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Catalog 2022-2023

Goodwin University

A Student-Centered Baccalaureate Institution of Higher Education

One Riverside Drive · East Hartford, CT 06118

(860) 528-4111

(800) 889-3282

Accredited by

The New England Commission of Higher Education

2022-2023

Effective Date: Fall 2022. Volume 1

Education Malpractice Doctrine

In the event an act of God, public health emergency or other exceptional incident occurs which compromises the function of Goodwin University and results in the suspension of its operations and/or programs, the University will process refunds to its students for programs, activities, and fees as it deems appropriate. In consideration of such a process, the University will adhere to applicable laws and regulations at the time of the incident in consideration. Any decision made to suspend Goodwin's operations and programs will be decided upon by Goodwin University leadership.

Welcome

Welcome...

to Goodwin University's 2022–2023 academic year. In our previous two academic catalogs, my welcome messages focused on the challenges we faced as we navigated our way through the COVID pandemic. While we still keep a cautious eye on the exposure numbers and mask-up in certain circumstances, it seems that we are at last moving forward.

At our Commencement ceremony in June, we celebrated the fortitude of our graduates who found — and in many cases *forged* — the unique paths to their degrees. Throughout the speeches and well wishes, much was said of how this new generation of learners would shape our world going forward.

As individuals, we have endured and we are changed, as is the entire world of higher education. You are joining our University community at an exciting time of “what ifs,” as we continue our work to make education accessible, inclusive, and respectful of all types of learners. As always, I am immensely proud that so many Goodwin programs lead to careers in the helping professions with front line heroes walking our hallways and participating in online courses.

I welcome you to the Goodwin community and invite you to participate in as many ways as you can. Your success here depends not only on what you take away, but on what you contribute to your courses, your classmates, and your instructors as well. We learn from each other on our paths to being true global learners.

Whether you are pursuing your degree on ground or online, at the undergraduate or graduate level, I applaud your commitment to further your education and enrich your life, your family's well-being, and the quality of the communities to which you belong.

Sincerely,

Mark Scheinberg
President, Goodwin University

About Us

Goodwin University is proud of its remarkable legacy of creating educational opportunities for more than 20 years. It has grown from a business technology training center, to an accredited baccalaureate college, to a re-imagined, community-based university comprising three schools of academic focus: the School of Applied Liberal Arts and Social Sciences, the School of Business, Technology, and Advanced Manufacturing, and the School of Nursing and Health Professions.

Accredited by the New England Commission of Higher Education (NECHE), Goodwin has reached an impressive series of milestones, including the creation of one of Connecticut's leading nursing programs, the development of robust advanced manufacturing and incumbent worker training programs, approval to grant bachelor's and master's degrees, and the development of a vibrant campus and neighborhood along the Connecticut River. Adding to campus life is our ever-growing magnet school system which includes the Riverside Magnet School (pre-K to grade five) and the Connecticut River Academy (grades six to 12).

In 2021, the University formalized its association with the University of Bridgeport by bringing it under the Goodwin umbrella as an independent, nonprofit organization with its own board of trustees. By expanding its geographical influence to the southern part of Connecticut, Goodwin has taken a monumental step forward in creating new educational opportunities for students and in creating workforce development that will benefit the state for future generations.

Central to the Goodwin mission, first and foremost, is service to students. In that spirit, Goodwin has embraced Universal Design for Learning (UDL) as its central teaching philosophy, removing traditional obstacles to learning and re-thinking the ways that all learners are able to demonstrate their knowledge and comprehension. UDL has proven incredibly successful, leading to the establishment of the Goodwin Institute for Learning Innovation, with schools nationwide looking to the University for visionary thinking in education.

Programs of Study

University Hours

The Admissions and Administrative personnel are typically available from 8:00 a.m. to 7:00 p.m. daily, with some offices closing at 5 p.m. on Fridays, and on Saturday and Sunday from 9:00 a.m. to 1:00 p.m. Holiday hours vary and are posted on the University website.

Goodwin University Calendar

September 2022 - September 2023

Fall Semester

Saturday, September 3	New student orientation	Monday, October 10	Census Day (first module and 15-week courses)
Monday, September 5	Labor Day. No classes - University is closed	Tuesday, October 11	Indigenous People's Day. No classes - University is open
Tuesday, September 6	Last day to WITHDRAW without academic and financial penalty Faculty return to campus	Tuesday, October 25	Last day to WITHDRAW from a first module course with academic and financial penalty (See Refund Policy)
Wednesday, September 7	Fall semester begins	Tuesday, November 1	First module ends
Friday, September 9	Community Day		Last day to WITHDRAW from a second module course without academic and financial penalty (See Refund Policy)
Tuesday, September 13	Last day to ADD a 15-week and first module course		
Tuesday, September 20	Last day to ADD a 15-week course for approved courses only	Wednesday, November 2	Second module begins
Tuesday, September 20	Last day to WITHDRAW from a 15-week or first module course without academic penalty, but with financial penalty (See Refund Policy)	Thursday, November 8	Last day to ADD a second module course
Wednesday, September 21	Faculty		

Friday, November 11	Veterans Day (observed). No classes - University is open	Sun-Mon, December 25-26	ends Christmas Day. University is closed
Tuesday, November 15	Last day to WITHDRAW from a second module course without academic penalty, but with financial penalty (See Refund Policy)	Winter Break December 21, 2022-January 8, 2023 Spring Semester 2023 Sun-Mon, January 1, 2023-January 2, 2023	Winter break for students New Year's Day (observed). University is closed
Wednesday, November 16	Faculty Census Day (second module courses)	Tuesday, January 3	Faculty return to campus.
Wednesday, November 23	University will close at 3 p.m. - No evening classes	Saturday, January 7	New student orientation
Thurs-Friday, November 24-25	Thanksgiving Holiday. No classes - University is closed	Sunday, January 8	Last day to WITHDRAW without academic and financial penalty
Sat-Sun, November 26-27	Thanksgiving holiday weekend. No classes - University is open	Monday, January 9	Spring Semester begins
Tuesday, December 6	Last day to WITHDRAW from a 15-week or second module course with academic and financial penalty (See Refund Policy)	Sunday, January 15	Last day to ADD a 15-week and first module course
Tuesday, December 20	Fall semester	Monday, January 16	Martin Luther King Jr. Day. No classes - University is closed
		Sunday, January 22	Last day to ADD a 15-week and first module course only
		Sunday, January 22	Last day to WITHDRAW from a 15-week or first module course without

	academic penalty, but with financial penalty (See Refund Policy)	Sunday, March 12	Last day to ADD a second module course
Monday, January 23	Faculty Census Day (first module and 15-week courses)	Sunday, March 19	Last day to WITHDRAW from a second module course without academic penalty, but with financial penalty (See Refund Policy)
Monday, February 12	Last day to WITHDRAW from a first module course with academic and financial penalty (See Refund Policy)	Monday, March 20	Faculty Census Day (second module courses)
Monday, February 20	Presidents Day. No classes - University is open	Fri-Sat April 7-8	Good Friday and Easter weekend. No classes - University is open
Sunday, February 26	First module ends		
Sun-Mon, February 27-March 5	Reading Week*. No Classes - University is open	Sunday, April 9	Easter Sunday. No classes - University is closed
Sunday, March 5	Last day to WITHDRAW from a second module course without academic and financial penalty (See Refund Policy)	Sunday, April 9	Last day to WITHDRAW from a 15-week or second module course with academic and financial penalty (See Refund Policy)
Monday, March 6	Second module begins	Sunday, April 23	Spring semester ends
		Spring Break April 24 - May 7	Spring break for students

April 24-April 30	Spring break for faculty	Sunday, June 11	Last day to WITHDRAW from a first module course with academic and financial penalty (See Refund Policy)
Summer Semester 2023			
Monday, May 1	Faculty return to campus. Community Day		
Saturday, May 6	New student orientation	Sunday, June 25	First module ends
Sunday, May 7	Last day to WITHDRAW without academic and financial penalty	Sunday, July 2	Last day to WITHDRAW from a second module course without academic and financial penalty (See Refund Policy)
Monday, May 8	Summer semester begins		
Sunday, May 14	Last day to ADD a 15-week and first module course	Monday, July 3	Second module begins
Sunday, May 21	Last day to ADD a 15-week course for approved courses only		
Sunday, May 21	Last day to WITHDRAW from a 15-week or first module course without academic penalty, but with financial penalty (See Refund Policy)		
Monday, May 22	Faculty Census Day (first module and 15-week courses)		
Monday, May 29	Memorial Day. No classes - University is closed		

Monday, July 4	Independence Day. No classes - University is closed	*Reading Week: This period is one week where classes do not take place. This week is an opportunity for students to integrate upcoming materials, complete projects, and meet with instructors without the pressure of new or additional assignments.
Sunday, July 9	Last day to ADD a second module course	
Sunday, July 16	Last day to WITHDRAW from a second module course without academic penalty, but with financial penalty (See Refund Policy)	
Monday, July 17	Faculty Census Day (second module courses)	
Sunday, August 6	Last day to WITHDRAW from 15-week or a second module course with academic and financial penalty (See Refund Policy)	
Sunday, August 20	Summer semester ends	
Summer Break		
August 21 - September 4	Summer break for students	
August 21 - September 28	Summer break for faculty	

Frequently Called Numbers

A complete employee directory is located on the University website.

Toll Free Telephone:	1-800-889-3282
Direct Fax:	(860) 291-9550
General Information:	(860) 528-4111
Directions to Campus:	(860) 528-4111
Academics/Registrar:	(860) 727-6708
Bookstore:	(860) 727-6722
Business Office:	(860) 727-6784
Financial Aid:	(860) 727-6723
Library:	(860) 913-2042
Repayment Solutions:	(860) 913-2125
Student Affairs:	(860) 913-2043

Academic Departments:

School Business, Technology, and Advanced Manufacturing:	(860) 913- 2038
School of Applied Liberal Arts and Social Sciences:	(860) 913- 2079
School of Nursing and Health Sciences	
Nursing:	(860) 727- 6981
Health Professions:	(860) 727- 6781

Cancellation of Classes Due to Inclement Weather or Other Emergencies

The administration carefully considers student safety, weather reports, and the ability to clear campus parking when deciding on inclement weather closings. Every effort is made to post closings by 7 a.m. for day classes and 3 p.m. for evening classes, but allowances must be made for changing weather and road conditions.

In the event of snow or inclement weather, information about plans for the day will be communicated via:

- Goodwin University homepage: www.goodwin.edu
- Facebook:
<https://www.facebook.com/GoodwinUniversity>
- Instagram:
<https://www.instagram.com/goodwinuniversity/>
- Twitter: <https://twitter.com/goodwinuniv>
- Listings on local television news stations
- Campus emergency notification system

When classes are canceled, individual faculty members may opt to conduct class online or hold a scheduled make-up session. Students are responsible for checking Canvas and their Goodwin email regularly, particularly on days when classes are canceled, to learn of any alternate arrangements. If a canceled class is rescheduled, a student who is unable to attend will not be penalized for non-attendance but is still responsible for the work missed.

Accreditation and Approvals

Regional Accreditation Statement

Goodwin University is accredited by the New England Commission of Higher Education (NECHE).

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 the institution. Individuals may also contact:

New England Commission of Higher Education
3 Burlington Woods Drive, STE 100
Burlington, MA 01803-4514
(781) 425-7785
(781) 425-1001 - Fax

Programmatic Accreditation

Dental Hygiene, Associate in Science

The Goodwin University Dental Hygiene program is accredited by the Commission on Dental Accreditation, a specialized accrediting body recognized by the United States Department of Education. The Goodwin University Dental Hygiene program has been granted accreditation status as: Approval without reporting requirements. This accreditation classification is granted to an educational program to indicate that the program achieves or exceeds the basic requirements for accreditation. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or (800) 621-8099 at 211 East Chicago Avenue, Chicago, IL 60611. The Commission's web address is: <https://www.ada.org/en/coda/accreditation>.

Funeral Service, Associate in Science

The Funeral Service program at Goodwin University is accredited by the American Board of Funeral Service Education (ABFSE), 992 Mantua Pike, Suite 108, Woodbury Heights, NJ 08097 (816) 233-3747. Website: www.abfse.org.

National Board Examination pass rates, graduation rates and employment rates for this and other ABFSE-accredited programs are available at www.abfse.org. To request a printed copy of this program's pass rates and rates, go to Goodwin University, Funeral Service program, One Riverside Drive, East Hartford CT or by e-mail at JGomes@goodwin.edu, or telephone (860) 913-2189.

Medical Assisting, Certificate

The certificate program in Medical Assisting at Goodwin University is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Medical Assisting Education Review Board (MAERB). Commission on Accreditation of Allied Health Education Programs, 9355 113th St. N. #7709, Seminole, FL, 33775, (727) 210-2350, www.caahep.org.

Nursing, Associate in Science

The Associate Degree Nursing program at Goodwin University at the campus located in East Hartford, Connecticut is accredited by the: Accreditation Commission for Education in Nursing (ACEN) 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326, 404-975-5000.

The most recent accreditation decision made by the ACEN Board of Commissioners for the Associate Degree nursing program is Continuing Accreditation. View the public information disclosed by the ACEN regarding this program at <http://www.acenursing.us/accreditedprograms/programSearch.htm>.

Nursing, Bachelor of Science

The baccalaureate degree program in nursing (RN-to-BSN and ABSN) at Goodwin University is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791. Goodwin University is a member

of SARA and therefore can offer our RN-to-BSN program to residents of other SARA states.

The RN-to-BSN program was granted initial accreditation by the Commission on Collegiate Nursing Education (CCNE) in February 2016. As of February 10, 2021, the accreditation was renewed for 10 years, extending to December 31, 2031. The ABSN program, which was offered for the first time in Fall 2019 per CCNE is included under this initial BSN accreditation. The next evaluation visit is scheduled for Spring of 2031.

Secondary to the delay in ADN graduates being able to take the NCLEX related to COVID 19, graduates from the associate degree program at Goodwin University only, may be admitted to the RN-BSN track and take NUR 300 and NUR 310 without an RN license. This interim policy became effective for the April 2020 graduates and will remain in place until NCLEX testing centers resume their regular scheduling processes.

Nursing, Master's of Science

The master's degree program in nursing (MSN, FNP, PMHNP) at Goodwin University is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791. CCNE last grant accreditation to the master's degree program in nursing at Goodwin University for 5 years, extending to June 30, 2025. The next on-site evaluation to take place in summer of 2025.

Occupational Therapy Assistant, Associate in Science

The Occupational Therapy Assistant program at Goodwin University is accredited by the Accreditation Council for Occupational Therapy (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200 North Bethesda, MD 20852-4929. ACOTE's Telephone Number, C/O AOTA, is (301) 652-AOTA, and its web address is www.acoteonline.org.

Graduates of the program will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure in order to practice, including the District of Columbia and Puerto Rico; however, state licenses are usually based on the results of the NBCOT Certification Examination. When you apply to sit for the certification exam, you will be asked to answer questions related to the topic of felony convictions. For further information on these limitations, contact NBCOT. Note that a felony conviction may affect

a graduate's ability to sit for the NBCOT certification examination or attain licensure. Connecticut requires a license in order to practice occupational therapy and the license is based on the results of the NBCOT Certification Examination.

Program results from the National Board for Certification (NBCOT) in Occupational Therapy can be found on their website.

Respiratory Care, Associate in Science

The Respiratory Care Associate in Science program at Goodwin University, program number 200505, located at One Riverside Drive, East Hartford, CT 06118 is accredited by the Commission on Accreditation for Respiratory Care (CoARC) located at 264 Precision Blvd, Telford, TN 37690. Phone: 817-283-2835, www.coarc.com. When making inquiries, please refer to program #200505.

CoARC accredits respiratory therapy education programs in the United States. To achieve this end, it utilizes an 'outcomes based' process. Programmatic outcomes are performance indicators that reflect the extent to which the educational goals of the program are achieved and by which program effectiveness is documented. Programmatic outcomes can be viewed here.

Student Affairs

The Division of Student Affairs (DSA) aims to enrich the overall student experience while at Goodwin University. Its overarching goal is to foster student involvement in areas ranging from residential life to student engagement. Additionally, DSA seeks to aid students in making meaningful connections between the material learned in the classroom and the various leadership opportunities afforded to them throughout their time at Goodwin. Through 14 different offices, DSA strives to meet the basic needs for University life and create a positively impactful campus environment.

More information about these resources can be found on the Student Affairs website.

Orientation

All new students must plan to attend one of the mandatory scheduled orientations. New student orientation is designed to provide students with the resources needed to be successful at Goodwin University. During orientation, students meet university administrators, staff and faculty and student leaders, and are provided with valuable information about critical campus services.

For questions regarding orientation, contact Isamar Rodriguez, Community and Service Learning Coordinator at 860-913-2185 or by emailing her at irodriguez@goodwin.edu

Please see the Orientation website for more information.

Academic Success Center

The Academic Success Center seeks to promote and foster student learning and development by providing individual and group tutoring for Goodwin's developmental and university-level courses.

The Academic Success Center will help students identify strategies that enhance students' understanding of concepts, while developing critical thinking and study skills ultimately improving the students' ability to successfully complete a course.

The Academic Success Center provides students with consistent support and guidance throughout the learning process and encourages students to be actively involved in their learning. Tutoring is not a substitute for

attending class. Students should regularly attend class and come prepared to participate in their own learning.

In addition to general tutoring, the Academic Success Center is focused on the development of Writing Skills. Professional Writing Tutors are available to assist students through the process of writing on a walk-in and appointment basis. Tutors will offer critical feedback about writing, answer questions and guide students to available resources. Students are encouraged to come into the center to receive assistance, study, work on assignments and ask questions as they arise. The Academic Success Center is equipped with computers that students may use anytime the Academic Success Center is open. Students are strongly encouraged to use these computers to work on assignments.

The Academic Success Center also provides testing services for those who have missed an exam in their class or who have accommodations approved by the AccessAbility Office. In order to utilize the testing center, students must get written approval from their professor. In addition, students with documented accommodations may have their tests proctored in the second floor testing center.

For questions regarding the Academic Success Center and Testing contact Eric Emet at 860-727-6793 or email him at eemet@goodwin.edu

Please see the Academic Success Center website for more information.

AccessAbility Services

The AccessAbility Services Office assists students with disabilities in securing accommodations and services that will promote success and integration into the University. Goodwin University complies with the mandates created by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Students who have a documented disability are strongly encouraged to contact the AccessAbility Coordinator in advance of their enrollment so that accommodations are in place on the first day of matriculation. Guidelines and policies are provided to students who request this information.

If you have any questions, please contact the AccessAbility Coordinator at 860-727-6718 or by emailing AccessAbilityServices@goodwin.edu.

Information is also available on the Goodwin University website.

Career Services

The Career Services team helps students and graduates develop professionally as they continue on their journey toward their chosen career. The Mission of Career Services is to support and empower Goodwin University students in developing, evaluating and effectively implementing their career plans. To fulfill this mission, Career Services provides opportunities for students to become the best possible, career-ready candidates that they can be.

Students are encouraged to develop a relationship with a career specialist early in their academic careers. Our specialists assist students with every stage of the career-planning process. We offer a variety of information and resources to help students and graduates achieve their career goals including:

- Individualized career counseling;
- Interest inventories and assessments to help relate their strengths to career objectives;
- Career workshops (ex., resume and cover letters, mock interviews, job-search skills and networking);
- Information on internship opportunities;
- Job listings for off-campus employment;
- Recruitment activities including on-campus interviews and career fairs;
- Additional career planning and research resources.

Although every effort is made to assist graduates in securing employment, no guarantee or representation of placement is made or implied.

If you have questions, please contact Career Services at 860-727-6768 or by email at careerservices@goodwin.edu.

Additional information about these resources can be found on the Career Services website.

Counseling Services

The mission of Counseling Services is to provide students with opportunities for personal, emotional, and academic development, and to help guide students toward successful completion of their education. In addition, in accordance with Goodwin University's mission, Counseling Services seeks to foster lifelong learning and to promote civic responsibility. These services are offered at no cost to our students.

Our therapists will:

- Provide a safe and nurturing environment where students can identify and align their personal goals with their academic goals.
-

Collaborate with faculty and staff to help students develop self-knowledge, strategies, and coping skills necessary to succeed personally, academically, and professionally.

Provide individual counseling for any issue including, but not limited to bereavement support, emotional difficulties, domestic violence, and substance abuse.

Students who take advantage of these services will enjoy a one-on-one relationship with a counselor. Group sessions are also formed throughout the year on a needs basis. Referrals to the counselor can be made by faculty, staff, or self-referral. Every referral remains confidential.

Appointments may be made by calling Lisa Mooney at 860-913-2159 or by emailing her at lmooney@ihssbhc.org or lmooney@goodwin.edu

More information can be found on the Counseling Services website.

Student Engagement and Leadership

The University offers a broad array of student activities and recreational opportunities. As a residential campus, Goodwin ensures that its diverse student body has numerous opportunities for enhancing growth and development.

The goals of the student organizations are:

- To ensure that the educational potential of the co-curricular experience is realized;
- To facilitate cohesion and social interaction;
- To enable students to maximize their university experience;
- To instill a sense of civic responsibility; and
- To help students harness transferable leadership skills.

Students are encouraged to organize activities that provide leadership, enrichment, leisure, and fitness. Some of the special interest organizations are affiliated with academic departments. Recreational opportunities include men's and women's basketball, flag football, soccer and Dragon Boat Racing. There are various annual events that take place which bring students and their families to campus. Students regularly present ideas for new activities and events that help to guide and direct our engagement programming.

The University has a Beta Rho Delta Chapter of Phi Theta Kappa International Honor Society, which recognizes and encourages student scholarship. The advisor from the Registrar's office confers membership on selected students who meet the criteria for eligibility to this distinguished organization. The inductees are expected to maintain their academic performance and to contribute to the institution through service-learning activities. An annual awards ceremony celebrates the achievements of students in each of Goodwin's honor societies.

For questions regarding student engagement, contact Vanessa Pergolizzi, Student Engagement Manager, at 860-913-2160, or by email at vpergolizzi@goodwin.edu.

Please see the engagement website for more information.

Residential Life

Goodwin University provides on-campus housing to full-time undergraduate students during the fall, spring, and summer semesters. Student housing units are recently renovated, furnished and centrally located on campus in close proximity to all University buildings.

For questions regarding housing, contact Bryton Ferris, Housing Coordinator, at 860-727-6968, or by email at bferris@goodwin.edu.

Information is also available on the Goodwin University website.

Math Lab

The Math Lab is staffed with Peer and Professional tutors and students can see them on both a walk-in and appointment basis. Students are encouraged to come into the center to receive assistance, study, work on assignments and ask questions as they arise. In addition, the developmental math courses are run out of the Math Lab using the "My Math Lab" program.

For questions regarding the Math Lab contact Scott Hughes at 860-727-6782 or email him at SHughes@goodwin.edu.

Please see the Math Lab website for more information.

Veteran and Military Services

Goodwin University is listed among the top military-friendly colleges and universities in the United States, identified for providing educational benefits and resources tailored to the military community. We celebrate the service of American veterans by seeking to meet their need for career-focused programs that can be completed by taking advantage of our flexible scheduling options.

The office of the Veterans Coordinator is located in the Student Affairs Suite at One Riverside Drive. Our mission is to assist veterans, service members, and dependents with the transition from military to student life at Goodwin University. We encourage you to contact us with any questions you may have:

Craig Jordan, Veterans Coordinator, 860-913-2010, email cjordan@goodwin.edu.

Rexhina Jonuzi, School Certifying Official, 860-913-2001, email: rjonuzi@goodwin.edu

More information about resources can be found on the Veterans Services website.

Allowing Veterans to Attend or Participate in Courses Pending VA Payment

Section 103 of Public Law (PL) 115-407, 'Veterans Benefits and Transition Act of 2018,' amends Title 38 US Code 3679 by adding a new subsection (e) that requires disapproval of courses of education, beginning August 1, 2019, at any educational institution that does not have a policy in place that will allow an individual to attend or participate in a course of education, pending VA payment, providing the individual submits a certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33.

Pending Payment Compliance

In accordance with Title 38 US Code 3679(e), Goodwin University adopts the following additional provisions for any students using Post-9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from VA.

Goodwin University will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities)

available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Submit their Certificate of Eligibility (COE) by the first day of class.

Early College Programs

Early College Programs (ECP) provide a variety of opportunities for high school students to engage in the college-level curriculum for the purposes of evaluating and advancing their readiness for college, with the ultimate goal of allowing students to earn college credit while still in high school.

