the time of the alleged mistreatment.
- 5) **INSTRUCTIONAL PERIOD**: the academic semester, summer session or intersession when a grievable act or omission occurs. The Instructional Period shall end on the last day of final exams.
- 6) **RESPONDING PARTY**: the person against whom a complaint or Grievance is directed.
- 7) **SENIOR OFFICER**: senior level employee who reports to the President for the Responding Party's work area.
- 8) **STUDENT GRIEVANCE OFFICER**: a College employee assigned responsibility for administering the Student Grievance Procedure, including the maintenance of specified records. The Student Grievance Officer shall ordinarily be the Senior Student Affairs Officer. If this individual is the person against whom the Grievance is filed, the President shall designate another College official to act as the Student Grievance Officer.
- 9) **SUBSTANTIAL EVIDENCE OF ERROR OR INJUSTICE**: for purpose of Grade Appeals, substantial evidence of error or injustice is defined as:
 - a. The assignment of a course grade to a student on some basis other than performance in the course; or
 - b. The assignment of a course grade to a student by resorting to unreasonable standards different from those which we e applied by the same instructor to other students in that course; or
 - c. The assignment of a course grade by a substantial, unreasonable and unannounced departure from the instructor's previously articulated standards.
- 10) **TINE**: the number of days indicated at each level shall be considered as a maximum. All reasonable efforts shall be made to expedite the process, but the President or his/her designee may extend the time limits in extenuating circumstances with notice to both parties in writing, or by mutual written agreement between the Grievant and the Responding Party.

UTILIZING THE STUDENT GRIEVANCE PROCEDURE

The Student Grievance Procedure may be used by a student to address alleged abridgment of the student's rights, as stated in the College's Student Handbook and/or Policy Guide. The student Grievant or the Responding Party may consult with the Student Grievance Officer at any time. The College's Student Grievance Officer is _____.

The Student Grievance Procedure may not be used to address allegations of discrimination, including sexual harassment. When a student believes that he/she has been discriminated against due to his/her race, creed, religion, color, sex, sexual orientation, age, disability, veteran status, genetic information or national origin, the College's Affirmative Action Grievance Procedure is a mechanism for resolution. The College's Affirmative Action Grievance Procedure is contained in the College's Affirmative Action Plan. The College's Affirmative Action Officer is _____.

If a Grievance involves a grade dispute, a student shall process the Grievance in accordance with the Student Grievance Procedure. However, if a grade dispute raises issues of discrimination or sexual harassment, the Grievance should be processed in accordance with the College's Affirmative Action Grievance Procedure, and the Affirmative Action Officer shall conduct the process in collaboration with the Senior Academic Officer or designee.

Claims of physical or sexual assault shall not proceed under the Student Grievance Procedure. A claim of physical assault alleged against a student shall be reported to the Code of Conduct Officer. A claim of physical assault alleged against an employee shall be reported to the Human Resources Office. In both cases, law enforcement authorities shall also be notified. A claim of sexual assault shall be reported to the College's Affirmative Action Officer and/or Title IX Coordinator and law enforcement authorities and shall proceed under the College's Affirmative Action Plan. In matters involving physical or sexual assault, alleged victims are strongly encouraged to independently report the incident to the law enforcement authorities. The College's Campus Police/Security Department can assist with the reporting process.

At any Level of the Student Grievance Procedure, either party may request mediation by contacting the Student Grievance Officer. Mediation shall be mutually agreed upon and not unreasonably refused by either party. The Student Grievance Officer shall select an impartial mediator who shall be mutually agreed upon and not unreasonably refused by either party, make the arrangements, determine the timetable for the mediation process, and inform the parties of the timetable in writing. Where practicable, a mediation session shall be conducted no later than thirty (30) days after requested and agreed to by the parties. The purpose of mediation is to resolve the dispute to the satisfaction of both parties. If a mediated resolution cannot be achieved, the Grievant may proceed with the Grievance Process. The Grievant has the right to be accompanied by any advisor of his/her own choosing and at his/her own expense throughout the grievance process. The advisor may be an attorney. An advisor's role is limited to personally advising the Grievant only. An advisor is not permitted to participate directly in any aspect of the grievance process.

Except for under extenuating circumstances, as determined by the President or his/her designee, failure by a party to comply with the Student Grievance Procedure during the course of a Grievance may result in the waiving of the non-compliant party's rights under the Procedure.