Early College Program offerings operate with a focus on challenging, supporting, and transitioning students into the mature independence necessary for success in college. Based on qualification and program requirements, ECP students participate in a variety of general education and degree program courses. The individual curriculum of each program considers the long-term educational and career goals of the students, the required and desired curriculum of the partner high schools and the workforce needs of the local region and Connecticut overall.

For questions regarding Early College Programs, contact Kaprece Smith at 860-913-2172 or by emailing her at ksmith@goodwin.edu

Application to an ECP program must come via the Early College Programs Application. Registration occurs only after acceptance into an ECP program.

Hoffman Family Library

Facility and Staff

The Hoffman Family Library, located in Goodwin University's main campus building, is designed to provide support for all student, faculty and curricular needs. The library is open six days a week, with regular hours posted on the website and extended hours during exam weeks. The library is open to members of the Goodwin University community only, and is not open to the public.

To address individual study and research needs, there are computer workstations, laptops available for in-house use, and wi-fi throughout. The library offers leisure seating, study carrels, research tables, group study rooms, a computer classroom, a collaboration station, book stacks and an area for periodicals.

Professional librarians and library support staff provide assistance whenever the library is open. The librarians also offer remote, real-time reference assistance through our website's chat feature and via text message and Zoom. Librarians are actively engaged in teaching information literacy and research skills, and communicate and collaborate with faculty and students in every department through the library liaison program. Librarians also assist and train students with locating, retrieving and evaluating information, work with instructors to develop specialized lectures, assist with the use of information management tools, link library resources to the course by creating subject-specific research guides, and work with faculty to identify and recommend new library materials and resources for the collection.

The library is an open and welcoming place for all members of the Goodwin University community.

Collections and Services

The library holds over 6,000 physical books in-house, as well dozens of print periodical subscriptions and a wide variety of audiovisual resources. The library director, in collaboration with faculty and professional library staff, provides ongoing collection development with both print and electronic resources to fully support the requirements of the curriculum. Selection is based upon professional reviews, relevance to the curriculum, and faculty and staff recommendations.

The library has substantial online collections. The library website is accessible from multiple devices and provides essential information on services and

collections, giving an integrated research experience with access to resources and research guides. The library subscribes to 61 research databases, which provide access to over 150,000 eBooks as well as a wealth of high-quality full-text online journals and periodicals.

Through the library's participation on the Council of Connecticut Academic Library Directors, Goodwin has borrowing privileges from an additional 14 private academic institutions in the state, including all of the libraries at Yale University. The library supplements these services with interlibrary loans through OCLC's "WorldShare ILL" service, which allows it to request materials from hundreds of libraries across the country. The library also supplements these services through membership in the National Network of Libraries of Medicine (NNLM), which provides access to DOCLINE interlibrary loan of biomedical journals.

The library also maintains a collection of historical materials. These are displayed in a constantly rotating exhibit on the first floor.

Flagship Collections

Goodwin University's Flagship Collections is an online repository that highlights university scholarship of various types: journal articles, dissertations, theses, creative writing, and professional presentations. The Flagship Collections are an open and permanent digital presence for the scholarly work of the Goodwin University community. Goodwin faculty, staff, and students are encouraged to publish work in this repository. The Flagship Collections also contain an online archive of historical materials related to the university.

Educational Opportunities through the Hartford Consortium

As a member of the Hartford Consortium for Higher Education, an alliance of area colleges and universities, Goodwin University participates in the Consortium's Cross-registration Program. Undergraduates are eligible to enroll in selected courses in environmental studies, languages, urban studies, women's studies, international studies and religious studies at other local colleges. The Cross-registration Program offers eligible students full credit at usually no extra charge.

For more information, please contact the Registrar's Office or call the Hartford Consortium at 860-702-3801. You also may visit the Consortium website. The other members of the Hartford Consortium are

-
- Capital Community College;
-
- Central Connecticut State University;
-
- Hartford International University for Religion and Peace;
-
- University of Saint Joseph;
-
- Saint Thomas Seminary;
-
- Trinity College;
-
- University of Connecticut-Greater Hartford Campus;
-
- University of Hartford.

For more information on cross-registration, please view the Hartford Consortium website.

Campus Security Act Information

Goodwin University adheres to the State of Connecticut Campus Security Act, Public Act 90-259, and the Clery Act. We take all reports of criminal or inappropriate conduct very seriously and investigate to the fullest extent possible. All verified cases of on-campus crime, as stipulated by these acts, are collected by the Director of Campus Safety and Security under the guidance of the Vice President for Facilities and Information Technology and documented in an annual security report. The report is available to all current and prospective students and staff upon request, is on file in the Hoffman Family Library and in the Office of the Dean of Students, and is distributed to the campus community via email each year. It may also be found on the University's web site.

Admissions

General Admission Policy

Prospective students are encouraged to call the Enrollment Office to schedule an appointment with an admissions officer and visit the campus.

Goodwin University has an open enrollment policy; however, a personal interview with an admissions officer is required for all interested applicants. Acceptance into the University requires the attainment of a high school diploma, General Education Diploma, HiSET, or equivalent and successful completion of the interview. Admission into the University does not guarantee admission into programs with selective admission requirements. After acceptance into the University and successful completion of all prerequisites, students may apply to the selective admission programs.

Prior to registration, questionnaires for English and Math will be administered to all incoming students enrolling into degree programs and most certificate programs. Matriculating students entering with an Associate's Degree or higher from another accredited institution are exempt from the placement evaluation. Transfer students meeting the program requirements for English and mathematics are exempt from the questionnaires.

Admissions Requirements

Admission Requirements

Applicants to Goodwin University are required to:

-
- Interview with an admission officer.
-
- Complete an Application for Admission to the University.
-
- Pay the \$50 non-refundable application fee.
-
- Arrange to complete the English and Math questionnaires prior to registration, if required. For further information, see individual program pages.

All applicants will be informed of their acceptance or denial within two weeks of application.

Once enrolled for classes, students are required, for data collection and research, to:

-

Submit an official high school, GED, HiSET or equivalent transcript before the end of the first semester of enrollment. All prospective students fill out a High School transcript or GED Request form upon enrollment or request an online transcript from their school. Goodwin University will send this form to the appropriate high school, adult education program, or state GED/HiSET agency. The university will assist students in attempting to obtain an official high school, GED or HiSET transcript before the end of the first semester of enrollment. If an official high school, GED or HiSET transcript (or equivalent) is not received by the end of the first semester, Goodwin University will accept the student's attestation that they have graduated along with the name of the high school or state agency, city, state and year of graduation, as listed on the student's admission application, to document that the student is a high school graduate (or equivalent) unless the university has reason to believe otherwise due to receipt of conflicting information.

-

Home-schooled students must provide one of the following:

-

In a state that provides certification, that certification will be accepted in lieu of a high school transcript.

-

In states that do not provide certification, students must provide a transcript or the equivalent, signed by the student's parents or guardian that lists the secondary school courses the student completed as acceptable documentation of the student's successful completion of a secondary school education in a home school setting.

-

Home schooled students who have successfully completed a minimum of an Associate's Degree are not required to submit high school transcripts or certification, but must provide a copy of their official transcript from that institution.

-

Submit documentation of measles, mumps, rubella, and varicella (chicken pox) immunization/immunity at time of registration, as required. Any student who is not compliant will have a hold placed on all future registration of classes until the documentation is received.

-

Students who will reside in University housing are also required to submit evidence of immunization against meningitis in the past 5 years.

Non-Matriculated Students

Applicants may enroll in courses in a non-matriculated status. Non-matriculated students may take up to 12 credits before matriculating at Goodwin University. This does not apply to students enrolled in the Early College program.

Readmission

Former Goodwin University students who wish to re-enroll must apply for readmission through the Admission's Office.

Applicant Advising

Goodwin University helps students achieve their academic and career goals by fostering partnerships between students and faculty, and by providing them with accurate information regarding registration, academic planning, and college policies. Placement evaluations and school records help to build student profiles that are used to assist students with the process of course selection and degree planning. The initial applicant advising contributes to the success of each student by establishing a plan of study for all new students and creating an academic planning document. During the admissions process, all students meet with an applicant advisor to design a plan of study, select courses, and register for the first semester.

International Students

The university website provides prospective and enrolled international students with information on academic programs and student services available at the university and in the local community. Admission requirements for international students differ from domestic student requirements. For complete instructions, contact the Admissions Team.

Among the admission requirements are proof of English proficiency, a Certificate of Finances, translated or evaluated academic secondary and/or relevant university level transcripts. International students may attend Goodwin University on an F-1 student visa. The university will issue the student an I-20 form once all the appropriate paper work and fees are submitted. International students are not eligible to receive any federal or state aid to offset their tuition and fees. Goodwin University's International Admissions Team can answer questions about the financial process and options.

Enrollment requirements include proof of immunization, mandatory enrollment in Goodwin University's health insurance program and official transcripts upon arrive to the university. Additionally, the course registration process begins once payment is processed and students have completed their mandatory orientation. Additional placement testing may occur at this time. Undergraduate students must be enrolled full-time — for 12 credit-hours, every semester, unless there are documented and approved circumstances that require a reduced course load. International students must maintain their F-1 status and demonstrate satisfactory academic progress toward their degree. The university webpage provides extensive information for students to refer to throughout their academic career

Selective Admission Programs

The following programs have selective admission requirements:

1.
Accelerated BSN, Bachelor of Science (p. 94)
2.
Dental Hygiene, Associate in Science (p. 102)
3.
Funeral Service, Associate in Science (p. 104)
4.
Medical Assisting, Associate in Science (p. 107)
5.
Medical Assisting, Certificate (p. 117)
6.
Medical Billing and Coding, Certificate (p. 119)
7.
Nursing, Associate in Science (p. 109)
8.
Occupational Therapy Assistant, Associate in Science (p. 112)
9.
Respiratory Care, Associate in Science (p. 115)
10.
RN-to-BSN Program - Bachelor's Degree in Nursing (p. 100)

Admission to these programs requires the completion of a special application as well as fulfilling all the requirements for admission as listed in the

catalog. Please reference the individual program pages for complete admission requirements.

Transfer Students

Students may transfer into Goodwin University for any term. In addition to the admission policy noted above, and before completing their first semester, transfer students are requested to have all previously-attended collegiate institutions submit official transcripts to: Registrar's Office, Goodwin University, One Riverside Drive, East Hartford, CT 06118. The Registrar's Office will evaluate the transcripts and once the evaluation is complete, students will be able to view their transfer credit through the Student portal in Sonis and their degree audit.

All Applicant Requirements for Graduate Students

Applicants to Goodwin University's graduate programs are required to:

- **Complete** a graduate application for admission.
- **Pay a \$50 non-refundable application fee** (waived for Goodwin University graduates as well as all MPH applicants).
- **Provide a professional resume.**
- **Submit proof of immunizations** (measles, mumps, rubella, and varicella).
-

Submit an official transcript verifying receipt of a bachelor's degree from a college or university accredited by an accrediting agency recognized by the Council for Higher Education Accreditation (CHEA) or the equivalent of this degree from another country with a Cumulative GPA of at least a 3.0. To be accepted as official, the transcript must be received by Goodwin University from the issuing institution in either a sealed, unopened envelope and bears the seal of the college or university or via an accepted secure electronic delivery method. Goodwin University cannot accept official transcripts via fax or email, regardless of the source. Goodwin University degree holders do not need to submit Goodwin University transcripts.

- If an unofficial transcript is submitted, an official transcript conferring receipt of a bachelor's degree from a college or university accredited by an accrediting agency recognized by CHEA must be received by Goodwin University before the beginning of the student's second semester. Students submitting unofficial transcripts must complete a transcript authorization request form upon enrollment. Goodwin University will send the request for official transcripts to the appropriate college or university. It is the student's responsibility to ensure that an official transcript is

on file before the beginning of their second semester. Falsifying or omitting information may result in administrative withdrawal and/or disciplinary actions. Students for whom an official transcript is not submitted to Goodwin University may be withdrawn from the program.

- Once the University receives official transcripts, those transcripts are covered under provisions of applicable federal and state laws and regulations and cannot be returned to student or forwarded to other educational institutions.

Submission of Transcripts

Official transcripts can be mailed to:
Goodwin University
Office of the Registrar
One Riverside Drive
East Hartford, CT 06118

For expedited submission of official transcripts, students may bring official/sealed envelopes in person to the Registrar's Office, which is located on the 1st floor of One Riverside Drive.

Applicants with a CGPA less than 3.0 may apply for conditional acceptance. See Conditional Admission.

Conditional Admission for Graduate Students

Applicants with less than a 3.0 undergraduate CGPA may be considered for conditional admittance into the program under certain circumstances. If interested in pursuing this option, the applicant must submit an essay describing the circumstances that would allow success in a graduate program without regard to the undergraduate CGPA. Examples include, but are not limited to, a description of additional work or life experience since completion of their baccalaureate degree, a steadily increasing CGPA from their freshmen to senior year in college, a discussion of successful grades in their major, etc. This information will be reviewed by the program director and, if the review recommends admission, the student will be conditionally admitted into the program.

Students who are conditionally admitted must demonstrate a CGPA of at least 3.0 at the end of the first two courses. Students who achieve a CGPA of at least 3.0 after the second course will no longer have conditions placed on their admission and will then be subject to the University's standard Satisfactory Academic Progress and withdrawal policies as outlined in the institutional catalog. Students who fail to obtain a CGPA of 3.0 after the second course will be dismissed from the program.

Financial Aid

The purpose of financial aid is to provide financial assistance to students who would otherwise be unable to attend university. A majority of financial aid, including aid funded through federal and state agencies, is granted on the basis of need. A student's financial need is the difference between the total cost of one academic year (two semesters) of study at the university and the total resources available to the student and, if dependent, to his/her/their family.

Goodwin University's Financial Aid Office is dedicated to giving students the personal attention needed to help them find the financial means to pay for their university education. A variety of financial aid is available to qualified individuals in the form of grants, loans, part-time employment, and scholarships. Some of these funds originate from federal and state agencies and some originate from local government and community-based organizations. Some funds originate from Goodwin University in the form of institutional grants and scholarships. Scholarships and grants do not have to be repaid. Loans have to be repaid. Typically, federal loans are repaid after the student graduates or is no longer enrolled in university.

To apply for financial aid; follow the steps below. Please remember that many scholarships require you to complete the **Free Application for Federal Student Aid (FAFSA)** in addition to the scholarship application.

Step 1: Get an FSA ID

The FSA ID is a username and password combination that gives you access to Federal Student Aid's online systems. It can also serve as your legal signature. If you don't have an FSA ID by the time you fill out your online Free Application for Federal Student Aid (FAFSA), you will be prompted to apply for one. Get a head start on that process by creating one at www.studentaid.gov.

Step 2: Complete the FAFSA

Complete the FAFSA annually online at www.studentaid.gov. It becomes available October 1 for aid in the following year. The Goodwin University Federal School Code is: 015833. You will need your 2020 federal tax information for the 2022-2023 FAFSA.

Undergraduate Students

Financial Literacy

Goodwin University is committed to assisting students in becoming fiscally responsible. All new students are required to take an on line, module based, self-paced financial literacy course, FIL101, as a graduation

requirement.

In partnership with Inceptia, Goodwin University provides the online program, Financial Avenue to give students smart resources to help simplify the world of personal finance. Our goal is to empower students with key knowledge they need to take control of their financial future.

Each module is designed to be interactive and tailored to your needs to help you build a solid financial foundation.

In addition to the required course, Goodwin University provides a full time Financial Literacy Coordinator to help students learn strategies to make better financial decisions, obtain a greater understanding of their relationship with money, learn how to create a budget/spending plan, learn to create short-term and Long-term Financial Goals, learn about financial products, how to keep their money safe, and how keep their costs low.

Workshops and seminars are provided and announced each semester to help students navigate their finances.

Individual appointments may be scheduled as well as "walk-ins" welcomed in the Financial Aid suite. Please contact finlit@goodwin.edu or call 860-913-2125 for assistance.

Sources of Financial Aid

Grants

The Roberta B. Willis Scholarship Program (RWSP) Scholarship Grant — This grant is available to Connecticut residents who are undergraduate students enrolled in a degree-granting program. The student must be registered for at least half-time (6 or more credits) per semester to qualify. It is a grant, so it does not have to be repaid. Go to www.ctdhe.org for more information on other types of financial aid programs for State of Connecticut residents.

Federal Pell Grants (PELL) — Eligibility is based on financial need. Only those students who have not earned a bachelor's degree and are not in default on Title IV funding are eligible for this grant. A Pell Grant is not a loan, so it does not have to be repaid. It can be used for tuition, books, and living expenses.

The maximum Pell Grant awarded for 2022-2023 is \$6,895 based on 12 credits (full-time status). The Pell Grant is prorated for less than full-time attendance.

Federal Supplemental Education Opportunity Grants (FSEOG) — Students who receive the Pell Grant and have the lowest expected family contribution may be considered for the FSEOG. Eligible students may receive up to \$4,000 per academic year depending upon the college funding levels. Only those students who have not earned a bachelor's degree are eligible. This grant does not have to be repaid.

Loans

Federal Direct Loan Subsidized Program — The U.S. Department of Education pays interest while the borrower is in school; students must be attending at least half-time (6 or more credits per semester) and have financial need; fixed rate is set annually for new borrowers. Effective July 1, 2012, subsidized loans first disbursed after this date will only have the interest subsidized while the borrower is in school. The borrower will be responsible for the interest that accrues during the grace period. Loans must be repaid.

As of July 1, 2013- June 30, 2021, any first-time borrower (who is defined as someone who has no outstanding balance on a FFELP or Direct loan on or after July 1, 2013) will only be able to obtain Federal Direct Subsidized loans for a maximum of 150% of the published program length in which they are enrolled. Additionally, the subsidized loans that had been borrowed up to the 150% point will lose further government subsidy and interest will begin to become the student's responsibility if they do not graduate by the 150% point (and continue to be enrolled in the same or a shorter undergraduate program). From that point forward, these subsidized loans will become **unsubsidized** loans.

Federal Direct Loan Unsubsidized Program — The borrower is responsible for all interest; must be at least half-time (6 or more credits per semester); financial need not required; fixed rate is set annually for new borrowers.

Federal Direct Parent Plus Loan — For parents of dependent students; students must be enrolled at least half-time (6 or more credits per semester); financial need not required. Repayment generally begins 60 days after the disbursement of funds. However, parents may choose to defer payments when completing the application.

Additional Direct Unsubsidized Loan — This loan is available to dependent students whose parents have been denied a PLUS loan. This is non-need based. Interest and repayment terms are the same as the Unsubsidized Loan described above.

Employment

Federal Work Study (FWS) The Federal Work Study Program provides part-time employment for students who have financial need. The job can be on or off campus. Students may use these funds to offset their educational and personal expenses. Students may work no more than 15 hours per week and may not perform their duties during scheduled class times. Awards are paid directly to the student in the form of a paycheck.

Scholarships and Institutional Grants

Hartford Foundation for Public Giving — The Hartford Foundation builds partnerships with donors and nonprofit organizations to enhance the quality of life for people in the greater Hartford region and to help students from the community afford a college education. As part of this mission, the Foundation provides block grants to Goodwin University for scholarships.

Besides living in the greater Hartford region, the selected recipients must have demonstrated financial need, as determined by the financial aid office; must be matriculated in a degree-granting program or a certificate program; and the recipients must be of traditional or non-traditional age, first-time or returning students and be a high school graduate. Awards range from \$500 - \$1,500 per student. The Foundation publishes a directory of scholarships available in searchable format at www.hfpg.org/scholarships.

CHESLA Need-Based Scholarship Program — Connecticut Higher Education Supplemental Authority (CHESLA) provides need-based college scholarships to Connecticut residents attending Connecticut State or nonprofit institutions to degree-seeking students demonstrating need while maintaining satisfactory academic progress. Awards range from \$500 - \$3,000 per student per academic year. CHESLA publishes available scholarships at www.CHESLA.org

Institutional Grants

Institutional grants are awarded to students each academic year on the basis of need. Need based Institutional Grants are based on the Estimated Family Contribution (EFC) as calculated on the Institutional Student Information Records (ISIR). The award amount is typically disbursed equally over two semesters. To qualify, the student must be registered for 6 or more credits per semester. The award amount is dependent upon the student's enrollment status per semester. There is no formal application process. Students automatically apply by completing the FAFSA form and submitting all required documentation. Students will be notified of the grant amount through receipt of the

Financial Aid Award Notice, which can be seen anytime using NetPartner.

Students may reapply each academic year by completing a new Free Application for Federal Student Aid (FAFSA). Please note that if a student's award package exceeds direct costs and results in a credit balance, Goodwin University reserves the right to reduce institutional funding.

Institutional Scholarships

President's Scholarship

Awarded annually to graduates of Hartford-area high schools who apply to Goodwin University. Applicants must be in their senior year, have a minimum GPA of 2.8 and document 100 hours of community service. Five \$2000 scholarships are available at each area high school. Students must apply by completing the scholarship application form and submitting it along with an application for admission to Goodwin University by August 1st following their senior year. Winners will be chosen by the individual high school guidance counselors. Recipients will be notified before the start of the fall semester.

Dean's Scholarship

Awarded to continuing students entering a new Financial Aid academic year who have attained a 4.0 GPA for the prior financial aid award year (two semesters). There is no formal application process. Students completing at least 18 credits their first academic year will receive a \$2000 award. Students completing at least 12 credits their first academic year will receive a \$1000 award. The award amount will be disbursed during the following semester.

Goodwin University Foundation Scholarships

Several privately-funded scholarships are awarded each year through the Goodwin University Foundation, thanks to the generous support of donors. Recipients are selected each semester by the Scholarship Committee through an application process.

Goodwin University Matching Scholarship Program

Whenever any enrolled student receives a scholarship from any nonprofit agency, service club, or similar private organization, Goodwin University will match the amount up to a maximum of \$250 per semester. Goodwin University will award up to \$20,000 per year in aggregate for this program. To apply for this scholarship, students are required to provide proof of the outside scholarship award to the Financial Aid Office

prior to the registration date for classes. Acceptance will be noted on the Financial Aid Award Notice.

Goodwin University Alumni Scholarship

The Alumni Scholarship is designed for Goodwin University students who have graduated from their program of study and continue at the University or return to Goodwin University to pursue another degree. The scholarship is directed to graduates with a cumulative grade point average of 3.0 or higher. Students who meet the initial eligibility requirements are awarded \$1000, (\$500 in each of the first two semesters) as long as the student is attending on at least a half-time basis. There is no special application process. The scholarship award will be noted on the Financial Aid Award Notice. The Alumni Scholarship is funded by Goodwin University.

RN to BSN Scholarship (Navigator's Scholarship)

This scholarship is awarded to graduates of Goodwin's Associate Degree in Nursing program who matriculate into the BS Nursing program. This scholarship requires a FAFSA completion and is awarded based on a pre-determined Expected Family Contribution (EFC) range and semester course load. Eligible students may receive up to a 55% scholarship to reduce their tuition cost per semester.

Departmental Scholars Initiative

Students who attend one of the selected programs below on either a three-quarter-time or full-time basis will receive a 30% reduction in tuition. To maintain the scholarship, students must have a cumulative grade-point-average (CGPA) of 3.0 at the end of each semester. Students whose CGPA drops below 3.0 but above 2.7 will lose one-half of the scholarship (15%). Students may regain eligibility if the CGPA criteria are met at the end of a future semester.

The programs eligible for this scholarship are:

-

AS and BS Business Administration

-

AS and BS Human Services

-

AS and BS Criminal Justice/Public Safety

-

AS and BS Environmental Studies

Medical Assisting Scholarship (Navigator's Scholarship)

This scholarship is awarded to students enrolled in the Medical Assisting Program. This scholarship requires a FAFSA completion and is awarded based on a pre-determined Expected Family Contribution (EFC). Students may receive up to 50% off their tuition.

Manufacturing Scholarship (Navigator's Scholarship)

This scholarship is awarded to students enrolled in the following programs:

-
- Certificates in Manufacturing & Logistics, CNC Manufacturing & Technology, Mechatronics, Welding Technology
-

AS in CNC Machining, Quality Management

-

BS Manufacturing Management

This scholarship requires a FAFSA completion and is awarded based on a predetermined Expected Family Contribution (EFC). Students may receive up to 20% off of their tuition.

Alternative Loan Programs

After exhausting all federal, state and institutional funding, students needing to borrow additional funds to offset the cost of their education may do so through the lender of their choice. Students must have satisfactory credit history and some lenders may require a co-signer. Goodwin University advises students to conduct research prior to selecting a lender by checking interest rates, lending requirements, and repayment options. Alternative loans are considered part of a student's financial aid package and cannot exceed the cost of attendance budget. For assistance in researching alternative loans, please see the Financial Aid Office.

Additional Resources

- Community Scholarships
- Employer Tuition Reimbursement
- Veteran's Benefits and the Yellow Ribbon Program

Other Funding Sources

Connecticut Bureau of Rehabilitation Services (BRS)/Workers Compensation Commission

This department provides direct and supportive funds for disabled students attending Goodwin University. Funds have been received through WIA offices in Hartford, East Hartford, Manchester, Enfield, Middletown, Meriden, New Britain, Bristol, Willimantic, Waterbury, and others.

Connecticut Department of Labor

This entity provides funding for students under the Trade Adjustment Act (TAA).

Corporate Partnership Scholarship

Students who are employed at companies or are members of organizations that have entered into agreements with Goodwin University may be eligible for this scholarship. Student may receive up to 25% off of their tuition. The student must present a letter from the company or organization prior to the award being made.

AARP Discount

Student must provide proof of AARP membership to receive a 25% tuition reduction. Not permitted for Selective Admission programs.

Division of Workers Rehabilitation Services

This state agency provides funds for re-training for those individuals who were hurt on the job and can no longer perform that job due to accident or illness.

Job Connection, State Department of Social Services

This program has provided childcare and transportation funds for eligible students during enrollment at Goodwin University. Goodwin University meets the institutional definition of an Approved Provider under the Workforce Investment Act.

Regional Workforce Development Board

This entity provides funding under the Workforce Investment Act (WIA). WIA assists dislocated workers in funding their education through contracts and custom-made programs.

EdAssist Scholarship

Students who are employed at companies who are affiliated with EdAssist who has entered into an

agreement with Goodwin University may be eligible for this scholarship. Student may receive up to 10% off of their tuition. The student must present a letter from the company or organization prior to the award being made and be submitted on the monthly EdAssist roster.

Eligibility for Financial Aid

In order to receive financial aid, students must meet these eligibility requirements:

-
- Be enrolled in an eligible degree or certificate program;
-
- Be enrolled for 6 or more credits per semester for all Financial Aid other than Pell Grants; (Students may be enrolled for less than 6 credits and still be eligible for Pell Grants);
-
- Demonstrate financial need for certain funds;
-
- Maintain satisfactory academic progress;
- Register with the Selective Service (for males between the ages of 18 and 25). If registration has not been completed, contact the Financial Aid Office for assistance;
- Be a citizen or eligible non-citizen of the United States or Trust Territories with a valid Social Security number;
-
- Not be in default in the repayment of any educational loans or owe a refund on any Title IV grant program at any institution; and
-
- Have a high school diploma, General Educational Development (GED) certificate, or State Authorized High School Equivalent certificate.

Applying for Financial Aid

The Free Application for Federal Student Aid (FAFSA) is available on-line at www.studentaid.gov. Students must create an FSA ID. This ID serves as the student's electronic signature. The FAFSA serves as the application for all sources of financial assistance awarded by the University as well as all Title IV Programs. A financial aid counselor is available to assist each student in explaining the process of applying online.

Complete the FAFSA correctly and truthfully. There are severe penalties for falsifying information on a FAFSA including the potential for fines and imprisonment. The

University is required to return Title IV aid to the Department of Education in these situations. The payments of tuition and fees incurred will be the responsibility of the student.

The total financial aid application process may take several weeks to complete. To facilitate their official registration into individual classes, applicants should make every effort to complete the process as outlined below in a timely fashion.

To be considered, all applicants must complete the following steps:

-
- Complete the process for admission into a degree or certificate program at Goodwin University.
-
- Complete and submit the Free Application for Federal Student Aid (FAFSA).
-

Students whose FAFSAs are selected for verification must provide additional information to be verified prior to being awarded any financial aid. See your financial aid counselor for any questions you may have regarding additional supporting documentation.

Notification of Awards

Students are advised of grants, loans, and institutional scholarship amounts in award notices, which are provided online and also given to new students when processing is complete. These awards are based on information from the FAFSA application, which may be estimated and subject to change. Students are encouraged to view their award for the current semester by accessing the NetPartner website. On the Awards tab of NetPartner, the student may also view the College Financial Planning sheet (CFP), which will outline their total charges and gift aid for the entire award year. Federal and State awards are not final until the information reported on the FAFSA application has been verified as accurate by the Financial Aid Office. The award notice is for one academic year (2 semesters) and outlines the types and amounts of aid offered. All new and revised award notices must be acknowledged by the students in one of the following manners: giving Goodwin University permission to accept the awards for them, signing the award notice, or accepting the awards on NetPartner. The parent of a dependent student who borrows through the PLUS program must sign the initial award notice.

This notification represents the most equitable offer based upon the information provided and the funds available to the University. The availability of funds from Federal and State programs is subject to federal and

state appropriations and to changes in Federal and State legislation and regulations.

When their financial circumstances change, students are expected to notify the Financial Aid Office so that adjustments on the award package can be made. When outside awards are received, the student is required to notify the Financial Aid Office to ensure that these awards are credited to the student and to adjust need-based aid where mandated by Federal and State law.

Students should direct any questions related to financial aid at Goodwin University to the Financial Aid Office. The Financial Aid Office has extensive information on specific financial aid programs and federal and state regulations. Before adding or dropping a course, transferring programs, withdrawing from a program or beginning a medical withdrawal, students are encouraged to check with the Financial Aid Office regarding any financial charges or penalties involved.

Questions regarding procedure or awards should be directed to the Financial Aid Office, Goodwin University, One Riverside Drive, East Hartford, Connecticut 06118. (860) 727-6723 or email financialaid@goodwin.edu

International Students

International students are not eligible to receive any Federal or State aid to offset their tuition and fees.

Repayment Solutions

The Repayment Solutions team at Goodwin University promotes financial literacy to prospective and current students as well as alumni. During the admissions process, all students are encouraged to meet with a loan repayment counselor and/or the Financial Literacy Coordinator who provides them with basic resources as starting points for financial education and student loan repayment success. Students are always welcome to come in with questions. Appointments are not needed.

In addition to our on-campus resources, Repayment Solutions also works in partnership with Inceptia, a non-profit organization providing premier expertise in default prevention and debt management in relation to student loans. Together with Inceptia, we identify students needing immediate, short-term and long-term student loan management guidance. We have partnered with Inceptia to help students explore a wide variety of student loan management possibilities.

Throughout a student's federal loan repayment cycle, our partnership with Inceptia and with our students emphasizes our mutual commitment to student loan repayment success.

Undergraduate Satisfactory Academic Progress

This Policy Applies to all Students

Federal Regulations (General Provision CFR 668.16 and 668.34) require Goodwin University to review the Satisfactory Academic Progress (SAP) of students who apply for and/or receive Title IV financial aid. However, SAP is measured for all students. The sanctions described in this policy are both for federal financial aid and academic purposes. **Generally, all periods of the student's enrollment count when assessing Satisfactory Academic Progress, even periods in which the student did not receive financial aid. Please note: SAP evaluations cannot take place until final grades have been posted each semester. Therefore, any financial assistance awarded prior to the academic evaluation is subject to cancellation if the minimum SAP standards are not met.**

All students must maintain SAP, achieve minimum academic standards, progress at a satisfactory rate toward program completion, and complete the program of study within the maximum time frame in order to remain enrolled at Goodwin. Additionally, students receiving federal financial aid must meet the SAP standards to remain eligible for their funding. SAP is determined by measuring the student's cumulative grade point average (CGPA) and the student's rate of progress (PACE) towards completion at each evaluation point. Undergraduate students must complete all requirements for graduation within the maximum time frame and have a CGPA of 2.0 or higher.

Maximum Time Frame

Maximum time frame is defined as 150 percent of the length of an academic program, measured in semester hours attempted, as published in the Goodwin University catalog. For example, using the 150% maximum, students enrolled in a program that is 60 semester hours in length must complete the program with a CGPA of 2.0 by the time they have attempted 90 semester hours. Successful course completion standards at each evaluation point ensure that the student can successfully complete the program of study within the maximum time frame with a minimum of a 2.0 CGPA.

If at any point it becomes mathematically impossible for the student to complete his/her program within the 150% maximum timeframe, the student will become ineligible for federal financial aid. The student will be notified via Goodwin University email when reaching maximum timeframe and his/her ineligibility for additional federal financial aid.

Evaluation Points

A student's academic progress toward meeting SAP requirements is evaluated at the end of each semester. The student's cumulative grade point average (CGPA) and rate of completion (PACE) are reviewed to determine satisfactory academic progress. The student must meet all of the minimum standards to be considered in good standing.

Cumulative Grade Point Average (CGPA) Requirements

Students must meet the minimum CGPA requirement as determined by the degree type (BS, AS, or Certificate) and the number of credits attempted at each evaluation point in order to be considered making satisfactory academic progress. These requirements are:

Bachelor Degree Programs

Number of Credits Attempted	Minimum CGPA
1-10	1.0
11-30	1.5
31-60	1.8
61 and above	2.0

Associate Degree Programs

Number of Credits Attempted	Minimum CGPA
1-10	1.0
11-20	1.5
21-30	1.8
31 and above	2.0

Certificate Programs - 16 to 17 credits

Number of Credits Attempted	Minimum CGPA
1 and above	2.0

Certificate Programs - 18 to 23 credits

Number of Credits Attempted	Minimum CGPA
1-6	1.3
7-12	1.7
13 and above	2.0

Certificate Programs - 24 and above

Number of Credits Attempted	Minimum CGPA
1-6	1.3
7-18	1.7
19 and above	2.0

Rate of Completion Requirements

Students must progress through their educational program at a pace that ensures they will complete the program within the maximum time frame. Therefore, in addition to the CGPA, a rate (or percentage of completion) is calculated and reviewed at the end of each semester. Rate of completion is calculated by dividing the cumulative number of semester credits the student has successfully completed by the cumulative number of semester hours the student has attempted. The rate of completion requirements are:

Bachelor Degree Programs

Number of Credits Attempted:	Pace
1-30	50%
31-60	60%
61-180	66.7%

Associate Degree Programs

Number of Credits Attempted:	Pace
1-30	50%
31 and above	66.7%

Certificate Programs - 16 to 17 credits

Number of Credits Attempted:	Pace
1 and above	66.7%

Certificate Programs - 18 to 23 credits

Number of Credits Attempted:	Pace
1-6	50%
7-12	60%
13 and above	66.7%

Certificate Programs - 24 credits and above

Number of Credits Attempted:	Pace
1-6	50%
7-18	60%
19 and above	66.7%

Financial Aid/Academic Warning

At the end of every semester, each student's CGPA, rate of completion (PACE), and maximum time frame are reviewed to determine whether the student is meeting the above Satisfactory Academic Progress requirements. Students who are not meeting the CGPA and/or PACE standards at the end of a semester will be placed on Financial Aid/Academic Warning for the next

semester. Financial Aid/Academic Warning status is assigned to the student by the Academic Progress Coordinator without the need for any appeal or further action by the student. All students placed on Financial Aid/Academic Warning will be notified via Goodwin University e-mail before the start of the next semester. Students with a status of Financial Aid/Academic Warning are eligible to continue receiving federal financial aid funds for one semester.

At the end of the semester during which the student was on Financial Aid/Academic Warning status, the institution will evaluate the student's Satisfactory Academic Progress to determine if the student is meeting the minimum standards of SAP. Students on a Financial Aid/Academic Warning who raise their CGPA and rate of completion at or above the minimum SAP standards will be returned to good standing. If the student does not meet the minimum SAP requirements at the time of evaluation, the student is no longer eligible to receive federal financial aid funds, unless the student successfully appeals the determination and is placed on Financial Aid/Academic Probation. Students not meeting SAP requirements will be notified via Goodwin University e-mail.

Appeal Process

Students who lose their eligibility to receive federal financial aid funds may appeal to the institution for reinstatement of eligibility. The student may also appeal for exceeding maximum time frame. A written appeal must be initiated by the student and sent to the Academic Progress Coordinator. The deadline for the appeal will be emailed to students via Goodwin University email. The appeal must be based on mitigating circumstances, such as the death of a relative, injury or illness of student or family member, or other special circumstances that prohibited the student from making SAP. The appeal must provide information regarding why the student failed to make SAP and what has changed in the student's situation that will allow the student to meet the minimum SAP standards at the next evaluation point. Furthermore, the student must demonstrate that such circumstances will not continue to adversely impact their performance. The SAP Appeal Board will review and approve/deny all appeals.

If received in a timely fashion, all appeals will be responded to before the beginning of the next semester. Students will be notified of the outcome of their appeal via Goodwin University e-mail.

Financial Aid/Academic Probation and Academic Plans

If the University approves the appeal and determines that the student can meet SAP standards by the end of the subsequent semester, the student will be assigned the status of Financial Aid/Academic Probation and will

have their eligibility to receive federal financial aid funds reinstated for one semester.

If the student will not be able to meet the minimum SAP standards by the end of the probationary semester, even with all "A" grades, the student will be placed on an Academic Plan. The Academic Plan may recommend the student to fulfill specific terms and conditions such as a reduced course load or enrolling in specific tutoring or mentoring programs provided by the University. The student will be eligible to receive federal financial aid funds for the Academic Plan period as long as the University determines, at the end of each semester, that the student has met the requirements specified by the University in the Academic Plan for the student, and otherwise meets all federal financial aid eligibility requirements.

If the student does not meet SAP requirements at the end of the Financial Aid/Academic Probation, or if the student fails to meet their objectives under the Academic Plan, the student is no longer eligible to receive Federal financial aid funds.

How Developmental Courses Affect SAP

Based on testing, degree-seeking students may need to take developmental courses before enrolling in college-level English or math courses. These courses are considered part of the program of study, but carry no academic credit hours. For purposes of establishing enrollment status for federal financial aid eligibility, each developmental course equates to three credits.

Developmental courses may be repeated only once without departmental permission, and under no circumstance will a student be permitted to attempt a developmental course more than three times. Developmental courses may be eligible for federal financial aid; however, students are eligible for financial aid for only a maximum of 30 credits (10 attempted courses) as long as the student maintains SAP.

SAP is monitored on developmental courses; however, developmental courses are not included in the CGPA, the rate of completion, or maximum time frame calculations. The qualitative and quantitative SAP measurements for developmental courses are assessed separately by monitoring the student's successful completion and grades in these courses.

Developmental courses are measured qualitatively by reviewing the successful completion of these courses after attempting four developmental courses. A student must receive a "C" or higher grade in a minimum of two courses. After attempting more than four developmental courses, a student must receive a "C" or higher grade in at least 50% of developmental courses attempted. If the student fails to meet this criterion, the

student is considered not to be making SAP and will be placed on Financial Aid/Academic Warning for the next semester.

At the end of the semester during which the student was on Financial Aid/Academic Warning status, the institution will evaluate the student's Satisfactory Academic Progress to determine if the student is meeting the minimum standards of SAP for developmental courses. Students on a Financial Aid/Academic Warning who meet the standard of receiving a "C" or higher in at least 50% of developmental courses attempted will be returned to good standing. If the student does not meet the requirement at the time of evaluation, the student is no longer eligible to receive federal financial aid funds, unless the student successfully appeals the determination and is placed on Financial Aid/Academic Probation. If the University approves the appeal and determines that the student can meet the 50% standard by the end of the subsequent semester, the student will be assigned the status of Financial Aid/Academic Probation and will have their eligibility to receive federal financial aid funds reinstated for one semester. If at the end of the semester that a student is on Financial Aid/Academic Probation for developmental courses the student fails to meet the 50% standard, the student will no longer be eligible to receive federal financial aid for developmental courses.

Developmental courses are evaluated quantitatively by limiting the number of developmental course repeats. At the point that the institution determines that a student cannot complete all required developmental courses within attempting 30 credits, the student will no longer be eligible for federal financial aid for developmental courses.

How Withdrawing from a Course Affects SAP

If a student withdraws from a course and receives a grade of "W", the credits will count as credits attempted but not as credits earned in the rate of completion and maximum time frame calculations. The "W" grade will not be calculated in the CGPA. Withdrawing from a course can have an adverse effect on the student's rate of completion (PACE) and maximum time frame calculations and may affect the student's ability to meet SAP requirements.

How Incomplete Grades Affect SAP

"INC" grades always count as an "F" grade and as credits attempted and may adversely impact the student's ability to meet SAP requirements. "INC" grades count as credits attempted but not as credits earned in the rate of completion maximum time frame calculations.

How Repeated Courses Affect SAP

Any repeated course that is designated as an "R", whether repeated because of a failed grade or to receive a better grade, will be counted as credits attempted but not as credits earned for SAP calculations to determine rate of completion and maximum time frame calculations. Financial aid regulations permit students to repeat a course that has been passed (not an "F" grade) only once in order to earn a better grade. Any additional repeats of previously passed courses are not eligible for federal financial aid nor will they be used to calculate the student's enrollment status for determining federal financial aid eligibility. When a course is repeated, the grade of the most recent repeat will be used for the purposes of calculating CGPA. The "old" grade will remain on the transcript and will be followed by an "R". "R" grades are not used in calculating the CGPA. Repeating courses can have an adverse effect on the student's rate of completion and maximum time frame calculations and may affect the student's ability to meet SAP requirements.

How Medical Withdrawals Affects SAP

Students who are granted a Medical Withdrawal will receive a grade of "W" for all courses in progress. The credits will count as credits attempted, but not as credits earned in the rate of completion and maximum time frame calculations. Withdrawing from a course can have an adverse effect on the student's rate of completion and maximum time frame calculations and may affect the student's ability to meet SAP requirements.

How Transfer Credit Affects SAP

From Another Institution: All transfer credit that is accepted towards a student's academic program or major will be counted as both credits attempted and credits earned for purposes of the rate of completion and maximum time frame calculations. Grades for these transfer courses are not used to calculate CGPA.

Internal Transfer (Change of Program): Every course a student takes at Goodwin University remains on the transcript and is used to calculate the CGPA. In general, all courses attempted at Goodwin will count as both credits attempted and credits earned for the SAP calculation. The only exception to this policy is for undergraduate students who transfer to a new program under the Second Chance Program (refer to that catalog section for more information).

This program is not considered academic amnesty, rather a way for students to transfer to a new program that is a better fit for their skills and interests. Undergraduate students with this type of

program transfer will have their SAP calculated only for courses applicable to the new program of study.

Reinstatement of Eligibility

Once a student loses eligibility for federal financial aid funds, the student may continue to enroll in classes but will not receive any federal financial aid. Once a student meets the minimum SAP requirements the student may speak with the Academic Progress Coordinator for a reinstatement of eligibility to receive federal financial aid funds. The Academic Progress Coordinator will inform the Financial Aid Office of any students eligible for Financial Aid reinstatement.

Students may be reinstated for eligibility for federal financial aid and/or continue as a student as long as it is determined that the student can complete the program within the maximum time frame with a CGPA of a minimum of a 2.0.

Dismissal

At the point that the Academic Progress Coordinator determines that an undergraduate student cannot achieve the minimum 2.0 CGPA needed for graduation, the student will be dismissed from the University. At the point that it is determined that a student cannot complete the required credits needed for graduation, within the maximum time frame, the student will be dismissed unless (1) the student has submitted an appeal that is approved (2) is on Financial Aid/Academic Probation, and (3) is making progress towards graduation, according to their Academic Probation Plan. Students who are dismissed will be notified in writing by the Provost and Dean of Faculty.

Graduate Students

Loan Repayment for Graduate Students

The Repayment Solutions Department of Goodwin University is pleased to announce a partnership with Inceptia, a nonprofit organization providing premier expertise in default prevention and debt management in relation to student loans. Together with Inceptia, we identify students needing immediate, short term, and long-term student loan management guidance. We offer financial counseling to all students using a customized plan of action. While Repayment Solutions' outreach begins during the admissions process, Inceptia's outreach begins during a student's loan repayment period. Throughout a student's federal loan repayment cycle, our partnership emphasizes our mutual commitment to student loan repayment success.

FAFSA for Graduate Students

To apply for financial aid, follow the steps below. Please remember that many scholarships require you to complete the **Free Application for Federal Student Aid (FAFSA)** in addition to the scholarship application.

Step 1: Get an FSA ID

The FSA ID is a username and password combination that gives you access to Federal Student Aid's online systems. It can also serve as your legal signature. If you don't have an FSA ID by the time you fill out your online Free Application for Federal Student Aid (FAFSA), you will be prompted to apply for one. Get a head start on that process by creating one at www.studentaid.gov.

Step 2: Complete the FAFSA

Complete the FAFSA annually online at www.studentaid.gov. It becomes available October 1 for aid in the following year. The Goodwin University Federal School Code is: 015833. You will need your 2020 federal tax information for the 2022-2023 FAFSA.

Federal Direct Unsubsidized Loans for Graduate Programs

Graduate students may be eligible for funds under the Federal Direct Unsubsidized Loan program. To determine eligibility, students must:

- Complete a FAFSA
- Be enrolled in a minimum of six credits per semester
- Complete a Direct Loan Master Promissory Note and Entrance Loan Counseling prior to first disbursement. These are completed online at www.studentaid.gov.

An exit interview is required after a student drops below half-time or ceases enrollment. For current interest rates and loan fees; please see www.studentaid.gov.

Federal Direct Graduate PLUS Loan for Graduate Programs

Graduate students needing to secure funding in addition to the Direct Unsubsidized loan program may be eligible for a Graduate PLUS loan.

To determine eligibility, students must:

- Complete FAFSA
- Be enrolled in a minimum of six credits per semester
- Meet annual maximum loan eligibility under the Federal Direct Subsidized and Federal Direct Unsubsidized Loan Program
- Complete a Direct PLUS Master Promissory Note and Entrance Loan Counseling prior to first

disbursement. These are completed online at www.studentaid.gov.

Eligibility is contingent upon credit approval after submission of application on www.studentaid.gov. For current interest rates and loan fees; please see www.studentaid.gov.

Scholarships for Graduate Programs

Students are encouraged to search and apply for scholarships. For scholarships specific to graduate students; please see the graduate section of our scholarship webpage.

Federal Work-Study Program for Graduate Students

The Federal Work-Study (FWS) Program provides part-time employment for graduate students who are enrolled in at least 6 credits, have indicated interest and have financial need. FWS is not available to students in online programs. The job can be on or off campus. Students may use these funds to offset their educational and personal expenses. Students may work no more than 15 hours per week and may not perform their duties during scheduled class times. Awards are paid directly to the student in the form of a paycheck. For more information, please contact the financial aid office.

Notification of Awards for Graduate Programs

Graduate students are advised of award amounts in award letters, which are provided online and also given to new students when processing is complete. These awards are based on information from the FAFSA application, which may be estimated and subject to change. Students are encouraged to view their award for the current semester by accessing the NetPartner website. On the Awards tab of NetPartner, the student may also view the College Financial Planning Sheet (CFP), which will outline their total charges and gift aid for the entire award year. Federal and State awards are not final until the information reported on the FAFSA application has been verified as accurate by the Financial Aid Office. The award notice is for one academic year (2 semesters) and outlines the types and amounts of aid offered. All new and revised award notices must be acknowledged by the students in one of the following manners: giving Goodwin University permission to accept the awards for them, signing the award notice, or accepting the awards on NetPartner. This notification represents the most equitable offer based upon the information provided and the funds available to the University.

The availability of funds from federal and state programs is subject to federal and state appropriations and to changes in federal and state legislation and regulations. When their financial circumstances change, students are expected to notify the Financial Aid Office so that adjustments on the award package can be made. When outside awards are received, the student is required to notify the Financial Aid Office to assure that these awards are credited to the student and to the aid package where mandated by federal and state law. Students should direct any questions related to financial aid at Goodwin University to the Financial Aid Office. The Financial Aid Office has extensive information on specific financial aid programs and federal and state regulations.

Before adding or dropping a course, transferring programs, withdrawing from a program or beginning a medical withdrawal, students must check with the Financial Aid Office regarding any financial charges or penalties involved.

Questions regarding procedure or awards should be directed to the Financial Aid Office, Goodwin University, One Riverside Drive, East Hartford, Connecticut 06118 (860) 727-6723

Graduate Satisfactory Academic Progress

All students must maintain Satisfactory Academic Progress (SAP), defined as achieving minimum academic standards, progressing at a satisfactory rate toward program completion, and completing the program of study within the maximum time frame, in order to remain enrolled in the university. Graduate students must earn a Cumulative Grade Point Average (CGPA) of 3.0 and a rate of completion (PACE) of 66.7% throughout the course of their program.

Graduate Program Maximum Time Frame

Maximum time frame is defined as 150% of the length of an academic program, measured in semester hours attempted. For example, using the 150% maximum, students enrolled in a program that is 30 semester hours in length must complete the program with a CGPA of 3.0 and 66.7% rate of completion (PACE) by the time they have attempted 45 semester hours.