GRADE APPEALS

Complaints or Grievances filed in connection with assigned grades represent a special case within the Grievance procedure. Grading reflects careful and deliberate assessment of a student's performance by the instructing professional(s). As such decisions are necessarily judgmental the substance of those decisions may not be delegated to the Grievance process. Nevertheless, the College recognizes that in rare cases the process of grading may be subject to error or injustice. Except as otherwise provided by a separate appeal procedure for a clinical program as approved by the President of the College, a student who alleges an error or injustice in the grading process may file a Grievance under the Student Grievance Procedure. A grade appeal Grievance shall proceed no further than Level Two, Step Two. For purposes of a grade appeal, the Senior Academic Officer of the College, or his/her designee, shall serve as the Student Grievance Officer throughout the grade appeal process.

If the faculty member who assigned the challenged grade is no longer employed by the College or is not available within the timelines specified (see "Time" definition), the student may initiate his/her Level One complaint with the chief administrator of the appropriate instructional division (who shall be identified by the Senior Academic Officer).

If at any level substantial evidence of error or injustice is produced, the grading process may be remanded to the instructor of record for reassessment. If after reassessment, the dispute remains unresolved, the matter shall be referred to the Senior Academic Officer, or his/her designee, for final review. If the instructor of record is no longer available, the Senior Academic Officer or his/her designee shall instead reassess the grading process.

LEVEL ONE - INFORMAL PROCEDURE

This is the informal stage where most complaints are resolved. The Grievant and the Responding Party should consult with the Student Grievance Officer at this time.

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

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

LEVEL TWO - FORMAL PROCEDURE

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

L2 - STEP ONE

The Student Grievance Officer shall notify the parties in writing when a complaint is not resolved informally at Level One. The Grievant may, within ten (10) calendar days after receipt of the Student Grievance Officer's written notice, file with the Student Grievance Officer a Grievance. The Grievance shall contain the following information: the name and title of the person(s) against whom the Grievance is directed, a statement of all known facts, documents and materials supporting the grievance, a list of individuals who have information pertinent to the grievance, and the relief sought by the Grievant. All supporting documents, if any, shall be attached to the grievance as part of the Grievance. The Grievance shall also state the date it is filed and that it is being filed at "Level Two, Step One."

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

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

L2 - STEP TWO (Supervisor Level)

If the Grievance is not resolved to the satisfaction of the Grievant within ten (10) calendar days after his/her receipt of the Step One response, or if no written response is submitted, the Grievant may within ten (10) calendar days after the written response was received or due, request the Student Grievance Officer to forward the Grievance and response, if any, to the supervisor of the Responding Party, with a copy to the Senior Officer of the work area of the Responding Party. The supervisor shall investigate the Grievance and confer with the Senior Officer. The supervisor shall forward his/her written decision to the Student Grievance Officer, within ten (10) calendar days after receipt of the Step Two Grievance. Thereafter, the Student Grievance Officer shall deliver the decision to the Grievant and the Responding Party within five (5) calendar days.

At any time before the issuance of the Supervisor's Step Two decision, the Senior Officer may request that the parties meet to discuss the issue and attempt to resolve it.

Grade appeals do not go beyond this Step (Level Two - Step Two) per the section on Grade Appeals. No new issues or allegations may be raised by either party after Step Two.

L2 - STEP THREE (Student Grievance Committee Level)

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

Within ten (10) calendar days of the Student Grievance Officer's receipt of the Grievant's request for a hearing, the Student Grievance Officer shall arrange a hearing before a Student Grievance Committee. The Student Grievance Officer shall use reasonable efforts to schedule the hearing at a time mutually convenient to the parties. At least twenty-four (24) hours prior to the hearing, the Student Grievance Officer shall provide each member of the Committee and all parties to the Grievance with copies of the Grievance, responses to the Grievance, decisions issued, and all relevant supporting documentation and materials. The Committee's make-up and hearing rules are discussed later in this policy. The Committee shall deliver its findings and recommendations to the Student Grievance Officer within ten (10) calendar days following the hearing. A copy of the Committee's findings and recommendations shall be delivered to the President or his/her designee, within five (5) calendar days of receipt.

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

The decision of the President, or his/her designee, shall be final and binding on all parties.

MEMBERSHIP OF THE STUDENT GRIEVANCE COMMITTEE

The composition of the College's Student Grievance Committee shall consist of five members: one student, one unit professional, one faculty member, one non-unit professional and one unit classified employee. The President or his/her designee shall appoint each member from among the recommendations submitted by the Student Grievance Officer.