If at any point it becomes mathematically impossible for the student to complete his/her program within the maximum time frame, the student will become ineligible for federal financial aid and will be notified via Goodwin University email.

Evaluation Points for Graduate Students

A student's academic progress toward meeting SAP requirements is evaluated at the end of each semester. Cumulative grade point average (CGPA) and rate of completion (PACE) are reviewed to determine Satisfactory Academic Progress. Students must meet all of the minimum SAP standards to be considered in good standing.

Graduate Programs Academic Warning

At the end of each semester, each student's CGPA, PACE, and maximum time frame are reviewed to determine whether a student is meeting Satisfactory Academic Progress requirements. Students who are not meeting the 3.0 CGPA and 66.7% PACE standards at the end of a semester will be placed on Academic Warning for the next semester. Academic Warning status is assigned to the student by the Academic Progress Coordinator without the need for any appeal. All students placed on Academic Warning will be notified via Goodwin University email before the start of the next semester. Students on Academic Warning are eligible to continue to receive federal financial aid for one semester.

During the semester which a student has been placed on Academic Warning status, the Academic Progress Coordinator will evaluate a student's academic standing to determine if the student is meeting the minimum standards of SAP. Students who raise their CGPA and PACE at or above SAP standards will return to good standing. Students who do not meet the SAP standards will no longer be eligible to receive federal financial aid, unless the student successfully appeals the determination and is placed on Academic Probation. All students not meeting SAP requirements will be notified via Goodwin University email before the beginning of the next semester.

Appeal Process for Graduate Programs

Graduate students who lose their eligibility to receive federal financial aid may appeal to the institution for reinstatement of eligibility. A student may also appeal for exceeding maximum time frame. A typed appeal must be initiated by the student and sent to the Academic Progress Coordinator. The deadline for the appeal will be emailed to students via Goodwin University email. The appeal must be based on mitigating circumstances such as the death of a relative, injury or illness of student or family member, or other special circumstances that prohibited the student from making SAP. The appeal must also provide information regarding what has changed in the student's situation that will allow the student to meet SAP standards at the next evaluation point. Furthermore, the student must demonstrate that

such circumstances will not continue to adversely impact their academic performance. The Graduate SAP Appeal Board will review and approve/deny all appeals.

If received in a timely fashion, all appeals will be responded to before the beginning of the next semester. If a student's appeal letter is approved, the student will be eligible for federal financial aid and be placed on Academic Probation. Students whose appeal letters are denied will no longer be eligible to receive federal financial aid. All students will be notified of the outcome of their appeal via Goodwin University email.

Academic Probation for Graduate Programs

If the Graduate SAP Appeal Board approves the appeal and determines that the student can meet SAP standards by the end of the subsequent semester, the student will be placed on Academic Probation and will be eligible to receive federal financial aid for one semester.

At the end of the semester on Academic Probation, the student must raise their GPA and PACE to the SAP standards in order to return to good standing. If the student does not meet these standards, the student is no longer eligible to receive federal financial aid funds. Students will be notified of their academic standing through their Goodwin University email.

Tuition and Fees

Undergraduate Students

Tuition

Full-time Students* (12 to 18* credits per semester)	\$9,994/per semester
Accelerated BSN, Bachelor of Science	\$12,994/per semester
Three-quarter Time Students (9 to 11 credits per semester)	\$7,214/per semester
Half-time Students (6 to 8 credits per semester)	\$5,139/per semester
Students taking less than 6 credits per semester	\$721/per credit

*Students taking over 18 credits in any semester will be charged \$721 for each additional credit.

Fees (Non-refundable)

Application Fee:

Degree & Certificate Programs	\$50
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General Student Fee	\$350/semester
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Technology Support Fee	\$250/semester
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Science Lab Fee	\$500/course
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Course Fees:

Dental Hygiene Fees

Dental Hygiene Lab Fees	DHP 105	\$350
	DHP 106	\$400
	DHP 110	\$400
	DHP 120	\$350
	DHP 210	\$400
	DHP 220	\$350
Dental Hygiene Clinical Fees	DHP 105	\$200
	DHP 110	\$600

DHP 120	\$500
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DHP 201	\$30
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DHP 210	\$400
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Mock Board Exam Fee	DHP 230	\$85
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Background Check and Drug Testing	DHP 105	\$120
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Dental Pin	DHP 220	\$40
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Funeral Service Fees

Background Check and Drug Testing Fee	FNS 202	\$120
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Materials Fee	FNS 205	\$225
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MorTrqr 6 Month Subscription	FNS 297	\$30
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Practice National Board Exam	FNS 298	\$120
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Death Education Assessment Drills (D.E.A.D.)-Preparatory Exam	FNS 298	\$100
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Health Science and B.S. Public Health Fees

Background Check and Drug Testing	HSC 460	\$120
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Histology/Histologic Science Fees

Lab Fees	HLT 102	\$750
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HLT 115	\$750
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HLT 209	\$750
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HLT 290	\$750
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Exam Fee	HLT 230	\$25
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Background Check and Drug Testing	HLT 290	\$120
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Math Fees	MATH 125	\$100
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Manufacturing Fees

BMM 101	\$300
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BMM 110	\$240
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BMM 125	\$339
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BMM 135	\$200
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	BMM 175BMM 183	\$275\$40		RSP 133	\$750
				RSP 153	\$375
				RSP 154	\$750
	BMM 190	\$75		RSP 253	\$750
	BMM 240	\$75		RSP 254	\$1,125
	BMM 241	\$75	ACLS Fee	RSP 254	\$300
	BMM 275	\$275	Background Check and Drug Testing	RSP 112	\$120
	BMM 276BMM 285	\$275\$75 \$200 \$50	Additional Background Check	RSP 153	\$85
	BMM 289 OS 101 OS 250	\$50	Exam Prep Software	RSP 234	\$100
			NMRC Mock Exam Fee	RSP 234	\$120
Medical Assisting Fees					
Clinical Fee	MED 151	\$550	Welding Technology Fees		
Practice Assessment Fee	MED 152	\$75	Materials Fee	BMM 151	\$425
Background Check and Drug Testing	MED 153	\$120		BMM 252	\$250
Exam Fee	MED 299	\$155	Administrative Fees:		
Nursing Fees			Official Transcript of Academic Work (additional fees may apply)		\$10
Nursing Clinical Fee		\$850/course	Credit by Exam		\$100/course
Background Check and Drug Testing	NUR 100	\$145	Late Registration Fee		\$100
	NUR 190	\$145	Late Payment Fee		\$50
	NUR 205	\$145	Payment Plan Fee		\$40
Background Check Fee	NUR 210	\$10	Returned Check Fee		\$25
Shadow Health Fees	NUR 310	\$150	Fee to retake MSSC credential exam		\$55/exam
	NUR 380	\$150	Portfolio Review		
Occupational Therapy Fees			Credit + Portfolio Development and Assessment Fees for one course		\$1,000
Lab Fee	OTA 220	\$185	Portfolio Development and Assessment Fees for each additional course		\$500
Background Check and Drug Testing	OTA 100	\$120	Room and Board Fees (per semester)		
Exam Fees	OTA 220	\$175	Residential Fee:		
NBCOT Exam Study Pack	OTA 218	\$75	Single		\$1,450
Psychology Course Fees					
	PSY 112	\$95			
	PSY 212	\$95			
Respiratory Care Fees	RSP 112	\$750			

Double	\$850
Housing Fee:	
Single	\$1,800
Double	\$1,400
Meal Plan	optional
Meal Plan Replacement Card Fee	\$5/card

This schedule of tuition and fees is comprehensive and is expected to prevail during the 2022-2023 academic year. For a more detailed listing of fees by program, please contact the Business Office at 860-727-6784. The Board of Trustees of Goodwin University reserves the right, at any time, to authorize changes.

Refund Policy

Withdrawing from the University

- If a student submits an official notice of withdrawal from the university prior to the first day of the semester or the module, 100% of applicable tuition and fees (less books purchased) will be refunded.

- If a student officially withdraws from the university between day one and the 14th calendar day of the semester, 100% of total tuition (less fees and books purchased) will be refunded.

- No refund of tuition or fees will be granted for officially withdrawing from the university after the 14th calendar day of the semester.

- If the 14th calendar day of the semester falls on a Sunday the deadline to withdraw will be the following Monday.

Withdrawing from a Course

- If a student officially withdraws from a course(s) prior to the first day of the semester or module, 100% of applicable tuition and fees for the course(s) withdrawn (less books purchased) will be refunded.
- If a student does not establish attendance in any course(s) by the 14th calendar day of the semester or module, student will be withdrawn from the

course(s). 100% of applicable tuition for the course(s), less \$200 fee per course withdrawn (less fees and books purchased) will be refunded.

- If a student withdraws from a course(s) by completing the official Add / Withdrawal Form from the first day through the 14th calendar day of the semester or module, 100% of applicable tuition for the course(s) withdrawn (less fees and books purchased) will be refunded.
- No refund of tuition or fees will be granted for an attending student who officially withdraws from a course(s) after the 14th calendar day of the semester.
- If the 14th calendar day of the semester falls on a Sunday the deadline to withdraw will be the following Monday.

Policy Notes

- Refund/returns of Title IV funds are made in accordance with applicable Federal rules and regulations that take precedence over university refund policy;

- Refund policies assume that all charges have been paid in full prior to withdrawal. In some cases, an account adjustment may not entitle a student to an actual refund;

- When a student's Sonis accounting ledger indicates a credit balance, not including institutional and/or anticipated funds, a refund will be issued.

Financial Aid/Loan Students

If a student withdraws from the university or a course, he/she may be subject to a financial aid award reduction or cancellation. This can result in a student personally owing money to the university. Students should contact the Financial Aid office before withdrawing.

Appealing Financial Aid/Finance Issues

Students may resolve financial aid/finance-related issues by appealing to the Record Review Committee (RRC). The RRC is comprised of various members of administrative departments at Goodwin University. Students are required to submit their concerns in writing on a Petition Form located on the Registrar's page of the Goodwin University website. Students must include all pertinent documentation to substantiate their claims. The committee meets weekly and will respond to each student's request within thirty (30) days of receiving the petition. If students are not satisfied with the decision

of the RRC, they may appeal to the Goodwin University Appeals Board for a final decision.

Single Course/Workshop Refund Policy

For all single courses and workshops, the university will retain 100% of the tuition once the student has attended class.

Refund Policy for Students Participating In Federal Title IV Student Aid Programs

If a student participates in Federal Title IV Financial Aid, the university will first calculate the Return to Title IV and then apply the Institutional Refund Policy. For those students not participating in Federal Title IV Financial Aid, only the Institutional Refund Policy will apply. Federal Title IV funds include Federal Pell Grants, Federal College Work-Study, Supplemental Educational Opportunity Grants, Direct Loans and Direct PLUS Loans. A student's Title IV monies are adjusted when the student drops a course or earns an NS (no show) grade. An NS grade does not establish attendance. Each NS grade results in a \$200 charge. Title IV Funds cannot be used for this \$200 charge.

Return of Title IV Funds: The university must return any unearned portion of monies received under any of the Title IV programs. This calculation is based on the parameters set forth in section 668.22(e)(1) of the Higher Education Act of 1965, as amended. This is a proportional calculation based upon the student's date of withdrawal. Students must attend 60.01% of an enrollment period in order to earn all of their financial aid for the applicable semester. Students will be notified of any balance owed to the university as a result of the refund calculations.

This is a synopsis of the Return to Title IV calculation and not the entire policy. The student may see the entire policy along with work sheets and examples in the Financial Aid Office's Policies and Procedures Manual. Students who withdraw and re-enter are subject to all the regulations and policies in effect at the time of re-entry.

Graduate Students

Tuition and Fees for Graduate Programs

Tuition for our graduate programs is competitive with other private non-profit universities in Connecticut.

Education, Master of Education
(M.Ed.)

\$660 /credit

•

Tuition

Nursing, Master of Science (MSN)
/ APRN - Family Nurse
Practitioner (FNP) / APRN -
Psychiatric-Mental Health Nurse
Practitioner (PMHNP)

\$930 /credit

•

Tuition

\$350

•

General Student Fees

/semester

\$250 /semester

•

Technology Fee

Program Fees

\$80

•

Background Test (NUR 500)

\$40

•

Drug Test (NUR 500)

\$35

•

Castlebranch Fee (NUR 500)

\$150

•

Shadow Health Fee (NUR 510, NUR 540, NUR 650, NUR 655)

\$1,350

•

APRN Clinical Fee (NUR 660, NUR 665, NUR 670, NUR 675, NUR 680, NUR 685)

Master of Public Health (MPH)

\$585 /credit

•

Tuition

\$160

•

Semester Fee

\$100

•

MPH 501		\$10
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Organizational Leadership, Master of Science (MSOL)		
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Non-Goodwin University Graduates

	\$750 /credit	
• Tuition		
	\$350 /semester	
• General Student Fee		
	\$250 /semester	
• Technology Fee		

Goodwin University Graduates

	\$660 /credit	
• Tuition		
	Waived	
• General Student Fee		
	Waived	
• Technology Fee		

Program Fees (applied to all type of students)

	\$100
• MSOL Capstone Fee (OL 695)	
	\$35
• MSOL Strength Finder Fee (OL 695)	
	\$20
• MSOL Enneagram Assessment Fee (OL 500)	
) Administrative Fees	

• Official Transcript of Academic Work: (additional fees may apply)	
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	\$100
• Late Registration Fee	
	\$50
• Late Payment Fee	
	\$40
• Payment Plan Fee	
	\$25
• Returned Check Fee	

This schedule of tuition and fees is comprehensive and is expected to prevail during the 2022-2023 academic year. For a more detailed listing of fees by program, please contact the Business Office at 860-727-6784. The Board of Trustees of Goodwin University reserves the right, at any time, to authorize changes. All fees are non-refundable.

Refund Policy

Withdrawing from the University for Graduate Students

- If a student submits an official notice of withdrawal from the university prior to the first day of the semester or the module, 100% of applicable tuition and fees (less books purchased) will be refunded.
- If a student officially withdraws from the university between day one and the 14th calendar day of the semester, 100% of total tuition (less fees and books purchased) will be refunded.
- No refund of tuition or fees will be granted for officially withdrawing from the university after the 14th calendar day of the semester.

General Policies

The Board of Trustees and the administration of Goodwin University are committed to providing educational opportunities to all who seek and can benefit from them. They recognize that an important part of providing opportunity is creating a welcoming environment in which all people are able to work and study together, regardless of their differences.

Goodwin University recognizes that it has an obligation to provide programs which promote pluralism and diversity and encourage the University community to respect and appreciate the value and dignity of every person and his/her right to an atmosphere not only free of harassment, hostility, and violence, but supportive of individual academic, personal, social, and professional growth.

Policy Disclaimer

The policies in the catalog are not an exhaustive list of all Goodwin University policies and procedures nor is the full record of the policy and procedure always iterated in the catalog. Please refer to the Student Handbook and the Goodwin University policy website for more detailed information.

Anti-Violence Policy

Violence is not tolerated at Goodwin University. All University employees and students share a responsibility, and should therefore strive, to create and maintain an environment that is free from violence.

Violence includes assaults, threats, bullying, stalking, intimidation, and other disruptive behaviors. It can involve oral, written, or electronic statements, gestures, or expressions that communicate a direct or indirect threat of harm.

All members of the Goodwin community have a duty to report actual or potential violence on University property, or during a University-approved activity. All reports shall be taken seriously and investigated. No reprisals will be taken against any individual who makes a report, unless it is found to be of a vexatious or retaliatory nature.

Any person who finds him/herself in imminent danger while on University property or engaged in any University-approved activity should immediately contact the East Hartford Police Department and Campus Security when reasonably possible. The primary consideration is to ensure the safety of that person(s) as well as any other person in the immediate vicinity who might be at risk.

Campus Security may contact the East Hartford Police Department in non-emergency situations depending on the circumstances or at the victim's request.

Nothing in this policy shall prevent any member of the Goodwin community from directly contacting a police service or other appropriate emergency response agency.

Any individual who commits or plans a violent act on University premises may be banned from all campuses and/or subject to disciplinary actions, criminal charges, or both.

In addition to the processes described above, the University is committed to providing support services to victims of violence. Members of the University community who are victims of violence will have access to the Counseling Services, which may be contacted at (860) 913-2159 or (860) 913-2021. Additional information about the Counseling Services can be found on the website.

Appeals and Grievances

When questions or concerns arise which must be discussed and resolved, it is important to know the person with whom to speak and the procedure for obtaining resolution of issues.

Goodwin University treats its programs as a form of on-the-job training for its students. For that reason, any complaint or suggestion regarding a class should be discussed first with the instructor. If a student is unable to satisfactorily address the problem, (s)he should make an appointment with the appropriate Dean. After that, appeals may be made, in writing, to Goodwin University's Appeals Board (GCAB). All appeals should be sent to Madison Yates, Executive Assistant. Decisions will be rendered in writing within two (2) weeks.

The GCAB will also hear appeals on financial aid and conduct issues after the student has sought a remedy through the appropriate channels. As with academic issues, appeals may be made, in writing, to the Goodwin University Appeals Board (GUAB). All appeals should be sent to Madison Yates, Executive Assistant. Decisions will be rendered in writing within two (2) weeks.

If you are still aggrieved after speaking to all of these people, you may call or write the Connecticut Office of Higher Education at 450 Columbus Boulevard, Suite 707; Hartford, CT 06103-1841. The phone number is (860) 947-1800. Students wishing further clarification may direct concerns, in writing, to the New England Commission of Higher Education; 3 Burlington Woods,

STE 100; Burlington, MA 01803-4514. Their phone number is 781-425-7785.

Children on Campus Policy

To protect the safety of young visitors and to avoid disruptive behavior, children accompanying employees, students, or visitors of Goodwin University must be under the constant supervision of a responsible adult while on University property or on the site of any approved off-campus class or other University event. The only exception to this policy is the Kid care program, which is an on-campus drop-in child care service that provides supplemental child care assistance for Goodwin University students during class time. Employees of the University have assigned duties and cannot take supervisory responsibility for any unattended children of employees, students, or visitors. Children should not be unattended in any University facility at any time. Furthermore, children may not be brought with students to class sessions, labs, internships, fieldwork placements, or clinical placements. A violation of this policy may result in appropriate disciplinary action.

The University assumes no responsibility or liability for children, or for any accidents or injuries to children. For the purposes of this policy, a child is defined as any youth under the age of 16 who is not officially registered in a Goodwin University class.

If an unattended child is observed on campus, Campus Security should be alerted immediately. Security will attempt to locate the child's (children's) parents or legal guardians or caregiver to remedy the situation. If the parents, guardians, or caregiver cannot be found in a reasonable amount of time, Security may refer the situation to the Department of Social Services or other appropriate agency.

Copyright Information

The Higher Education Opportunity Act (HEOA) was signed into law on August 14, 2008, and regulations for implementing the law were issued by the Department of Education on October 29, 2009. Several sections of the HEOA are designed to reduce the illegal distribution of copyrighted works, including the unauthorized uploading and downloading of copyrighted works through peer-to-peer (P2P) file sharing on campus networks. These provisions require all U.S. colleges and universities to:

- Provide an annual disclosure to current and prospective students describing copyright law and campus policies related to copyright infringement, including penalties and liabilities for unauthorized peer-to-peer file sharing.

- Create a plan to effectively combat the unauthorized distribution of copyrighted materials by users of its network, including the use of one or more technology-based deterrents.
- Offer alternatives to illegal downloading, to the extent practicable.
- Identify procedures for periodically reviewing the effectiveness of the plan to combat the unauthorized distribution of copyrighted material.

Copyrights

Users shall not use Goodwin University's computers or network to copy, download, modify, or distribute copyrighted materials. This includes but is not limited to the following:

1. Music
2. Movies
3. Literature
4. Photographs
5. Software

Abuse and Enforcement of policy

1. Any abuse of this policy should be immediately reported to the Vice President for Physical Facilities and Information Technology.
2. Abuse of this policy may result in disciplinary action by the University, local law enforcement, and/or federal law enforcement.
3. If there is a violation of this policy, the Director of Information Technology is authorized to take actions to implement and enforce the network usage policy and provide system integrity and security.
4. The Director of Information Technology is authorized to suspend any user's access rights if the administrator has reason to believe that said user has violated the network usage policy.

Goodwin University ("the University") complies with the HEOA by the following:

Annual Disclosure. At the beginning of each Fall term, the following statement ("P2P Policy") will be incorporated into the Student Handbook for all students and sent to all students in a stand-alone email:

Institutional policies and sanctions related to the unauthorized distribution of copyrighted material: The University takes copyright infringement seriously. All students must abide by federal and state copyright laws when using the University computing or network resources. The unauthorized publishing or use of copyrighted material on the University computer network is strictly prohibited and users are personally liable for the consequences of such unauthorized use. This specifically applies to P2P file-sharing of

copyrighted music and movies. Students should be aware that by engaging in unauthorized sharing of copyrighted material, they not only violate University policy, but they may also be held criminally and civilly liable by federal and/or state authorities.

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under Section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

For more information, please see the Website of the U.S. Copyright Office, especially their FAQ's.

The University will subject students who violate this policy to discipline as appropriate. Repeated infringement is subject to disciplinary action, up to and including expulsion from the University.

Fair Use

A provision for fair use is found in the Copyright Act at Section 107. Under the fair use provision, a reproduction of someone else's copyright-protected work is likely to be considered fair if it is used for one of the following purposes: criticism, comment, news reporting, teaching, scholarship, or research. If the reproduction is for one of these purposes, a determination as to whether the reproduction is fair use must be made based upon four factors:

- The purpose and character of use (principally, whether for commercial or nonprofit educational use);
- The nature of the copyright-protected work;

- The amount and substantiality of the portion used; and
- The effect of the use as it affects the value of the copyright-protected work.

The law does not state exactly what uses of a copyright-protected work will be considered fair uses under the law and may therefore be used without obtaining permission. As such, individuals who are not lawyers may often need to be interpreters of the law in everyday circumstances, and answers as to how much reproduction may be considered fair use often remain unclear. Fair use requires a very circumstance-specific analysis as to whether a particular use or reuse of a work may indeed be considered fair use.

To avoid confusion and minimize the risk of copyright infringement, the University interprets the following situations as fair use:

- Quotation of short passages in a scholarly or technical work for illustration or clarification of the author's observations;
- Reproduction of material for classroom use where the reproduction is unexpected and spontaneous – for example, where an article in the morning's paper is directly relevant to that day's class topic. This would generally cover one-time use in only one semester;
- Use in a parody of short portions of the work itself; and
- A summary of an address or article, which may include quotations of short passages of the copyright-protected work.

If your use does not meet the above criteria and the work is protected by copyright, you probably need to obtain permission to use the work from the copyright holder or its agent.

Types of Use

Classroom handouts. Based on XYZ's fair use analysis, classroom handouts fall into two categories: one that requires permission and one that does not. If the handout is a new work for which you could not reasonably be expected to obtain permission in a timely manner and the decision to use the work was spontaneous, you may use that work without obtaining permission. However, if the handout is planned in advance, repeated from semester to semester, or involves works that have existed long enough that one could reasonably be expected to obtain copyright permission in advance, you must obtain copyright permission to use the work.

Reserves. If the Goodwin library owns a copy of a publication, the library may place that copy on reserve without obtaining copyright permission. If the library wishes to reproduce additional copies of a work and

place them on reserve for students to review, in either paper or electronic format, the library must obtain copyright permission.

Photocopying in the library. It is permissible to photocopy copyright-protected works in the Goodwin library without obtaining permission from the copyright owner under the following circumstances:

- **Library user requests for articles and short excerpts.** At the request of a library user or another library on behalf of a library user, the library may make one reproduction of an article from a periodical or a small part of any other work. The reproduction must become the property of the library user, and the library must have no reason to believe that the reproduction will be used for purposes other than private study, scholarship, and research.
- **Archival reproductions of unpublished works.** Up to three reproductions of any unpublished work may be made for preservation or security or for deposit for research use in another library or archive. This may be a photocopy or digital reproduction. If it is a digital reproduction, the reproduction may not be made available to the public outside the library or archive premises.
- **Replacement of lost, damaged, or obsolete copies.** The library may make up to three reproductions, including digital reproductions, of a published work that is lost, stolen, damaged, deteriorating, or stored in an obsolete format. Any digital reproductions must be kept within the confines of the library.
- **Library user requests for entire works.** One reproduction of an entire book or periodical may be made by your library at a library user's request or by another library on behalf of a library user upon certain conditions being met. These conditions include the library determining, after reasonable investigation, that an authorized reproduction cannot be obtained at a reasonable price. Once made, the reproduction must become the property of the library user. The library must have no reason to believe that the reproduction will be used by the user for purposes other than private study, scholarship, and research, and the library must display the register's notice at the place library users make their reproduction requests to the library.

Online Use

Instructors may post their own authored materials, such as lecture notes, tests, exercises, problem sets, and PowerPoint presentations. If material they wrote was published, they may have transferred the copyright to the publisher. In that case, it will be necessary to obtain permission from the publisher to post the material.

Materials from Goodwin-licensed collections may be included in electronic reserves and course websites without any further permission by linking to a persistent URL. Material not protected by the Copyright Act may be made available on electronic reserves or on course websites without the permission of the copyright owner, such as works in the public domain, works of the U.S. government, and links to websites.

Warning

Compliance with copyright law is the responsibility of the individual. This is only a short introduction to copyright issues affecting students and faculty. Please see the copyright book in the library, *Copyright Clarity* by Renee Hobbs, Ed.D., for further discussion of fair use supporting digital learning. Dr. Hobbs is a leading authority on media literacy education and copyright law.

Drug and Alcohol Policy

Goodwin University is dedicated to providing quality educational services to its students and a quality work environment for its employees. In keeping with this commitment, Goodwin University maintains a campus free from drug and alcohol abuse. Any violation of this policy will warrant disciplinary actions up to and including dismissal or termination and may result in local, state, and/or federal criminal charges.

The Drug Free Schools and Communities Act Amendment of 1989 (Public Law 101-226) requires that all institutions of higher education implement a program that prevents the use of illicit drugs and the abuse of alcohol by students and employees.

Please refer to the Student Handbook, Faculty Handbook, or Staff Handbook, as applicable, for the full policy.

Policy on Discrimination, Harassment, Sexual Misconduct, and Retaliation

Goodwin University (the "University") is committed to providing a workplace and educational environment, as well as other benefits, programs, and activities that are free from discrimination, harassment, and retaliation. Consistent with the University's commitment to equal opportunity and non-discrimination, and in compliance with federal and state civil rights laws and regulations, the University strictly prohibits discrimination and harassment. Prohibited conduct includes discrimination and harassment based on race, color, sex, pregnancy, religion, creed, ethnicity, national origin, disability, age,

sexual orientation, gender identity, veteran or military status, predisposing genetic characteristics, victim status¹ or any other protected category under applicable local, state or federal law. Prohibited conduct also includes retaliation against a person for the good faith reporting of these forms of conduct or participation in an investigation or proceeding under this Policy.

Any member of the campus community who acts to deny, deprive or limit the educational, employment, residential, or social access, benefits, or opportunities of any member of the campus community, including guests or visitors, based on their protected class, is subject to sanctions under this Policy. Upon notice, the University will appropriately address and remedy all allegations per the resolution procedures described herein. Vendors, guests, visitors, and other non-campus members who engage in discriminatory actions within Goodwin University programs, activities, or on Goodwin University property are not subject to the Grievance Processes under this Policy. However, they may be subject to actions that limit their access and involvement with Goodwin programs as the result of such misconduct.

The University is committed to stopping, preventing, and remedying discrimination, harassment, sexual misconduct, and retaliation and addressing any violations of this Policy. Accordingly, the University has created two grievance processes to accomplish this task; the **Title IX Grievance² Process** and the **Discrimination, Harassment, Sexual Misconduct, and Retaliation (DHSMR) Grievance Process**. The Title IX Grievance Process is designed to address conduct that falls under the Title IX Regulation's definition of sexual harassment. In contrast, the **DHSMR Grievance Process** provides a process for the resolution of all complaints of violations of this Policy that fall outside Title IX covered conduct. For more on the Grievance Processes, see below.

1. The University adopts these policies and procedures in furtherance of:
 - A. preventing, eliminating and addressing discrimination, harassment, sexual misconduct, retaliation, and other civil rights offenses;
1. fostering a climate where all individuals are well-informed and supported in preventing and reporting discrimination, harassment, sexual misconduct, retaliation, and other civil rights offenses; and
2. providing clear standards and a fair, prompt, and impartial process for all parties by which violations of this Policy will be addressed.

The University will take prompt and effective action to eliminate discrimination, harassment, sexual misconduct, retaliation, and other civil rights offenses; prevent their reoccurrence, and remedy their effects.

Goodwin University's Appeals Board

The Goodwin University Appeals Board (GUAB) is the final arbiter of all financial aid issues, including the Record Review Committee (RRC); academic issues, including grade appeals; and conduct issues, including issues regarding Title IX, ADA, and Section 504. The Goodwin University Appeals Board shall be chaired by the Chief Academic Officer or their designee.

Intellectual Policy Policy

Goodwin University recognizes that the creation of intellectual Property may be a natural outgrowth of activities within the Goodwin University community. The goal of this Policy is to ensure that Intellectual Property created by Covered Individuals is utilized in ways most likely to benefit Goodwin University and the public. This policy defines and protects ownership rights in Intellectual Property created by all Covered Individuals independently or with the support of the University.

Intellectual property rights to Independent Works belong to the creator of the work when it meets all of the criteria described in the definition of "Independent Works". An Independent Work is created by an employee outside the scope of his or her employment or by a student attending the University, but without use of University resources other than resources that are available to the general public.

Intellectual property rights to University-Supported works that meet at least one of the criteria described in the definition of "University Supported Works" belong to the University, unless otherwise provided in a written rights agreement. The University owns all rights to a copyrightable or patentable work created by the employee or student with Significant Use of University resources. The University, with the permission of the president or designee, retains the option to release or transfer the rights of a University-Supported work to the work's creator through an appropriate written agreement. The University owns all rights to its trademarks, including all names, acronyms, logos, seals, and other related materials associated with the University.

A Covered Individual may enter into a written agreement with Goodwin University for an equitable arrangement for joint ownership, sharing of royalties, or reimbursement to the University for its costs and support, which may include publication and distribution of University-Supported Works. In all such cases, the agreement shall provide that the University will have the right to use the work at no cost for its educational purposes.

Notwithstanding the provisions of this policy, in the case of a work created under a grant accepted by the

University, the ownership provisions of the grant shall prevail.

IT Support

The mission of the Goodwin University Information Technology (IT) Department is to support the activities necessary to obtain and maintain connectivity to the Goodwin University network infrastructure, and to provide current and relevant technology to the students, faculty and staff by researching, procuring and supporting the appropriate IT related solutions, including educating them on the same, in facilitation of the mission, vision and goals of Goodwin University.

Kid Care Program

Goodwin Kid Care Program is currently closed. For more information, please visit our website.

Goodwin Kid Care is an on-campus drop-in child care service that provides supplemental child care assistance for Goodwin University students during class time. Students are encouraged to take advantage of this exceptional service and opportunity to keep your children engaged, happy, and safe while you are in class. Children will have opportunities to make new friends and explore math, science, reading, and technology.

All students must complete an application and an interview with the Kid Care Director or Kid Care Specialist prior to utilizing this service.

Library Public Use Policy

Recognizing that the primary mission of the Hoffman Family Library is to provide high-quality materials and services to Goodwin University students, faculty and staff, the library limits use by the public. Use of computers, printers or library physical space by members of the public is not allowed.

The Hoffman Family Library limits use by the public as follows:

- Members of the general public that need to use the Library's **print materials** are welcome to do so by *prior appointment only*; please contact the library staff at 860-913-2042 to make arrangements
- Researchers interested in working with the library's Special Collections, including the Haley and King collections, should email SpecialCollections@goodwin.edu for guidelines on requesting access. Please note: the library's

Special Collections are not housed on site and are never available on a walk-in basis

- Guests of Goodwin University students, faculty and staff are welcome while accompanied by a University community member
- Family members of prospective students who are on campus are welcome after registering as "visitors" at the front desk

Persons with Disabilities Policy

Goodwin University is committed to the goal of achieving equal educational opportunity for individuals with disabilities and actively seeks to develop and maintain reasonable accommodations for all students. Persons with disabilities are encouraged to apply for admission. With appropriate documentation, students may request reasonable accommodations through the AccessAbility Services office at accessabilityservices@goodwin.edu.

Goodwin University is accessible to people with disabilities. Accessible parking is located in the front of the school in designated areas. A ramp is located at the entrance of the University. All campus buildings have been built to handicapped specifications.

Student ID Cards

All students at Goodwin University are issued a student ID card for the purposes of security-related identification, to use in financial aid situations and to use in the various other functions of University life at Goodwin. Each student is expected to have and wear an ID card. The initial card is provided at no cost to the student. Subsequent cards will carry a charge of \$10 for replacement.

Technology Policy

This policy will outline the acceptable usage for all computers and peripherals, network resources, telephones and all other electronic devices owned and maintained by Goodwin University, including personal devices that access Goodwin University networks or resources.

Access to all computer systems, networks and electronic devices owned by Goodwin University imposes certain responsibilities and obligations to all faculty, staff and students (who will be referred to as "users" in this document). Users failing to adhere to this policy may face disciplinary actions by Goodwin University and/or local and federal law enforcement agencies.

Academic Regulations

Academic Advising for Undergraduate Students

Goodwin University Academic Advising builds collaborative relationships between the student and University community to support our diverse students as they explore and pursue career and personal goals. It is our mission to foster student success and retention by providing comprehensive and individualized one-on-one advisement sessions. During advisement sessions, students will develop the knowledge and skills necessary to select their courses within their plan of study, as well as make decisions on choice of major and academic goals. Advisors challenge, support, and encourage students to be active participants in their learning, development, and academic success.

All students are assigned to an academic advisor upon their enrollment to Goodwin University. Assignments are made based upon a student's academic program. If a student changes his or her academic program, the advisor will likely change. Academic Advising plays a critical role in fulfilling the mission of the University as it builds collaborative relationships that assist students in exploring professional options and developing educational plans consistent with their academic and lifelong learning goals. Advisors also connect students to appropriate campus services and opportunities. The advisement process fosters a continuous advisor/student relationship that begins in the first semester and continues throughout the time the student is enrolled at Goodwin University.

All students are encouraged to meet with their academic advisor throughout their university career. Students planning to transfer credit from an accredited institution or who wish to be considered for an award of credit for experiential learning should also meet with an academic advisor before registration to discuss options. In addition, students planning to continue their education should meet with their academic advisor to discuss transfer requirements, admission requirements and course planning.

Advisors are available to:

- Advise students on course selection.
- Develop plans of study.
- Add, drop, and withdraw students from classes.
- Answer academic questions regarding courses and plans of study.
- Counsel students if they are having academic difficulties.

- Serve as a support system for enrolled students.
- Advise students on graduate school options.

Academic Integrity

At Goodwin University, we value integrity as an essential component in our interactions with each other. We believe the purpose of a college education is for students to learn how to think critically and express their own opinions using their own ideas. The concept of academic integrity in all intellectual pursuits is a value that is fundamental to academic life and scholarly practice. Students at Goodwin are obligated to uphold high standards of academic integrity in their scholarship and learning. It is expected that students take personal responsibility for their work and acknowledge the ideas of others. Academic integrity means doing one's own work and giving proper credit to others whose ideas and work a student is utilizing. It is the responsibility of each student to become familiar with what constitutes academic dishonesty and plagiarism and to avoid all forms of cheating and plagiarism.

Goodwin University defines academic dishonesty as including, but not limited to, (a) plagiarism: presenting, as one's own, the ideas or words of another person or persons for academic evaluation without proper acknowledgment and (b) cheating: providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation including papers, projects, and examinations.

Academic Placement Evaluation

The purpose of placement evaluation is to ensure that the skills of incoming students are uniformly evaluated, that students are placed in courses appropriate to their academic preparation, and that courses and other academic and student support services which allow students to develop to their full potential are made available. Goodwin University uses a self-directed questionnaire for English and a Math placement test for placement evaluations. English questionnaire results and Math placement test scores are valid for one year from the date they were taken.

Challenge/Retakes - One Time Only

Students may challenge their English or Math scores only once for any reason. A student may challenge Math

by retaking either the Math or Algebra portion of the test.

If a student retakes a test and scores lower, the highest score can be used in placement.

Test Walvers

Students do not have to complete the English questionnaire and Math placement test if they produce an official college transcript that indicates that they:

-
- Already completed a transferable English composition and a mathematics course higher than elementary Algebra (e.g., earned a C or better) OR
- 1. Passed a developmental English course (earned a C or better) in past three years will place into ENG 101
- 2. Have overall GPA of 2.5 or better in most recent coursework (high school or college) will place into ENG 101

Have at least an associate's degree from an accredited college

Or if they are a recent high school graduate and can produce:

-
- A recent, documented SAT Evidence-Based Reading and Writing score of 480 or higher
-

A recent, documented SAT Math score of 530 or higher

A recent, documented PSAT Evidence-Based Reading and Writing of 460 or higher

A recent, documented PSAT Math score of 510 or higher

A recent, documented ACT English score of 18 or higher

A recent, documented ACT Math score of a 22 or higher

SAT and ACT scores can be used for 3-5 years; after five years, a potential student must take complete the English questionnaire and Math placement test. The English questionnaire and Math placement test are used to assess a student's readiness for college-level work. Placements are made in collaboration with the student's applicant advisor.

Re-Enrollment and English Questionnaire / Math Placement Test Explanation

Student English questionnaire and Math placement test scores can be used for one year from the official withdrawal date. After one year, a student must retake the test and be placed according to the current University guidelines.

Please note: Students placing into developmental English courses will need permission from their advisor to register for any college-level course work.

Adding a Course

Students who wish to add a 15-week or first module course must do so by the end of the first week of the semester. Students may add a 15-week course during the second week of the semester, however it's for approved courses only. Registered students who want to add a second module course must do so by the end of the first week of that module. Prior to the beginning of the semester, students may add courses by accessing their Registration on Sonis and registering for the course(s) that they wish to add. Once the semester begins, students must add courses by contacting their Academic Advisor to complete an "add" form, which must be signed by the student. Students are recommended to contact the Business and Financial Aid Offices for counseling. New schedules may be printed from Sonis.

Advising for Graduate Students

Each graduate student is assigned a faculty adviser upon admission to a graduate program. Faculty advisers can provide students with assistance in developing a plan of study and selecting appropriate graduate courses that adhere to program curriculum, as well as discussing career options and alternatives after graduation. It is the responsibility of the graduate student to comply with the policies, procedures and degree requirements published in the Graduate Catalog. If a student has concerns with regard to working with their assigned advisor at the graduate level, they are to contact the Dean of the respective school for the program which they are enrolled in.

Appeal of Grades

Grades are part of the student's permanent record. In rare instances, there can be situations in which course grades may need to be changed. These include computational errors, clerical errors, or the discovery of overlooked components in a student's body of work. Students are able to view their final grades in Sonis and are responsible for checking their grades at

the end of each semester. Students must appeal a final grade within one semester of the grade's issue date.

A student who believes that an error in grading has occurred may request a review by the instructor of the record until the end of the semester following the one in which the grade in question was earned. Students may appeal a grade by submitting a completed Grade Review Request available in the Registrar's Office. If the instructor believes the change is justified, the instructor will initiate the grade change, and the student will be notified. If the instructor does not agree with the grade change, the student may appeal the decision to the Dean within 15 days of the instructor's decision. If this process results in agreement that the grade should be changed, the instructor will initiate the grade change and notify the student. If the agreement is that a grade change is not justified, the Registrar will notify the student in writing with a copy to the instructor. All grade changes must be reported to the Registrar's Office.

Attendance and Tardiness

Goodwin University believes that regular attendance in, and prompt arrival to, all classes optimizes each student's educational experience. Therefore, students are encouraged to attend every class, to arrive on time, and to stay for the entire class period.

Instructor set their own attendance and tardiness policies. These policies are given to the students on the first day of each class as part of the course syllabus. Students are responsible for familiarizing themselves with each of their instructor's attendance policies.

Award of Experiential Credit

The Board of Trustees of Goodwin University believes that students acquire University-level learning in many settings. As part of the transfer evaluation process, a student's University level learning acquired during military, work, volunteer, and other life experiences may be assessed for the possible award of University credit and then applied toward a student's degree plan.

Any currently enrolled student may be awarded experiential credit; though no more than 50% of the credits required for a degree shall be awarded for prior experiential learning. No more than 25% of the credits required for a credential of 30 credits or fewer will be awarded. Credit awards are made based off of faculty review of credit recommendations from the American Council on Education (ACE) and Charter Oak State University Credit Assessment Program (COSC CCAP). Students may earn experiential credit through the following avenues:

- Military training/experience

- Credit by Exam
- Portfolio Review
- Licenses/Certifications
- Non-collegiate training

There may be instances where there is not an ACE or COSC CCAP credit recommendation and portfolio review is not the best option available to student. In these cases, Program Directors or Deans may determine credit awards based on the University's evaluation and award of credit for non-collegiate learning procedures.

Credit awarded for experiential learning may not be transferable to other institutions of higher learning. Credits awarded are given the grade of EC and are not included in the calculation of the GPA. These credits count both as credits attempted and as credits earned in determining satisfactory academic progress.

The full version of this policy can be found on our website: <https://www.goodwin.edu/files/pdfs/policies/award-experiential-credit-policy.pdf>.

College Transfer Advising

Goodwin University has formal articulation agreements with select colleges and universities in Connecticut. Credits earned at Goodwin University may be eligible for transfer to another accredited college or university. However, each receiving institution has special degree program requirements that will determine the specific transfer credit it will grant. Goodwin University does not promise or guarantee the transferability of any course, credits or credentials earned at this institution to any other educational institution. Students who plan to transfer are advised to check with the intended transfer institution concerning the number of credits that the institution will accept from Goodwin University. It is the student's responsibility to seek advice early in the process.

Course and Program Changes

Goodwin University reserves the right to change curricula, schedules, prerequisites and requirements for all courses and programs in order to enhance the employability of the student, provided this change does not affect the overall purpose of the program. Students will be subject to the requirements listed in the catalog in effect when they enrolled. Goodwin University reserves the right to add or cancel classes at any time due to an increase or decrease in enrollment.

Course Incompletes

An Incomplete (INC) is a temporary grade assigned by the faculty member. Course Incompletes are counted as credit hours attempted but not earned. The student has two (2) weeks from the end of the course to complete all course requirements in order to receive a grade for that course. If requirements are not met, the incomplete will be converted to an "F". Academic standing will be recalculated after the "INC" is replaced with a grade. In both cases the final grade will then be included in calculating the student's GPA and count as credits attempted. In cases where the Incomplete has been issued for a prerequisite course, the student may not be allowed to move on to the higher level course if the Incomplete has not been replaced with a satisfactory grade.

Course Prerequisite Requirements

Students must meet all course prerequisites, including minimum grade requirements, before beginning a course. Incompletes may not be used to satisfy course prerequisites. Students who register for a course that does not meet minimum requirements may be withdrawn from the registered course by the Registrar's Office.

Course Repeats

Repeating courses can have an adverse impact on satisfactory academic progress (SAP). In addition to the standards set for minimum credits earned and grade point average in the evaluation of SAP, repeated courses will be counted as credit hours attempted when calculating the quantitative component.

Students are required to repeat any course in which they have received an "F", a "UG", or a "W" if that course is required in the student's program, or if they have not earned a grade that meets program or major grade requirements. Students may also choose to repeat a course to qualify for graduation status (2.0) or generally to improve their CGPA.

Students may repeat a course only once without permission. A request to take a course for the third time requires students to formally request permission by completing a form available online. Permission to take a course for a third time is not guaranteed and may require a meeting with the Dean or Program Director. Decisions made via the request form are final and may not be appealed.

Students receiving Financial Aid should check with that office regarding re-takes of courses in which they have already earned a satisfactory grade. A student is not eligible to receive financial aid for repeating a course for

the third time in order to achieve a better grade. The credits associated with the third repeat are not used in determining the student's enrollment status for purposes of financial aid. In all cases, a student can only receive Title IV funds for one repeat of a previously passed course.

In all cases, every course taken counts as credits attempted when calculating the quantitative component for program completion. When a course is repeated, the new grade will be used in place of the original grade for the purposes of calculating the CGPA. The old grade will remain on the transcript and will be followed by an "R" to indicate that the course was repeated. "R" grades do not affect the CGPA.

Credit by Exam Internal

The Board of Trustees of Goodwin University believes that students acquire university-level learning in many settings. To honor that learning the University provides several avenues for students to earn university level credit outside of the typical classroom experience. Only when the other experiential credit options are not suitable the University may create and offer an internal standardized credit by exam (CBE). All internally created CBE's must be developed by faculty and be approved by the Tier I Academic Affairs Committee before being offered to students. The creation and offering of these exams must conform to professional standards and follow University-wide policy.

Students may earn collegiate credit for standardized exams created and administered by the University (CBE). Students must receive a minimum grade of 73% on the exam to be awarded university credit. Students may only attempt to earn credit for the CBE once. There is an assessment fee for the exam; however, no charge is assessed for the credits awarded. Awarded credits will appear on the student's transcript as experiential credit EC and are subject to the limits applicable to all experiential learning credits.

For more information please visit <https://www.goodwin.edu/credit-by-exam/cbe-information>.

Credit for Lifelong Learning

The Board of Trustees believes that college-level learning occurs in many settings. Accordingly, the University adopted a policy for the assessment and awarding of credit for experiential learning. Collegiate credit may be awarded based on verification that the

non-traditional learning is equivalent in level and nature to the learning acquired in approved college courses and programs.

There are several assessment methods available for students who want to earn collegiate credit for their college-level, non-traditional learning. Goodwin University accepts credit recommendations with departmental approval from the American Council on Education (ACE), Charter Oak State College Connecticut Credit Assessment Program (COSC CCAP) and the United States military in awarding college credit to adult learners for classroom-based training experiences.

In addition, the University evaluates student performance on select standardized tests such as the College Level Examination Program (CLEP), Advanced Placement (AP) tests, Excelsior exams, and DANTES/DSST.

The Goodwin faculty may offer a Credit-by-Exam (CBE) test designed and administered by the University. Students must achieve a score of 73% on a CBE; however, programmatic requirements may require a higher passing score. For specific CBE requirements please contact the appropriate academic department. Students may only attempt each exam one time. There is an assessment fee charged by the University for CBEs; however, no charge is assessed for the credits awarded.

Portfolio review consists of the creation of a portfolio that documents student learning from work, volunteer, and other significant life experiences and relates the learning to student learning outcomes of specific college courses. For the initial portfolio, there is a mandatory Portfolio Review for Experiential Credit course and development and assessment fee associated with the portfolio review. For the development of additional portfolios, there is a development and assessment fee associated with each portfolio review.

Students may elect to have their experiential learning assessed by any of these methods, only if they are in student status during the semester the assessment is completed. No more than 50% of the credits required for an AS or BS degree shall be awarded for prior experiential learning. No more than 25% of the credits required for a credential of 30 credits or fewer will be awarded.

Credit awarded for experiential learning may not be transferable to other institutions of higher learning. Credits awarded are given the grade of EC and are not included in the calculation of the GPA. These credits count both as credits attempted and as credits earned in determining satisfactory academic progress.

Students should refer to the transfer pages on the Goodwin University website for more information.

Credit Hour System

Goodwin University complies with federal regulations defining the credit hour and describes all collegiate courses in semester credit hours. A credit is a unit of academic achievement that is awarded upon successful completion of a course and not necessarily an indicator of transferability of credit. For a 15-week course, a credit hour is defined as: (1) Didactic traditional Classroom - one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester, (2) Laboratory - one laboratory credit equals three hours per week of classroom laboratory instruction or two hours of classroom laboratory instruction combined with a minimum of one hour of out-of-class student work, (3) Internship/Externship/Clinical - one internship/externship/clinical credit equals three hours per week in assigned workplace-directed activities. If assigned workplace-directed activities equal less than three hours per week, then course syllabi must demonstrate that the work hours plus outside work equals three hours per week per credit. For a Distance Education course, one credit in an online classroom must equate to at least three hours per week of engagement in academic activities as documented in the course syllabi.

Goodwin University offers three semesters in a calendar year. An academic year consists of the three semesters beginning in September. Each semester is 15 weeks in length. Two semesters constitute an academic year for purposes of financial aid. Day and evening courses are usually either 7 or 15 weeks in length. For a complete description of the University's credit hour policy and procedures, including equivalencies, refer to the University's website.

Developmental Courses

Course numbers beginning with a "0" are considered developmental courses. Grades received for developmental courses are not included in the calculation of the student's cumulative GPA. For purposes of Satisfactory Academic Progress, these courses do not count as credits attempted or as credits earned toward any degree or certificate.