Service on the Committee shall be voluntary, provided that a member who has a personal interest in a particular Grievance shall be ineligible to serve on the Grievance Committee. All College employees serving on the Student Grievance Committee and acting within the scope of their official duties on the Committee, shall be protected from liability to the full extent provided under Massachusetts General Laws, Chapter 258, and eligible for indemnification as provided for pursuant to M.G.L. Chapter 258, Section 9.

All Student Grievance Committee members, as well as all others in attendance at a student Grievance proceeding, shall maintain the confidentiality of the proceedings. The Student Grievance Officer shall attend all Committee hearings but shall not vote.

STUDENT GRIEVANCE COMMITTEE HEARING & DECISION GUIDELINES

The following guidelines provide the framework for conducting a Student Grievance Committee Hearing:

- 1) Prior to the hearing, the newly impaneled Committee shall meet to elect a Committee Chairperson. The Chairperson shall be selected by a simple majority vote.
- 2) The Chairperson on the Committee shall be responsible for conducting the hearing and drafting the decision of the Committee but shall vote only in the event of a tie.
- 3) All hearings shall be closed, and deliberations of the Committee shall be confidential and conducted in private.
- 4) The Grievant and the Responding Party shall be in attendance at the hearing. Each party may be accompanied by an advisor at the hearing. The advisor, however, may not participate in the hearing or question witnesses. Either party may at any time during a hearing consult in private with his/her advisor.
- 5) Witnesses may be asked by the Committee to remain outside of the hearing room until they are called to testify.
- 6) The Grievant will address the Committee first. The Grievant will state the nature of his/her Grievance and may present relevant evidence and/or witnesses in support of the Grievance.
- 7) The Responding Party may respond to the Grievant's allegations and present relevant evidence and/or witnesses in opposition to the Grievance.
- 8) Once the parties have presented their respective positions, the Committee may question the parties and/or witnesses.
- 9) After the Committee has questioned the parties, each party will be given the opportunity to question the other party and their respective witnesses. All questions must be directed through the Committee. If the Committee determines that a question is relevant to the Grievance, the party or witness to whom it is addressed will be asked to respond.
- 10) Following the parties' questioning of each other, the Committee will have another opportunity to question the parties and witnesses.
- 11) Hearings before the Committee shall not be subject to the formal rules of evidence. In all cases, the hearing shall be conducted in a fair and impartial manner.
- 12) If a party to a Grievance fails to appear for a scheduled hearing, the Committee has the discretion to proceed with the hearing and issue its findings and recommendations in the party's absence.
- 13) The decision of the Committee shall be based on the relevant evidence presented at the hearing. The decision shall be in writing and include: a list of all documentary evidence and witnesses presented; a summary of the testimony offered by both parties and their respective witnesses; the findings of the Committee and its recommendations. Copies of the deci-

sion and recommendations of the Student Grievance Committee shall be forwarded by the Student Grievance Officer to the President or his/her designee for review and final disposition. The President or his/her designee shall accept, reject or modify the Committee's decision and/or recommendations and issue a final written decision.

14) All findings and decisions reached under this Procedure shall be based on a "preponderance of evidence" standard (i.e., more likely than not). Any action taken hereunder shall be reasonable under the circumstances, in accordance with applicable College rules and procedures and be grounded in fundamental fairness.

WITHDRAWAL

A student may withdraw his/her complaint or Grievance at any time. Withdrawal must be accomplished in writing or by oral agreement confirmed in writing.

RETALIATION

No member of the College community shall retaliate or threaten to retaliate against, interfere with, restrain, or coerce any student in the exercise of his/her rights under the Student Grievance Procedure or his/her participation in any Grievance proceedings.

COLLATERAL RIGHTS OF PERSON GRIEVED BY STUDENT

If the recommendations made at any level of the Grievance procedure result in sanctions against a college employee, the sanctions shall be regarded as administrative actions subject to all conditions of applicable collective bargaining agreements and College or Board of Higher Education personnel policies.

ALTERNATIVE FORUMS

Filing a Grievance in accordance with the Student Grievance Procedure in no way abrogates a student's right to file a complaint with an appropriate state or federal agency or in another forum.

Last Revised: May 29, 2013

Students/SG Policy/revise policy 2011/SGP Draft Revisions 2011-#t



BROCKTON CAMPUS

1 Massasoit Boulevard
Brockton, MA 02302

CANTON CAMPUS

900 Randolph Street
Canton, MA 02021

MIDDLEBOROUGH CENTER

49 Union Street
Middleborough, MA 02346

MASSASOIT
COMMUNITY COLLEGE

508-588-9100
massasoit.edu