Students who are required to take developmental courses must do so within their first 15 credits at the University.

Developmental courses may be repeated only once without requesting permission, and under no circumstance will a student be permitted to attempt a developmental course more than three times.

Developmental courses may be eligible for financial aid; however, students are eligible for financial aid for a maximum of 30 credits (10 attempted courses) in developmental coursework.

Double Major and Dual Degree Enrollment

Many of the degree programs at Goodwin offer different options within the discipline that will accommodate the student with complex career objectives. There are instances, however, where a student will choose to matriculate in one major or degree program and also request courses in a second major or degree program.

Double Majors

To pursue a double major, students must complete a minimum of 15 credits in their original major with a grade-point-average of 2.3 or better before requesting admission into a second major. Enrollment into the second major requires the approval of the Dean of that program. The student must complete a "Request for Dual Major" form which is obtained online. If the student elects one concentration within their original program, and subsequently decides to take an additional concentration within that same program, the above criteria will apply.

In order to earn a double major, students must complete all requirements for both majors as outlined in this catalog. At least 25% of the core coursework in each program must be unique to each major. Selective admissions requirements must be satisfied before the student enrolls into a second major. Please use the link to complete the form.

Dual Degrees

Dual degrees may be pursued either concurrently or separately.

Enrollment into the second degree requires the approval of the Dean of that program. The student must complete a "Request for Dual Major" form which is obtained online.

In order to earn the credential they are striving for (the degrees and/or certificate), students must complete all requirements as outlined in this catalog. Selective admissions requirements must be satisfied before the student enrolls into a second degree.

The exception to this policy is that all students enrolled in the Associate in Science in Medical Assisting are dually enrolled into the Certificate in Medical Assisting.

Concurrent dual degree — matriculation into two degree programs at different academic levels (e.g. Bachelor and Associate). Students must complete a minimum of 15 credits in their original degree with a grade-point-average of 2.3 or better before requesting admission into a second degree program.

Separate dual degree — graduation from one degree program and then matriculation into a second degree program at the same level (Associate and Associate or Bachelor and Bachelor) or different academic levels where there is at least a full year of study beyond the first degree to earn the second (a minimum of 30 unique credits).

Please go to the following link to complete the form: <https://www.goodwin.edu/pdfs/registrar/dual-major-request.pdf>.

Establishing Course Attendance

Students must establish attendance in each course for which they are registered. Students have from the first day of their course through the fourteenth calendar day of a semester/module to establish attendance. Faculty report attendance on Census Day, which occurs on the fifteenth calendar day of each semester/module. Students who have not attended or participated in their course by the fourteenth day of the semester or module will be withdrawn from the course.

In order to establish attendance, students must do at least one of the following, prior to Census Day:

-

Student attends an on-ground class; OR

-

Student posts to online discussion about an academic matter; OR

-

Student submits an academic assignment either on-ground or online; OR

-

Student takes a quiz or test either on-ground or online.

Please note that posting to an introductory discussion board assignment does not constitute as establishing attendance.

Students who do not establish attendance will be administratively withdrawn from the course(s) and will be listed as a No Start (NS). These courses will not be listed on the transcripts or counted as credits attempted.

For students who do not establish attendance for all/any course(s) by Census Day, a refund of 100% of applicable tuition charges less applicable fees and books, less \$200 for course withdrawn will be granted.

Students receiving Title IV funds should reference the Financial Aid and Refund Policy in the catalog or on the Goodwin University website for any financial consequences related to non-attendance.

Grade Rounding

Grade rounding on individual course assignments, examinations and final course grades will be determined within the exclusive purview of content area members. In consultation with the respective dean and program director, faculty will clearly identify grade-rounding policies for each course on their course syllabi.

In most Goodwin courses, individual course assignments, examinations and final course grades (weighted total) are determined by the following method: when the decimal grade point is less than "0.5", the grade is to be rounded down to the nearest whole number and when the decimal grade point is greater than or equal to "0.5", the grade is to be rounded up to the nearest whole number. For example, an "82.3" would be rounded to an "82", an "89.56" would be rounded to a "90" and a "69.44" would be rounded to a "69".

Individual course assignments, examinations and final course grades (weighted total) in the core courses of selective admissions programs, as listed below, will be determined by using percentages with decimals where values are truncated to whole numbers and no rounding occurs. For example, an "82.3" would be an "82", a "72.8" would be a "72" and an "89.56" would be an "90".

Funeral Service (FNS)

Dental Hygiene (DH)

Vision Care (VCT)

Histologic Science (HLT)

Occupational Therapy (OTA)

Medical Assisting (MED)

Respiratory Care (RSP)

Nursing (NUR)

Grading System

Grades are an indication of the standard of academic work performed. Throughout their program of study, students will be continually apprised of their academic

progress. Students' grades are provided at the end of each course. Students may view their unofficial transcript by logging into their Sonis account. Requests for official transcripts must be filled out online by using the following link. Students must pay a \$10.00 administrative fee which can be paid with a debit or credit card. Official transcripts are released by the Registrar's Office only after all other offices have issued clearances for the student.

Goodwin University uses the following academic grading system. The chart also describes the impact of each grade on a student's academic progress.

Grade	Quality Points	Explanation	Included in Credits Earned	Included in Credits Attempted
A (93-100)	4.0	Excellent	Yes	Yes
A- (90-92)	3.7	Excellent	Yes	Yes
B+ (87-89)	3.3	Good	Yes	Yes
B (83-86)	3.0	Good	Yes	Yes
B- (80-82)	2.7	Good	Yes	Yes
C+ (77-79)	2.3	Satisfactory	Yes	Yes
C (73-76)	2.0	Satisfactory	Yes	Yes
C- (70-72)	1.7	Below Average	Yes	Yes
D+ (67-69)	1.3	Poor	Yes	Yes
D (63-66)	1.0	Poor	Yes	Yes
D- (60-62)	0.7	Poor	Yes	Yes
F (below 60)	0.0	Fail	No	Yes

Grades followed by an "R" on transcripts indicate that the course has been repeated.

Grades not used in the calculation of Grade Point Average:

Grade	Quality Points	Explanation	Included in Credits Earned	Included in Credits Attempted
P	N/A	Pass	Yes	Yes
TR	N/A	Transfer Credit	Yes	Yes
UG	N/A	Ungraded	No	Yes
CBE	N/A	Credit by Examination	Yes	Yes
AU	N/A	Audit	No	No
W	N/A	Withdrawn	No	Yes
INC	N/A	Incomplete	No	Yes
EC	N/A	Credit Awarded for Experiential Learning	Yes	Yes
EXT	N/A	Continuing Education Credit	No	No
AP	N/A	Advance Placement	Yes	Yes

Grade points are calculated by multiplying the number of quality points of each grade total by the total number of assigned credits for that course. The GPA is obtained by dividing the total number of grade points earned by the total number of credits attempted.

A student's transcript identifies two different Grade Point Averages (GPA). The first is the Semester GPA, which is based on the courses taken only for that semester. The second is a Cumulative GPA (CGPA) that consists of all the courses a student has taken at the University and the grades received for those courses unless grades fall under the Second Chance Policy. See Course Repeats for further information.

Graduate Comprehensive Assessment

Requirements for a master's degree include a capstone course in which students complete at least one of the following: a comprehensive exam, a written thesis based on independent research, or an appropriate special project. Students must earn a grade of B- or higher in their capstone course. All prerequisites must be completed before students can register for theses or capstone projects. Consult the individual program pages

in this catalog for more information about prerequisites and capstone information specific to the desired program.

Graduate Student Status

Matriculated Students

Individuals who have completed all of the requirements for admission and are accepted into a graduate program are considered to be matriculated. Graduate student status is determined on a semester basis by the number of credits that a student is registered to complete. To be considered a full-time graduate student at the University, candidates must be registered for a minimum of nine (9) credit hours per term. Graduate students who are enrolled for six (6) credits in a term are considered to be half-time.

Non-matriculated Students

Non-matriculated students with appropriate preparation may take three (3) to six (6) credits (one to two graduate courses) as a non-degree student with permission from the Registrar and the graduate program director. Students who want to take courses beyond these initial credits must be formally admitted into the graduate program, and no more than six (6) credits will be accepted toward the degree.

Graduate Students Readmission

Former Goodwin University graduate students who wish to re-enroll at the university must apply for readmission through the Admissions Office. Graduate students who were academically dismissed from their graduate program are not eligible for readmission to the University.

Graduation and Degree Conferral

The Board of Trustees of Goodwin University is authorized to confer Master of Science, Bachelor of Science, and Associate in Science degrees and award Collegiate Certificates to qualified candidates who have met all of the requirements. Students nearing the completion of their program must complete an Application for Award of Credential for each credential they believe they are qualified to receive prior to their last semester of study. The Application for Award of Credential is available on the University website only and must be electronically submitted to the student's Dean or Program Director and to the Registrar for the purposes of a final degree audit. Candidates' transcripts will be evaluated under the catalog in effect at the time of admission. If the candidate changed programs, the catalog used shall be the one in effect at

the time of the program change. Candidates who have not met all of the requirements for graduation will be notified by the Registrar's Office.

For purposes of clarity, the term "graduation" refers to program completion. The term "conferral" refers to the actual bestowal of the degree which happens twice a year, once on the date of our Commencement Ceremony and once at the end of the fall semester.

Goodwin University's Milestone policy allows students to receive credentials and participate in commencement as those credentials are earned. Students who are enrolled in a Bachelor's program who have met the requirements for a collegiate certificate or an Associate's Degree will be awarded that credential. Students enrolled in Associate Degree programs who have met the requirements for a collegiate certificate will be awarded that credential.

Additionally, students may earn certificates that are embedded within their degree. Students are not allowed to enroll directly into these embedded programs. All courses in these programs also count towards graduation requirements for the related degree program.

Because the University holds Commencement once a year, in June, students who anticipate completing their program at the end of the summer semester following commencement are invited to participate in the ceremony. Participants must have their last three or fewer courses in progress to be included in the ceremonies, and will be acknowledged with honors at Commencement based on their GPA at the end of the spring 2023 semester. Final determination of honors will be decided upon the completion of their program. Degrees and academic honors are conferred to August graduates at the end of the fall semester.

General Graduation Requirements

1.

Official enrollment in a certificate or degree program;

2.

Completion of the minimum number of semester credit hours for the degree or certificate program with an academic average of at least 2.0 within the maximum time frame;

3.

At least 25 percent of the graduation credit requirements must be granted by Goodwin University;

4.

The last 12 credits posted to the transcript must have been granted by Goodwin University. This requirement is waived for any service members called to active duty while trying to complete their last twelve credits;

5.

Satisfactory completion of all courses required in the student's program;

6.

Fulfillment of all financial obligations to the University;

7.

Electronic submission of an Application for Award of Credential to Program Director and Registrar; and

8.

Completion of all specific program requirements for graduation. Additional requirements for Bachelor of Science degrees:

-

A minimum of 15 credits in the major core must be completed at Goodwin University;

-

Completion of a minimum of 45 credits at the 200-level or above; and

-

Completion of a minimum of 30 credits at the 300-level or above.

Students with a CGPA less than 2.0 in required courses or in attendance for more than the maximum time frame will not be considered as graduates and will only receive a certificate of completion.

Immunization

Each student attending Goodwin University (the "University") whether fully online, in a hybrid format or on-ground must have up-to-date and adequate immunizations as required by law. Exemptions from this policy are detailed in the Exemptions section of the immunization policy which is posted online under Goodwin's policy section.

As required by Connecticut state law, the following immunizations are required:

For all students born after December 31, 1956:

- Measles, 2 doses
- Rubella, 2 doses
- Mumps, 2 doses

For all students born on or after January 1, 1980:

- Varicella, 2 doses

For all students that live on campus:

- Meningococcal, 1 dose within the past 5 years

Each student must provide proof of immunization records to the office of the registrar as part of the application process. Proof of immunization must include documentation from a medical provider's office showing the dates of immunization for each required immunization as stated above. Alternatively, you may use the immunization form in the appendix of this immunization policy, and have it signed by a medical physician or advanced practice registered nurse ("APRN") verifying the information.

If you are requesting exemption from these requirements, per the Exemptions section of the immunization policy, you will need to fill out the Immunizations Exemption Form which is included in the appendix section of the policy.

For more information regarding Connecticut's requirements and the laws on immunization (Connecticut General Statutes §§ 10a-155 and 10a-155(b)), please follow this link or call: (860) 509-7929.

Independent Study

Independent Study is an alternative instructional strategy. Students work independently, according to a written agreement, and under the supervision of a faculty mentor. An Independent Study course offers flexibility to meet individual student needs, interests, and styles of learning.

Students may request an independent study through their dean. Tuition for these courses is charged at the same rate as all other courses. In each independent study, a contract containing specific course objectives, activities and assignments will be agreed upon and signed by the instructor and student. Requirements may vary according to specific courses, but all must meet the following:

- Regularly scheduled meetings of the faculty mentor and student.
- Summary report of the assigned project.
- Final paper and/or examination.

To qualify, a student must be in good academic standing; students on probation are ineligible. Up to 12 collegiate credits may be earned through independent study.

The Independent Study Contract is available from the Registrar's office. Students should complete the contract with their instructor and submit a signed copy to the Registrar's office prior to registering for the course.

Internships for Graduate Students

All graduate students who participate in an internship or field work experience must abide by the school policies and procedures, as well as the policies and procedures of the institution or organization where the learning taking places.

Limit for Degree Completion in Graduate Programs

Graduate students are expected to complete their program within seven (7) years maximum.

Medical Withdrawal

Goodwin University, upon request and with appropriate documentation, may medically withdraw students from their courses due to serious medical conditions that prohibit the student from completing their courses. Students are required to complete a course withdrawal form to withdraw from their courses. They must also fill out and submit a petition form through the Goodwin University website. The request for withdrawal and relevant documentation must be received by the module or semester withdrawal date as indicated in the University catalog. In addition, Medical Withdrawals may affect a student's academic progress. Please refer to the Satisfactory Academic Progress section in this catalog. Medical Withdrawals will be reviewed by the Record Review Committee (RRC) and students will be notified via their Goodwin University email. Students who do not agree with the decision of the RRC may appeal to the Goodwin Appeal Board; please refer to the section on Appeals and Grievances.

Minors

Goodwin University offers students pursuing a bachelor's degree an opportunity to choose a minor to serve as a secondary area of interest. Minors may extend a student's scope of study in a related field or balance their major through study in a completely different field.

Minors are 15 credits. Completion of a minor requires that a student earn a "C" (2.0) grade or better in each of the required courses for that minor. No more than 9 credits may be used to meet both major/general education/concentration and minor course requirements. Students can substitute up to six credits with permission of the Dean and Program Director. A maximum of 6 transfer credits may be applied toward the minor. A student may earn more than one minor.

Refer to the appropriate Academic School's page for specific minor curriculum requirements.

To be considered for a minor, students entering their last semester must apply for a minor through the Registrar's Office when submitting their application for award of credential. After completion of requirements, the minor will be recorded on the student's final transcript.

Non-Native English Speakers and International Students in Graduate Programs

Graduate students from other countries are welcome and encouraged to apply to Goodwin University's master's programs. A student eligible for graduate study must have received the equivalent to a bachelor's degree in their native country and must meet the further admission requirements of the graduate program of interest. The student's background and preparation must be such in content and scope as to indicate the ability to successfully complete the curriculum requirements of the Goodwin University graduate program.

Applicants for admission whose native language is not English are required to prove their proficiency in the English Language. Proficiency can be proven by submitting the results of an English Proficiency examination, such as the International English Language Testing System (IELTS) or the Test of English as a Foreign Language (TOEFL). The TOEFL scores must fall between 85 to 90 and the scores for the IETS must be at least a 6.5. Goodwin University will review each section independently to make sure that the writing and reading component is strong.

The University website provides prospective and enrolled international students with information on academic programs and student services available at the University and in the local community. Admission requirements for international students differ from domestic student requirements. For complete instructions and to access the online application, contact the International Admissions Team (860) 913-4111.

Among the admission requirements are proof of English proficiency, a Certificate of Finances, and translated and evaluated academic transcripts. International students may attend Goodwin University on an F-1 student visa and demonstrate satisfactory academic progress toward their degree. The University will issue the student an I-20 form once all the appropriate paperwork and fees are submitted. International graduate students must be enrolled full-time for 9-credit hours every semester.

A certified financial statement is required of international students, confirming that all university and personal expenses are covered for the initial year of

proposed attendance at Goodwin University. Students can satisfy this requirement with a bank statement indicating the required amount of money for the academic year. International students are not eligible to receive any federal or state aid to offset their tuition and fees. Goodwin University's International Admissions Team can answer questions about the financial process and options.

Furthermore, enrollment requirements include proof of immunization and mandatory enrollment in Goodwin University's health insurance program. The course registration process begins once payment is processed and students have completed their mandatory orientation. Additional placement testing may occur at this time. The International Program staff will answer your questions and provide ongoing support services.

For additional information (e.g. arrival guide, visa information, ect.) refer to the International Programs Office website.

Notification of Rights Under the Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA provides these rights:

1. Students have the right to inspect and review their education records within 45 days of the day Goodwin University receives a request for access.
2. Students have the right to request that a school correct records which they believe to be inaccurate. They should write to the Provost and Dean of Faculty, identify the part of the record they want changed, and specify why it is misleading.

If Goodwin University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his/her right to a hearing regarding the request for amendment.

Generally, universities must have written permission from the student in order to release any information from a student's education record. However, FERPA allows universities to disclose records, without consent, to universities officials who have legitimate educational interest.

In addition, universities may disclose without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, major field of study, degrees earned, honors and

awards, and dates of attendance. Students may request to restrict the release of directory information by filing a "Request to Restrict" form in the Registrar's Office. Students who wish to have information shared with parents, legal guardians, and/or significant others must file a "Permission to Release" form in the Registrar's Office. Goodwin University annually notifies students of their rights under FERPA.

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Goodwin University to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520
1-800-872-5327

Prerequisite Course Waiver and Course Substitution

Under special circumstances, with permission from the appropriate Dean or Program Director, students may receive a waiver for a prerequisite of a specific course. Students who wish to pursue a prerequisite waiver should contact their Dean or Program Director.

Course substitutions also require permission of the Dean or Program Director and the Registrar.

Program Transfers or Program Option Transfers

Students wishing to change programs or concentrations within a degree program must file a written request which is available online. Please use the following link for the form.

Students wishing to transfer to selective admission programs should meet with the appropriate Dean or Program Director and complete the application process. Please refer to Selective Admission requirements.

Students who change programs are advised that their courses and semester credit hours will be reviewed for applicability to the new program. **Only courses applicable to the new program and completed with a grade of D- or better will be eligible for transfer into the new program.**

Registration

Incoming students register for classes by visiting with an applicant advisor as part of the Admission process.

Returning students officially register for the upcoming semester in week 7 of their current semester. Specific information about each registration period is available on the university website beginning week 4 of each semester and course offerings are available at <https://goodwinsonis.jenzabarcloud.com/index.cfm>. Students are encouraged to access the Goodwin University Registrar's Office website page. Students should also check their Goodwin e-mail for registration reminders.

Before official registration begins, students should:

1.

Meet with their program director or Academic advisor to choose courses.

2.

Check that their FAFSA is current.

3.

Check for registration holds in Sonis.

4.

Clear up holds.

Students who do not register during the official registration period will be charged a \$100 late registration fee to register during the late registration period. Students may revise their registration during late registration and throughout the add/drop period. After the add/drop period, students wishing to add a second module course may do so before the seventh day of the second module. Changes made during the add/drop period may result in changes in tuition and/or fees. Students should reference the institutional refund policy for any financial penalties that may occur because of a change in registration during the add/drop period. All changes made to registration are subject to review by the Financial Aid Office, Business Office, and the Registrar before they are considered final.

Second Chance Program

Current and returning undergraduate students choosing to transfer to a different program may be eligible for the Second Chance Program. This program is not considered academic amnesty rather a way for students to transfer to a new program that is a better fit for their skills and interests. Not all program transfers are approved under the Second Chance Program. The student must apply for and be approved for this program.

Under this program, only courses applicable to the new program, and all attempts, will be used to calculate the cumulative grade point average (CGPA) and rate of completion for Satisfactory Academic Progress (SAP). All courses and grades not applicable to the new program will remain on the transcript, but will not be used to calculate SAP for the new program.

Depending on the student's performance in the transfer courses, SAP may still impact the student's ability to receive federal financial aid even after being accepted into the Second Chance Program. If this is the case, the student will receive the same sanctions and be required to go through the same SAP processes as all other students.

A student may only be approved to participate in the Second Chance Program once. The program is not applicable to any prior completed degree or certificate program the student completed at the University. For more information on the Second Chance Program, please contact the Registrar's office at (860) 727-6708.

Student Classification

A full-time student is one who registers for 12 or more credits per semester. A three-quarter-time student is one who registers for 9 to 11 credits per semester. A half-time student is one who registers for 6-8 credits per semester. Students taking less than 6 credits per semester are considered less than half time and may not be eligible for financial aid. For purposes of designating bachelor degree students by class, Goodwin University uses the following standards:

-
- <30 collegiate credits earned=Freshman
-
- 30-59 collegiate credits earned=Sophomore
-
- 60-89 collegiate credits earned=Junior
-
- 90+ collegiate credits earned=Senior

Students are classified by their degree. Students who are enrolled in at the Associate in Science level can achieve the highest classification of Sophomore; while students enrolled in the Bachelor of Science degree can achieve the highest level of Senior.

Student Teaching/Internship/Externship Requirement

Undergraduate students enrolled in programs requiring student teaching or an internship/externship must have

a 2.0 cumulative grade point average before attempting to fulfill this requirement. Registration into these courses is not considered final until the roster has been reviewed and approved by the Dean and the Program Director.

Student's Right to Know

Section 485 (a) of the Higher Education Act requires universities that participate in any of the Title IV financial assistance programs to disclose information about completion rates to current and prospective students. Goodwin University's four-year average Student-Right-To-Know Graduation Rate is 39%. The four-year average represents the 2012-2015 cohorts.

Transcripts of Graduate Programs

Graduate students may view their unofficial transcript by logging into their Sonis account. Requests for official transcripts must be made online accompanied by a \$10.00 administrative fee. Official transcripts are released by the Registrar's Office only after all financial obligations are met.

Transfer of Collegiate Credit for Graduate Students

Graduate coursework may be transferred to the university graduate program under certain conditions. First, the credits must have been earned within the past ten years from a college or university accredited by an accrediting agency recognized by the Council for Higher Education Accreditation (CHEA) and/or U.S. Department of Education (USDE). Second, a minimum grade of B- is required for the courses to be transferred. For more information, see individual program degree requirements for acceptable transfer credits. Finally, transfer courses must be approved by the Program Director and the Transfer Coordinator, under the direction of the Registrar. A maximum of six (6) graduate credits may be permitted to transfer into Goodwin University.

Officially transferred credit will be posted to the student's transcript upon the receipt of official transcript(s). Credits awarded are given the grade of TR and are not included in the calculation of the GPA. These credits will count both as credits attempted and as credits earned in determining Satisfactory Academic Progress. Once a student is matriculated into a Goodwin University graduate program, no additional credits earned at other institutions will be transferred.

Transfer of Collegiate Credit for Undergraduate Students

Collegiate credit may be granted for credit courses successfully completed at other degree-granting institutions in accordance with the following policies:

1.

Credit must have been awarded at a degree granting institution that is accredited by an accrediting agency recognized by the Council for Higher Education Accreditation (CHEA) and/or the U.S. Department of Education (USDE).

2.

The Registrar's Office in consultation with faculty determines whether transferred courses satisfy Goodwin University degree requirements.

3.

Only courses completed with grades of "C" or higher may be eligible for transfer.

4.

Some degree programs require a higher passing grade than "C" to satisfy specific course requirements. Some degree programs have expiration dates for selected courses. Students should reference program requirements and consult with their Academic Advisor to ensure that transferable courses satisfy degree requirements.

5.

Officially transferred credit will be posted to the student's transcript upon receipt of official transcripts.

6.

Once a student is matriculated at Goodwin University, no additional credits earned at other institutions will be transferred with the exception of military students. An approved Parent School letter must be on file before the student starts the class at the host school.

7.

Credits earned at international institutions may be considered for transfer. The Registrar's Office will assess official transcripts for equivalency; however, if an equivalency can not be determined it is the student's responsibility to have the international transcript evaluated. The transcript must be assessed by an evaluation service that is a member of the National Association of Credential Evaluation Services (NACES) and an official copy of the results must be sent to Goodwin University for evaluation and assessment of credit.

8.

Students may be required to provide additional information during the transfer evaluation process, such

as course descriptions and/or syllabi for potential transfer credit.

9.

Credits awarded are given the grade of TR and are not included in the calculation of the Grade Point Average. These credits will count both as credits attempted and as credits earned in determining satisfactory academic progress.

10.

Residency requirement: All students are required to take a minimum of 25% of all coursework toward a credential at Goodwin University. Students should consult the catalog pages that pertain to their major for any additional degree requirements. The last 12 credits posted to a student's transcript must be taken at Goodwin University with the exception of active military students.

Wait List Management Policy

When a student wishes to register in a course that is full, the student may be added to the wait list for that course.

A student may be added to no more than three wait lists and must understand that the wait list is a good faith offer to seat students in a fair and equitable manner should a seat open up. Students are offered seats in sequential order only. The wait list does not guarantee a seat; so students should register for another section or course in order to ensure that they will qualify for financial aid.

If a seat becomes available, students will be contacted by the Registrar's office through their Goodwin University e-mail. Students should notify the Registrar's Office of their intentions as soon as possible. If a student does not respond to the Registrar's office email within 24 hours, the student will be automatically removed from the wait list.

Withdrawing from a Course

Withdrawing before semester begins

Prior to the beginning of the semester, students may remove courses from their registration by accessing their registration page on Sonis and deleting the course(s) they are no longer interested in taking. If a student officially withdraws from a course(s) prior to the first day of the semester or module, 100% of applicable tuition and fees for the course(s) withdrawn (less books purchased) will be refunded. These courses will not appear on the transcript nor will they count as credits attempted.

Withdrawing from the first day of the semester through the fourteenth calendar day

Students who have established attendance can withdraw from a course from day one of the semester through the fourteenth calendar day of the semester by completing a withdrawal form. If the fourteenth calendar day of the semester falls on a Sunday the deadline to withdraw will be that following Monday. These withdrawn courses will not appear on the student's transcript nor will they count as credit hours attempted.

For financial consequences of withdrawing from a course from day one through day fourteen of a semester refer to the institutional refund policy. Students should check with the Financial Aid Office to determine what financial penalty may be assessed as a result.

All deadlines are published in the Goodwin University catalog and are also available on the "Current Students" page of the University website. Deadlines will be strictly enforced. A student's enrollment status for the semester will be determined on the first day of the third week of the semester and shall be considered final for that semester unless the student withdraws from Goodwin or the student is granted a medical withdrawal.

Withdrawing from a course after the fourteenth calendar day of a semester

Students who have established attendance may withdraw from a course after the fourteenth day of the semester through the end of week 13 of a 15-week course and through the end of 5 weeks of a 7 week course. If the fourteenth calendar day of the semester falls on a Sunday the deadline to withdraw will start after day 15.

To withdraw from a course, students must complete a Course Withdrawal Form with their Academic Advisor. A "W" will be assigned to the course and it will appear on the transcript. The "W" will not be used in the calculation of the GPA, but it will count as credits attempted. Students who have established attendance and withdraw from a 15-week or 1st module course after the fourteenth calendar day of a semester will be charged 100% tuition. Students who establish attendance in a second module course and withdraw from the course will be charged 100% tuition. Excessive withdrawals can impact satisfactory academic progress and jeopardize financial aid eligibility, so students are strongly encouraged to get both academic and financial aid advice before withdrawing from courses.

Course withdrawal deadlines are published in the Goodwin University catalog and are available on the website on the "Current Students" page. Deadlines will be strictly enforced. Withdrawals are not permitted beyond the deadline. If the end of week 13 or the end

of 5 ½ weeks falls on a Sunday the deadline to withdraw will be that following Monday. After the deadline, students will receive an earned grade as determined by the instructor. If a student submits a withdrawal after the withdrawal deadline but prior the the semester ending, the student will have an automatic grade of "F" entered for their grade.

Failure to attend class is not an appropriate method of withdrawing from a course. Non-attendance does not cancel the financial obligation to pay fees and tuition incurred at the time of registration for classes. Students will remain liable for any outstanding payments of tuition and fees due to the University.

For financial consequences of withdrawing from a course after the start of a semester, refer to the institutional refund policy. Students should check with the Financial Aid Office to determine what financial penalty will be assessed as a result of withdrawing from a course.

Withdrawing from the University

Conditions may arise requiring the student to withdraw from Goodwin. A student who wishes to withdraw from the University should:

1.

Complete and submit all necessary forms with their advisor;

2.

Meet with a Financial Aid Officer to determine all financial obligations; and

3.

Meet with a Student Account Specialist in the Business Office.

The official withdrawal date is the date the student officially initiates the withdrawal process.

If applicable, a revised tuition charge or refund will be calculated by the Business Office. If a student who withdraws has received financial aid, he/she may be subject to the loss of some, or all, of the financial aid award. This may also result in the student having personal responsibility for repayment of financial assistance. Please refer to the University's Refund Policy.

Withdrawn students must reapply to the University. Re-admitted students must complete the academic requirements in effect in the catalog under which they are returning.

Degree Requirements

Graduation Requirements

Goodwin University is committed to prepare competent, productive problem solvers who appreciate the diversity of our society, maintain inquiring minds, and embrace lifelong learning. This goal is achieved through the following practices:

Writing requirements span across all our programs and courses. Students become skilled, perceptive, analytical readers and critical thinkers by writing research papers. Utilizing both inductive and deductive reasoning, students evolve into proficient writers capable of conducting scholarly research.

Both content-specific **communication courses** and embedded material in General Education courses are required for degree students, resulting in students' mastery of effective methods of relating information. Participation requirements include discussions, teamwork and presentations allowing students to practice critical thinking techniques and collaboration skills.

Mathematics and science courses encourage students to develop inquiring minds by analyzing and synthesizing data, experimenting and drawing solutions, cultivating logical thinking, and using the scientific method.

Philosophy, psychology, or sociology courses prepare students to understand the relevance of the humanities and social sciences to contemporary, local, and world conditions.

History requirements allow students to prepare for their future by learning about the past, appreciate the lessons learned over time by American and world cultures, and find methods to translate this knowledge critically to their lives.

All courses at Goodwin University encourage students to make positive contributions to society by exploring their own talents, experiencing personal growth, and becoming valuable members of their community.

General Education Requirements for Associate Degrees

All students enrolled in associate degree programs must complete a minimum of 21 credits in general education.

ENG 101	English Composition	3
	English (ENG)	3
	Math (MATH)	3
	Science (BIO, CHEM, SCI)	3-4
	Social Science (PSY, SOC)	3
	Humanities (HIS, PHIL, SPAN, HUM)	3
	General Education Elective	3
	TOTAL CREDITS	21-22

Elective credits may be from any General Education course, unless directed by the Program. General Education courses contain the following prefixes: ENG, MATH, CAP, COM, BIO, CHEM, SCI, HIS, HUM, PHIL, SPAN, PSY, SOC.

General Education Requirements for Bachelor Degrees

All students enrolled in bachelor degree programs must complete a minimum of 40 credits in general education.

ENG 101	English Composition	3
	English (ENG)	6
	Math (MATH)	3
	Science (BIO, CHEM, SCI)	4
	Social Science (PSY, SOC, POL)	6
	Humanities (HIS, PHIL, SPAN, HUM)	3
	General Education Electives	15
	TOTAL	40

Elective credits may be from any General Education course, unless directed by the Program. General Education courses contain the following prefixes: ENG, MATH, CAP, COM, BIO, CHEM, SCI, HIS, HUM, PHIL, SPAN, PSY, SOC.

School of Business, Technology, and Advanced Manufacturing

Mission Statement

The mission of the School of Business, Technology, and Advanced Manufacturing is to prepare career-focused individuals capable of technical, professional and interpersonal competencies to meet the needs of our stakeholders. With this acquired knowledge and an ethical mindset, our students contribute to the social responsibility and sustainability of organizations within the community.

Organizational Leadership, Master of Science (MSOL)

The Master of Science in Organizational Leadership (MSOL) is a 30-credit graduate program developed in response to the demand for organizational knowledge in employees who seek career or advancement opportunities in government, corporate, and nonprofit entities. Students will develop skills and knowledge that transcend individual organizational contexts, whether private or public, service or manufacturer, corporate or nonprofit.

The online and hybrid master's program will provide the opportunity for students to better understand organizational structures and positively contribute to those organizations as informed employees. Through the study of individual, group, and organizational behaviors, students will integrate knowledge of human action, communication, and change in organizations. Students will become well-versed in contemporary organizational theories and practices to make their contributions to the organization more effective. Participants may seek to pursue administrative, supervisory, or advanced roles within their organization.

This master's degree program is designed to meet the needs of traditional students moving through a graduate program as well as adults who desire to better position themselves in their respective organizations. This program of study integrates analysis of theory, case studies, service learning, and research while encouraging thoughtful and creative approaches to understanding organizational structure that are assessable, measurable, and observable. This degree program is focused on realistic, accurate, and sound interpretations of the complexity and diversity found in different organizational settings. The program strives to be consistent in scope with graduate University standards, and consistent with industry outcomes.

Program Outcomes

By the end of this program the learner will be able to:

1.

Integrate leadership theories and best practices to effectively address stakeholders' needs across diverse settings.

2.

Use ethical considerations to implement practices that exemplify authentic leadership.

3.

Leverage data sources and analyses to support effective and efficient decision making to resolve organizational challenges.

4.

Implement leadership strategies focused on maximizing performance in diverse organizational cultures.

5.

Develop and assess strategic plan to sustain progress towards achievement of organizational change.

6.

Express and exchange ideas through various modes of communication as a leader and organizational member.

Admission Requirements

In addition to meeting the University's requirements of all graduate program applications, students interested in the **Master of Science in Organizational Leadership (MSOL)** must also:

-

Write a letter of intent/personal statement describing the benefit to the applicant of this course of study (maximum 500 words).

-

Include two letters of recommendation attesting to the applicant's readiness for advanced study and leadership potential.

Graduation Requirements

Graduate students must earn a Cumulative Grade Point Average of 3.0. Students must also earn a grade of B- or higher in their capstone course and successful completion of the portfolio.

Curriculum

Core Requirements - 21 Credits

OL 500	Foundations of Leadership	3
OL 510	Leadership Practices in Organizational Communications	3
OL 520	Data-Driven Decision-Making for Executives	3
OL 540	Talent and Performance Management	3
OL 650	Sustainability of Innovation and Strategic Advantage	3
OL 660	Leading Organizational Change	3
OL 690	Portfolio Required for Graduation	0
OL 695	Leadership Capstone	3

Electives: Select Two (2) Courses - 6 Credits

OL 525	Special Topics in Leadership	3
OL 620	Negotiating & Conflict Response	3
OL 680	Engaging with Senior Executives	3

Directed Electives: Select One (1) Course - 3 Credits

OL 665	Applied Research Skills for Organizational Leaders	3
OL 685	Leadership Training and Development	3

Total Credits in the Program: 30

Business Administration, Bachelor of Science

The Bachelor of Science in Business Administration provides the business competencies that employers look for in their workforce. Students prepare to meet the challenges of a changing marketplace in a wide variety of local and global industries while preparing for leadership roles within the business arena. The Bachelor of Science in Business Administration focuses on developing students to understand and support organizational missions.

This degree program is focused on realistic, accurate, and sound interpretations of the complexity and diversity found in today's global economy. The program strives to be consistent in scope with University standards and industry outcomes. This program of study integrates analysis of theory, case studies, projects and research so students may apply these to practical situations in the daily workplace. Students are further encouraged to develop thoughtful and creative approaches to understanding business models that are assessable, and observable. The degree program emphasizes ethical business behavior while promoting corporate social responsibility and social enterprise.

The Bachelor of Science in Business Administration is thus a comprehensive response to the demand for business skills in an ever-increasing global market and competitive workplace. Many people in the workplace may seek career opportunities in small to mid-size

businesses, explore their own start-up or franchise business, or assume a role in a community-oriented nonprofit. Participants develop the requisite skills and knowledge that are needed for small business employers and nonprofit organizations. The skills and knowledge taught in this program relevant to the business arena help develop competent personnel in any organization through the understanding of marketing, operations, organizational structures and best practices for contemporary small businesses whether profit-driven or not. As participants in business life, students in this program develop the knowledge and competencies to become contributors to their organization's success. They may even exercise formal or informal leadership roles in their respective organizations and are thus well versed in contemporary business theories and practices to make their inculcation into an organization more effective.

Program Outcomes

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

1. Students will prepare a business plan, including sections around; executive summary, budget/projections, marketing, and management team.
2. Students will be able to communicate concisely, articulately, and professionally in writing and verbally about various aspects of business, including; the importance of a business plan and its sections, financial information, management and leadership, as well as marketing.
3. Students will be able to evaluate external factors affecting business; local, regional, national, and global. Students will evaluate external factors to help predict and respond to business challenges and trends.
4. Students will be able to identify critical data to aide in business decision making. Students will be able synthesize, analyze, and recommend a course of action based on business data.
5. Students will be able to differentiate between what is meant by leadership versus management and will be able to apply leadership and management principles in a business environment, as well as realize the importance of considering all stakeholders in business decisions.
6. Students will be able to determine and explain the importance of corporate social responsibility and ethics in the business environment.

Graduation Requirements

Students must complete all graduation requirements as stated in the catalog. In addition, students must maintain a GPA of 2.5 in the major.

Curriculum

Bachelor in Business Administration

General Education Requirements - 46 Credits

General Education Core Requirements - 40 Credits

ENG 101	English Composition	3
ENG 1XX	English Elective	3
ENG 325	Advanced Writing for the Business Professional	3
MATH 1XX	Mathematics (MATH)	3
	Science (BIO, CHEM, SCI)	4
	Social Science (PSY, SOC)	6
	Humanities (HIS, PHIL, SPAN, HUM)	3
	General Education Electives**	15

** Elective credits may be from any General Education course, unless directed by the Program. General Education courses contain the following prefixes: ENG, MATH, STAT, CAP, COM, BIO, CHEM, SCI, HIS, HUM, PHIL, SPAN, PSY, and SOC.

Programmatic General Education Requirements - 6 Credits

STAT 167	Principles of Statistics	3
CAP 115	Learning and Working Through Digital Technologies	3

**Elective credits may be chosen from any general education course, unless directed by the program. General Education courses contain the following prefixes: ENG, MATH, STAT, CAP, COM, BIO, CHEM, SCI, HIS, HUM, PHIL, SPAN, PSY, and SOC.

Business Major Core Requirements - 48 Credits

Freshman Year

ACC 1XX	Accounting Elective	3
BUS 101	Introduction to Management	3
	OR	
BUS 107	Introduction to Nonprofit Management	3
BUS 110	Business Law and Ethics	3
ECN 1XX	Economics Elective	3

Sophomore Year

BUS 132	Budgeting and Planning	3
BUS 135	Customer Relations in a Multicultural World	3
BUS 150	Small Business and Entrepreneurship	3
BUS 215	Marketing	3

Junior Year

BUS 265	Principles of Finance	3
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BUS 2XX*	Directed Elective	3
BUS 305	E-Business	3
BUS 310	Targeted Marketing and Social Media	3

Senior Year

BUS 3XX*	Directed Elective	3
BUS 410	Theory and Practice of Business Research	3
BUS 490/OS 450	Capstone: Strategic Planning	3
BUS 4XX	Directed Elective	3

Open Electives - 27 Credits

*Directed elective courses may be taken from courses with the following prefixes: ACC, BUS, ECN, OS or BMM at the appropriate levels.

Total Credits in the Program: 121

Manufacturing Management, Bachelor of Science

The Bachelor of Science in Manufacturing Management is designed to prepare students for entry- and mid-level positions in a wide array of manufacturing organizations. Coursework is designed around two primary areas:

General Education core courses facilitate the student's development in broad skills specifically identified by employers throughout our region as being essential for success in manufacturing management. Those include computer literacy, communication, math, science, social science, and a global perspective.

Manufacturing core courses provide the student with the knowledge necessary to develop competencies and obtain the skills that they need to succeed. Focus is on supervision of manufacturing processes, management of human and machine resources, assurance of lean processes and production of high-quality product, all of this within budgetary and schedule constraints. Core manufacturing courses in conjunction with manufacturing electives, chosen with advice from the Program Director, enable students to focus their degree on a specific area of interest within their manufacturing profession. These include, operations management, manufacturing supervision, lean manufacturing, manufacturing logistics, industrial safety, production planning and control, quality management, purchasing and customer service. The students will also gain hands-on experience in fabrication, quality, logistics and advanced manufacturing laboratories. Throughout the manufacturing management program there is a strong emphasis on leadership, teamwork, problem solving and safety.

In addition to earning the degree, the student will have the opportunity to earn nationally-recognized, portable credentials from the Manufacturing Skill Standards Council (MSSC) including the Certified Production Technician (CPT) credential, and the Certified Logistics Technician (CLT) credential.

Students may concentrate in CNC Machining or Quality Management Systems; the core requirements of which are listed under their respective Associate in Science degree. The concentration in CNC Machining prepares students for entry-level positions as CNC operators. This concentration integrates an understanding of manufacturing processes, a knowledge of materials, a working knowledge of manufacturing mathematics, a competence in technical drawing and specifications, an understanding of computer-aided machining, and the hands-on machining skills needed for CNC operators.

The concentration in Quality Management Systems prepares students for entry-level positions as quality technicians. This concentration covers the basics of quality management, manufacturing principles, quality inspection techniques, materials & processing, interpreting engineering drawings, problem solving, measurement and test equipment, calibration, lean manufacturing, statistical process control, teamwork and supplier quality control.

Students earning a Bachelor of Science in Manufacturing Management are prepared to make a significant contribution to manufacturing and production.

Program Outcomes

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

1. Control the flow of material with appropriate process documentation in the most efficient manner, while employing lean principles, operational flow strategies, value stream management, inventory mapping, inventory control and scheduling;
2. Apply management competencies toward human capital and other resources in the manufacturing process;
3. Apply financial metrics to the manufacturing decision process;
4. Apply stakeholder-relevant competencies in support of customer desires and needs;
5. Develop skills to manage operations and strategically plan for the long-term viability of a manufacturing business for the purpose of promoting the mission, vision and core values;

6. Establish a quality management process, develop grades and standards of quality, and provide staff training to facilitate corrective action;

7.

Implement a manufacturing process that results in recognized credentials from CPT, CPT-Green, and CLT; and

8.

Apply relevant metrics to drive continuous improvement.

Graduation Requirements

Students must complete all graduation requirements as stated in the catalog. In addition, students must maintain a GPA of 2.3 in the major.

Curriculum

Bachelor in Manufacturing Management

General Education Requirements - 43 Credits

General Education Core Requirements - 40 Credits

ENG 101	English Composition	3
ENG 1XX	English Elective	3
ENG 325	Advanced Writing for the Business Professional	3
MATH 1XX	MATH (MATH 130 or higher)	3
	Science (BIO, CHEM, SCI)	4
	Social Science (PSY, SOC)	6
	Humanities (HIS, PHIL, SPAN, HUM)	3
	General Education Electives**	15

** Elective credits may be from any General Education course, unless directed by the Program. General Education courses contain the following prefixes: ENG, MATH, STAT, CAP, COM, BIO, CHEM, SCI, HIS, HUM, PHIL, SPAN, PSY, and SOC.

Programmatic General Education Requirements - 3 Credits

CAP 115	Learning and Working Through Digital Technologies	3
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**Elective credits may be chosen from any general education course, unless directed by the program. General Education courses contain the following prefixes: ENG, MATH, STAT, CAP, COM, BIO, CHEM, SCI, HIS, HUM, PHIL, SPAN, PSY, and SOC.

Manufacturing Management Major Core Requirements - 51 Credits

Freshman Year

BMM 101	Key Principles of Manufacturing	3
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BMM 110	Technology in Advanced Manufacturing	3
OS 101	Team Dynamics and Individual Skills	3
OS 180	Organizational Supervision and Administrative Roles	3
BUS 101	Introduction to Management	3

Sophomore Year

ACC 110	Applied Accounting	3
BUS 132	Budgeting and Planning	3
BMM 135	Green Manufacturing OR	3
BMM 125	Manufacturing Logistics	3
BMM 210	Lean Manufacturing Principles	3
OS 210	Organizational Communications	3

Junior Year

BMM 3XX	Manufacturing Elective	3
BMM 320	Facilities and Planning	3
BUS 330	Operations Management	3
BMM 350	Six Sigma Green Belt Training	3

Senior Year

BMM 4XX	Manufacturing Elective	3
BMM 440	Industrial Safety	3
BMM 460	Quality Management Systems	3

Open Electives - 27 Credits**Total Credits in the Program: 121****Business Administration, Associate in Science**

The Associate degree program in Business Administration provides a foundation in business that will prepare students for direct entry into the workforce or to pursue a baccalaureate degree. The Business Administration curriculum helps students comprehend the underlying business principles and develop the ability to analyze and solve problems faced by managers whether in corporations, small businesses, government agencies or nonprofit organizations.

The program provides an introduction to business and its global connections. It addresses business law and ethics, corporate social responsibility, social enterprise, business planning and development, effective leadership, as well as the fundamentals of accounting, budgeting, and marketing principles. Students also explore the basics of business communication, economic theories and effective forecasting.

Each student builds a business plan relevant to his or her career aspirations that integrates skills and knowledge learned in the various courses. An optional 150-hour internship may be undertaken at the end of the student's program where classroom experiences will be applied in a real business environment. Wherever possible, the specific business chosen for the internship will reflect the student's desired career goal.

Entrepreneurship Concentration

Entrepreneurs are people who would like to start and grow their own business. Their satisfaction comes from creating, advancing, and ultimately transforming an idea into a thriving business. Success demands knowledge of, and experience in, a number of factors, including initiating the start-up process, maintaining a competitive edge, gaining market share, making financial decisions, adapting to change, and developing products and services. In the United States, approximately 600,000 - 800,000 new businesses are started each year. These businesses form the basis of our economy. They allow their owners to work for themselves and to be self-sufficient. Many entrepreneurs build on their success by taking personal and financial risks to introduce new types of businesses based on current and projected needs.

The purpose of the Entrepreneurship concentration is to provide students with the general knowledge to launch, operate, and grow their own business or operate and grow an existing business. This option focuses on innovative, hands-on business practice and small business management. Foundation and advanced courses expose students to the principles of business development, including strategic planning, marketing, advertising, business law, accounting, and information systems.

Human Resource Management Concentration

The management of human resources is a growing field. With increasing legal issues pertaining to employment and the need for organizations to carefully select, develop and maintain their workforce, this field will continue to present excellent opportunities for both employment and advancement. The Human Resource Management concentration prepares students to effectively deal with the complexities and challenges of managing today's workforce.

Successful students will be prepared for positions as human resource assistants or specialists whose work contributes to the growth and success of organizations and their employees. Graduates will be prepared for human resource positions in business, government, and nonprofit organizations. Students will learn to identify staffing needs and develop skills for recruiting, interviewing, hiring, and developing employees. They will also learn the policies, procedures, and legal aspects of human resource management. They will round out their program with studies in business management, ethics, and cultural awareness.

Students who complete this concentration will possess the skills necessary for many career opportunities at

entry- and mid-level positions in a wide variety of organizations.

Manufacturing Management Concentration

This concentration is designed to introduce students to the modern manufacturing environment. While rounding out their skills in lean manufacturing principles, this concentration prepares students to take nationally-recognized, portable credential exams for Certified Production Technician (CPT). Students will be tested on safety; quality practices and measurement; manufacturing process and production; and maintenance awareness from the Manufacturing Skill Standards Council (MSSC). Students must pass all four exams to earn the CPT. This concentration will also prepare students to take the nationally-recognized, portable credential as a Certified Logistics Technician (CLT) by passing exams in logistics from MSSC. Students must pass two logistics exams to earn the CLT. Additionally, students who complete this concentration may take the MSSC green manufacturing credentialing exam. Students may further seek to earn the Certificate in Manufacturing & Production and apply all of this coursework toward a bachelor degree.

Open Business Concentration

Students may select any accounting or business electives that fit their respective career goals in business.

Program Outcomes

Upon successful completion of all program requirements, graduates of the Associate of Science in Business will be able to:

1. Students will prepare a business plan, including sections around; executive summary, budget/projections, marketing, and management team. Students will be able to explain the importance of all aspects of the business plan.
2. Students will be able to communicate concisely, articulately, and professionally in writing and verbally about various aspects of business, including the importance of a business plan and it's sections, financial information, management and leadership, as well as marketing. Students will be able to display through communication understanding of these aspects within business.
3. Students will be able to evaluate external factors affecting business; local, regional, national, and global. Students will be able identify external factors influencing the business environment.
4. Students will be able to identify critical data to aide in business decision making. Students will be able to acquire and summarize business data for decision making.

5. Students will be able to differentiate between what is meant by leadership versus management. Students will be able to apply leadership and management principles in a business environment. Students will be able to realize the importance considering all stakeholders in business decisions.
6. Students will be able to determine and explain the importance of corporate social responsibility and ethics in the business environment.

Graduation Requirements

Students must complete all graduation requirements as stated in the catalog. In addition, students must maintain a GPA of 2.3 in the major.

Curriculum

Associate in Business Administration

General Education Requirements - 21-22 Credits

ENG 101	English Composition	3
ENG 1XX	English Elective	3
MATH 1XX	Mathematics (MATH)	3
	Science (BIO, CHEM, SCI)	3-4
	Social Science (PSY or SOC)	3
	Humanities (HIS, PHIL, SPAN, HUM)	3
	General Education Elective**	3

**Elective credits may be from any General Education course, unless directed by the Program. General Education courses contain the following prefixes: ENG, MATH, STAT, CAP, COM, BIO, CHEM, SCI, HIS, HUM, PHIL, SPAN, PSY, and SOC.

Non Major Core Requirements - 3 Credits

CAP 115	Learning and Working Through Digital Technologies	3
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** Elective credits may be chosen from any general education course, unless directed by the program. General Education courses contain the following prefixes: ENG, MATH, STAT, CAP, COM, BIO, CHEM, SCI, HIS, HUM, PHIL, SPAN, PSY, and SOC.

Business Major Core Requirements - 24 Credits

Freshman Year

BUS 101	Introduction to Management	3
	OR	
BUS 107	Introduction to Nonprofit Management	3
BUS 110	Business Law and Ethics	3
BUS 135	Customer Relations in a Multicultural World	3
ACC 1XX	Accounting Elective	3

Sophomore Year

ECN 1XX	Economics Elective	3
BUS 121	Personal Finance and Insurance	3
BUS 132	Budgeting and Planning	3

Electives - 3 Credits

BUS 1XX	Elective	3
	OR	
ACC 1XX	Accounting Elective	3

Total Credits in the Program 60-61**Business Concentrations**

Students may select an open Business concentration or one in Entrepreneurship, HR Management, or Manufacturing Management.

Entrepreneurship Concentration Requirements-12 Credits**Freshman Year**

BUS 150	Small Business and Entrepreneurship	3
BUS 215	Marketing	3

Sophomore Year

BUS 210	Business Planning and Development	3
ACC 235	Accounting Information Systems	3

Human Resource Management Concentration Requirements - 12 Credits**Freshman Year**

BUS 115	Human Resource Management	3
PSY 205	Organizational Behavior	3

Sophomore Year

BUS 230	Workforce Planning and Staffing	3
BUS 215	Marketing	3

Manufacturing Management Concentration Requirements - 12 Credits**Freshman Year**

BMM 101	Key Principles of Manufacturing	3
BMM 110	Technology in Advanced Manufacturing	3

Sophomore Year

BMM 125	Manufacturing Logistics	3
	OR	
BMM 135	Green Manufacturing	3
BMM 210	Lean Manufacturing Principles	3

Business Administration Open Concentration - 12 Credits**Freshman Year**

1XX	Elective	6
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Sophomore Year

2XX	Elective	6
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CNC Machining, Associate in Science

The Associate in Science in CNC (Computer Numerical Control) Machining program, prepares students for entry-level positions in CNC Machining or to pursue a baccalaureate degree. It is also an excellent program for people already working in the CNC Machining field without a degree, who seek advancement opportunities in their chosen career which require an associate degree.

The program prepares graduates for employment in the manufacturing field as a CNC operator. This program of study integrates an understanding of manufacturing processes, a knowledge of materials, a working knowledge of manufacturing mathematics, a competence in technical drawing and specifications, an understanding of computer-aided machining, and the hands-on machining skills needed for CNC machining.

Students completing an Associate in Science in CNC Machining, will earn 60-61 credits and have the opportunity to receive nationally-recognized credentials from the Manufacturing Skill Standards Council (MSSC) as a Certified Production Technician (CPT).

Program Outcomes

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

1. Enhance their skills and knowledge of computer numerical control (CNC) machining in manufacturing sectors through collaboration, presentation and continuous learning;;
2. Earn nationally-recognized, portable credentials from the Manufacturing Skill Standards Council (MSSC);
3. Promote and facilitate upward educational and career mobility by providing students with the knowledge, skills and abilities to effectively integrate themselves into any manufacturing organization;
4. Practice critical thinking and creativity that empowers them to reach their personal, academic, and professional goals;
5. Apply critical thinking skills, the scientific method and problem analysis in manufacturing;
6. Integrate the fields of management, social sciences, and humanities into an academic tract that prepares students to utilize the skills learned in the classroom within diverse settings and with a variety of populations;
7. Develop skills to participate meaningfully in the manufacturing operations for the long-term viability of a

manufacturing business for the purpose of promoting the mission, vision and core values.

Graduation Requirements

Students must complete all graduation requirements as stated in the catalog. In addition, students must maintain a GPA of 2.3 in the major.

Curriculum

Associate in CNC Machining

General Education Core Requirements - 21-22 Credits

ENG 101	English Composition	3
ENG 1XX	English Elective	3
MATH 1XX	MATH (MATH 130 or higher)	3
	Science (BIO, CHEM, SCI)	3-4
	Social Science (PSY or SOC)	3
	Humanities (HIS, PHIL, SPAN, HUM)	3
	General Education Elective**	3

** Elective credits may be from any General Education course, unless directed by the Program. General Education courses contain the following prefixes: ENG, MATH, STAT, CAP, COM, BIO, CHEM, SCI, HIS, HUM, PHIL, SPAN, PSY, and SOC.

Non-Major Core Requirements - 6 Credits

CAP 115	Learning and Working Through Digital Technologies	3
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** Elective credits may be chosen from any general education course, unless directed by the program. General Education courses contain the following prefixes: ENG, MATH, STAT, CAP, COM, BIO, CHEM, SCI, HIS, HUM, PHIL, SPAN, PSY, and SOC.

CNC Machining Major Core Requirements - 33 Credits

Freshman Year

BMM 101	Key Principles of Manufacturing	3
BMM 110	Technology in Advanced Manufacturing	3
OS 101	Team Dynamics and Individual Skills	3
BMM 222	Technical Drawings and Specifications	3
BMM 140	Principles in Manufacturing Mathematics	3
BMM 175	CNC Machining	3

Sophomore Year

BMM 220	Materials and Processes in Manufacturing	3
BMM 275	CNC Machining II	3
BMM 240	CAM I	3
BMM 276	CNC Machining Applications	3
BMM 241	CAM II	3

Total Credits in the Program: 60-61

Quality Management Systems, Associate in Science

The Associate in Science in Quality Management Systems program prepares students for entry-level positions in the quality management field or to pursue a baccalaureate degree. It is also an excellent program for people who are working in the field without a degree who seek advancement opportunities in their chosen career that require an associate degree.

The Associate in Science in Quality Management Systems covers the basics of quality management, manufacturing principles, quality inspection techniques, materials & processing, interpreting engineering drawings, problem solving, measurement and test equipment, calibration, lean manufacturing, statistical process control, teamwork and supplier quality control.

Students completing an Associate in Science in Quality Management Systems will earn 61-62 credits and have the opportunity to receive nationally-recognized credentials from the Manufacturing Skill Standards Council (MSSC) as a Certified Production Technician (CPT). Students may choose to continue their studies in a range of baccalaureate programs including Manufacturing and Business Administration programs.

Program Outcomes

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

1. Earn nationally-recognized, portable credentials from the Manufacturing Skills Standards Council (MSSC);
2. Contribute to manufacturing system technology and quality management with an understanding of lean tools;
3. Apply lean tools to manage inventory, production process and quality to meet financial and supplier requirements;
4. Establish quality assurance processes and train staff to meet quality audits;
5. Develop and characterize careers and trends in manufacturing using cost of quality, impact of quality, and safety on the production process;
6. Develop grades and standards of quality, acceptance sampling and inspection procedures and prepare and institute quality assurance mechanisms;
7. Apply financial metrics to the manufacturing decision-making process;
8. Apply stakeholder relevant competencies in support of customer desires and needs;

9. Analyze and manage key elements of a high performance manufacturing organization related to logistics, quality, and manufacturing;
10. Integrate regulatory and government regulations into the quality management systems environment;
11. Demonstrate competency in the research, product development and test process, including the handoff between processes as it applies to manufacturing; and
12. Assess and evaluate strategies for production and quality systems for an organization.

Graduation Requirements

Students must complete all graduation requirements as stated in the catalog. In addition, students must maintain a GPA of 2.3 in the major.

Curriculum

Associate in Quality Management Systems

General Education Core Requirements - 21-22 Credits

ENG 101	English Composition	3
ENG 1XX	English Elective	3
MATH 1XX	MATH (MATH 130 or higher)	3
	Science (BIO, CHEM, SCI)	3-4
	Social Science (PSY or SOC)	3
	Humanities (HIS, PHIL, SPAN, HUM)	3
	General Education Elective**	3

** Elective credits may be from any General Education course, unless directed by the Program. General Education courses contain the following prefixes: ENG, MATH, STAT, CAP, COM, BIO, CHEM, SCI, HIS, HUM, PHIL, SPAN, PSY, and SOC.

Non-Major Core Requirements - 12 Credits

CAP 115	Learning and Working Through Digital Technologies	3
ACC 110	Applied Accounting	3
OS 210	Organizational Communications	3
STAT 167	Principles of Statistics	3

Quality Management Systems Major Core Requirements - 28 Credits

Freshman Year

BMM 101	Key Principles of Manufacturing	3
BMM 110	Technology in Advanced Manufacturing	3
BMM 210	Lean Manufacturing Principles	3
BMM 220	Materials and Processes in Manufacturing	3

Sophomore Year

BMM 222	Technical Drawings and Specifications	3
BMM 224	Metrology and Calibration	3
BMM 226	Principles of Quality Management	3

BMM 228	Quality Management and Supplier Integration	3
BMM 229	Advanced Metrology and Calibration	4

Total Credits in the Program: 61-62

Basic CNC Production, Certificate

Enrollment into this certificate is by Departmental Permission only. It is not an open enrollment certificate but reserved for special projects.

In this 18-credit certificate in Basic CNC (Computer Numeric Control) Production, students will learn the basic skills manufacturing employers are seeking: problem solving, safety, quality, production processes, maintenance awareness, and teamwork.

You will develop technical drawing, specification, and mathematical skills while learning about material properties and material processing.

Classroom instruction is combined with hands-on operation of our new CNC 3-axis milling and turning machines. You will gain knowledge and machining experience required to be successful in the field.

Graduation Requirements

Students must complete all the graduation requirements as stated in the catalog and maintain a GPA of 2.3 in the coursework.

Curriculum

Certificate in Basic CNC Production

First Semester

BMM 101	Key Principles of Manufacturing	3
BMM 140	Principles in Manufacturing Mathematics	3
BMM 175	CNC Machining	3

Second Semester

BMM 110	Technology in Advanced Manufacturing	3
BMM 222	Technical Drawings and Specifications	3
BMM 240	CAM I	3

BMM 101, BMM 110 - These courses provide the opportunity for the student to take two national, portable credentialing exams with the Manufacturing Skill Standards Council.

Total Credits in the Program: 18**Bookkeeping, Certificate**

In this 19 credit certificate program, students will be introduced to the fundamentals of accounting and bookkeeping, including working with ledgers, journals, financial statements, inventory accounting, and other vital skills. Students in this certificate program will choose one general business-related elective to deepen their understanding of other aspects of business that they may encounter as bookkeepers. Students will also be exposed to the software used in the industry. Students will be prepared to sit for certification exams in QuickBooks at the completion of the certificate. This certificate can be completed on ground or online.

Graduation Requirements**Certificate in Bookkeeping****First Semester**

ACC 101	Principles of Accounting I	3
ACC 230	Principles of Taxation	3
	OR	
ACC 235	Accounting Information Systems	3
BUS 1XX	Elective	3

Second Semester

ACC 210	Principles of Accounting II	3
ACC 220	Managerial Accounting	3
ACC 299	Accounting Capstone	4

Students must complete all of the graduation requirements as stated in the catalog and maintain a GPA of 2.3 in the coursework.

Total Credits in the Program: 19**Business Startup, Certificate**

In this 18 credit certificate, students will receive the fundamentals of taking a business from idea to launch. Students will explore basic accounting and bookkeeping skills needed to run their own business as well as to oversee professionals they may use to help maintain financial records. Students will explore management and their management style. They will learn about incorporation types, contract review and partnership agreements in a business law class. They will learn to review a lease and assess a property. They will be provided guidance on marketing and they will complete a business plan.

Graduation Requirements**Certificate in Business Startup****First Semester**

BUS 101	Introduction to Management	3
BUS 121	Personal Finance and Insurance	3
BUS 215	Marketing	3

Second Semester

ACC 1XX	Accounting Elective	3
BUS 110	Business Law and Ethics	3
BUS 150	Small Business and Entrepreneurship	3

Students must pass all classes to graduate.

Total Credits in the Program: 18**CNC Machining, Metrology, and Manufacturing Technology, Certificate**

This 37-credit certificate program is designed to introduce and prepare students to enter the manufacturing workforce as skilled CNC operators while understanding the holistic process of design, machining, and quality systems. Students in this program develop the technical skills and materials knowledge to be an effective member of a manufacturing team. The full-time program is completed in 22 1/2 weeks. The three-quarter time program is run in the evening over four semesters. Participants are introduced to the concepts of production and its relationships to the local and global economy; lean manufacturing principles and essential information on material properties and behaviors. Additionally, students develop competencies in mathematics, hands-on CNC machining, geometric dimensioning and tolerancing and metrology courses. Further competencies are gained through design of multi-dimensional parts with computer-aided manufacturing CAM software. The 37 credits earned for this certificate may also be used toward the fulfillment of the requirements of the AS Degree in CNC Machining or the BS Degree in Manufacturing Management. Lab sessions are coordinated with the classroom instruction to emphasize experimentation and application.

Graduation Requirements

Students must complete all graduation requirements as stated in the catalog. In addition, students must maintain a GPA of 2.3 in the major.

Full-Time Day Program Curriculum**Certificate in CNC Machining, Metrology, and Manufacturing Technology****First MOD**

BMM 100	Introduction to Manufacturing	3
BMM 140	Principles in Manufacturing Mathematics	3
BMM 175	CNC Machining	3
BMM 222	Technical Drawings and Specifications	3

BMM 224	Metrology and Calibration	3
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Second MOD

BMM 210	Lean Manufacturing Principles	3
BMM 220	Materials and Processes in Manufacturing	3
BMM 240	CAM I	3
BMM 275	CNC Machining II	3

Third MOD

BMM 229	Advanced Metrology and Calibration	4
BMM 241	CAM II	3
BMM 276	CNC Machining Applications	3
Subtotal: 37		

Three Quarter Evening Program Curriculum**Semester 1**

BMM 100	Introduction to Manufacturing	3
BMM 140	Principles in Manufacturing Mathematics	3
BMM 222	Technical Drawings and Specifications	3

Semester 2

BMM 175	CNC Machining	3
BMM 224	Metrology and Calibration	3
BMM 240	CAM I	3

Semester 3

BMM 210	Lean Manufacturing Principles	3
BMM 241	CAM II	3
BMM 275	CNC Machining II	3

Semester 4

BMM 220	Materials and Processes in Manufacturing	3
BMM 229	Advanced Metrology and Calibration	4
BMM 276	CNC Machining Applications	3

Total Credits in the Program: 37**Influencing Organizational Leadership, Certificate**

Long term competitiveness for any organization relies on effective communication of fresh ideas and innovation from front line employees up through the ranks of senior level leadership. The question is how to ensure this communication is welcomed and occurs? This certificate provides an opportunity to help business professionals looking to advance their careers. Participants in this program will strengthen both communication and relationship building skills with senior level executives with the intention of successfully leading change with an organization.

There are four courses to be completed to earn the certificate in influencing leaders. This certificate is not a "one size fits all" approach but a true opportunity to determine how an individual can make a positive impact

on the organization. This will lead participants to more confident, constructive, and effective conversations with senior leadership which will transform participants and organizations in the process.

Curriculum**Required Courses**

OL 510	Leadership Practices in Organizational Communications	3
OL 525	Special Topics in Leadership	3
OL 660	Leading Organizational Change	3
OL 680	Engaging with Senior Executives	3

Total Credits in the Program: 12**Manufacturing and Logistics, Certificate**

Enrollment into this certificate is by Departmental Permission only.

In this 18-credit Manufacturing and Logistics certificate, you will explore the exciting fields of modern manufacturing, warehousing and distribution, and be introduced to the concepts of logistics and supply chain and their relationship to local and global economies.

You will learn the basic principles and practices of a safe and productive manufacturing environment, as well as the principles of planning, production, and product distribution. Elements to be covered include understanding the product life cycle from conception through distribution. Other topics include inventory control, protective packaging, and customer service. Students will learn various aspects of warehouse operations management, including bar coding, radio frequency identification (RFID), Kanban, Just-In-Time (JIT) manufacturing, inventory replenishments, and use of third-party logistics.

Learn the effective process planning that goes into product distribution and transportation, as well as management techniques including analysis of warehouse locations, operations, and management. Classroom instruction combines hands-on use and operation of logistics equipment — knowledge that is essential to success in the logistics field.

Admission Requirements

Students entering a direct enroll certificate program in Manufacturing and Logistics (18 credits) must take the CollegeSuccess assessment if they have not successfully taken 6 college credits, including college-level English or math. The CollegeSuccess is used for assessment purposes only and not for determining prerequisites for program enrollment. Students who do not meet these minimum standards may be conditionally enrolled at the discretion of the

Manufacturing Management Program Director. Students who have completed the equivalent of MATH 097 and ENG 101 are more likely to find success in these certificate programs. Students not meeting the recommended CollegeSuccess levels are encouraged to take tutorials in English, math and computer literacy before starting course work in a certificate program.

Graduation Requirements

Students must complete all the graduation requirements as stated in the catalog and maintain a GPA of 2.3 in the coursework.

First Semester

BMM 100	Introduction to Manufacturing	3
BMM 126	Introduction to Materials and Logistics Management	3

Second Semester

BMM 125	Manufacturing Logistics	3
BMM 221	Warehouse and Distribution Center Management	3

Third Semester

BMM 225	Transportation Traffic and Contract Management	3
BMM 227	Lean Supply Chain and Management	3

Total Credits in the Program: 18

Mechatronics, Certificate

In our two semester, fulltime, 36-credit Mechatronics certificate program, students will combine mechanical, electrical, computer, and software skills to prepare for positions operating and maintaining the electro-mechanical, computer-controlled systems commonly found in automated manufacturing environments. The Mechatronics program is designed so participants may rotate between practice (workplace) and theory (classroom) throughout the program.

Graduation Requirements

Students must complete all the graduation requirements as stated in the catalog and maintain a GPA of 2.3 in the coursework.

Full-Time Two Semester Program Curriculum

Mod 1

BMM 140	Principles in Manufacturing Mathematics	3
BMM 181	Introduction to Mechatronics	3
BMM 183	Basic Electrical	3

Mod 2

BMM 190	Computer-Aided Design (CAD)	3
BMM 185	Hydraulics and Pneumatics	3
BMM 187	Mechanical Drives and Kinematics	3

Mod 3

BMM 189	Electrical Schematics	3
BMM 287	Industrial Robotics	3
BMM 281	Motor Control	3

Mod 4

BMM 283	Programmable Controllers	3
BMM 285	Industrial Electrical Maintenance	3
BMM 289	Machining and Pipe Fabrication	3

Part-Time Two Year Program Curriculum (Reserved for Industry Incumbent Workers ONLY)

Mod 1

BMM 181	Introduction to Mechatronics	3
BMM 183	Basic Electrical	3

Mod 2

BMM 140	Principles in Manufacturing Mathematics	3
BMM 190	Computer-Aided Design (CAD)	3

Mod 3

BMM 185	Hydraulics and Pneumatics	3
BMM 187	Mechanical Drives and Kinematics	3

Mod 4

BMM 189	Electrical Schematics	3
BMM 281	Motor Control	3

Mod 5

BMM 287	Industrial Robotics	3
BMM 283	Programmable Controllers	3

Mod 6

BMM 285	Industrial Electrical Maintenance	3
BMM 289	Machining and Pipe Fabrication	3

Total Credits in the Program: 36

Quality and Manufacturing Inspections, Certificate

Enrollment into this certificate is by Departmental Permission only.

In this 19-credit Quality and Manufacturing Inspections certificate program, students learn about critical quality assurance and inspections in 21st century modern manufacturing. You will begin by learning basic industry skills in order to receive nationally-recognized credentials in safety, quality, production processes, and maintenance awareness. Students then study quality management and inspection techniques, engineering drawing interpretation, and lean manufacturing concepts. Students also develop skills related to measurement and test equipment.

Admission Requirements

Students entering a direct enroll certificate program in Quality and Manufacturing Inspections (19 credits) must take the CollegeSuccess assessment if they have not successfully taken 6 college credits, including college-level English or math. The CollegeSuccess is used for assessment purposes only and not for determining prerequisites for program enrollment. Students who do not meet these minimum standards may be conditionally enrolled at the discretion of the Quality Management Systems Program Director. Students who have completed the equivalent of MATH 097 and ENG 101 are more likely to find success in these certificate programs. Students not meeting the recommended CollegeSuccess levels are encouraged to take tutorials in English, math and computer literacy before starting course work in a certificate program.

Graduation Requirements

Students must complete all graduation requirements as stated in the catalog and maintain a GPA of 2.3 in the coursework.

Curriculum

Certificate in Quality and Manufacturing Inspections

First Semester

BMM 101	Key Principles of Manufacturing	3
BMM 222	Technical Drawings and Specifications	3

Second Semester

BMM 220	Materials and Processes in Manufacturing	3
BMM 224	Metrology and Calibration	3

Third Semester

BMM 210	Lean Manufacturing Principles	3
BMM 229	Advanced Metrology and Calibration	4

Total Credits in the Program: 19

Welding Technology, Certificate

This 24-credit certificate program is for the student whose intention is to pursue entry level employment in the field of welding after completing the program. The 24 credits earned for this certificate may also be used toward the fulfillment of the BS Degree. In this certificate program, the student is introduced to welding safety and fabrication using common welding processes including: shielded metal arc welding (SMAW), gas metal arc welding (GMAW/MIG), flux core arc welding (FCAW) Gas Tungsten Arc Welding (GTAW/TIG) and thermal cutting. State of the art equipment is used to create and weld complex parts using a CNC plasma cutter and variety of welding equipment.

Admission Requirements

Students entering a certificate program in Welding must take the CollegeSuccess assessment. Students who have completed the equivalent of MATH 097 and ENG 101 are more likely to find success in these certificate programs. Students must place in college-level math or successfully complete Math 097 in order to enter the Welding Certificate Program. Students who do not meet these minimum standards may be conditionally enrolled at the discretion of the Welding Program Director.

Graduation Requirements

Students must complete all the graduation requirements as stated in the catalog and maintain a GPA of 2.3 in the coursework.

Day Full-Time OR Evening Program Curriculum

Full-time welding programs meet twice per week for six hours. Days are typically 8am-3:30pm with a break or evenings from 3pm-9pm.

Certificate in Welding Technology

First Semester

BMM 151	Welding Safety	3
BMM 153	Welding Principles	3
BMM 155	Welding Fabrication	3
BMM 157	Thermal Cutting	3

Second Semester

BMM 252	Introduction to Shielded Metal Arc Welding (SMAW)	3
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BMM 254	Introduction to Flux Core Arc Welding (FCAW)	3
BMM 256	Introduction to Gas Tungsten Metal Arc Welding (GTAW)/Tungsten Inert Gas (TIG)	3
BMM 258	Introduction to Gas Metal Arc Welding (GMAW)/Metal Inert Gas Welding (MIG)	3

*These courses must be selected from Business Administration courses (ACC, BMM, BUS or ECN).

Subtotal: 15

Total Credits in the Program: 15

Evening Part-Time Curriculum

First Semester

BMM 151	Welding Safety	3
BMM 153	Welding Principles	3

Second Semester

BMM 155	Welding Fabrication	3
BMM 157	Thermal Cutting	3

Third Semester

BMM 252	Introduction to Shielded Metal Arc Welding (SMAW)	3
BMM 254	Introduction to Flux Core Arc Welding (FCAW)	3

Fourth Semester

BMM 256	Introduction to Gas Tungsten Metal Arc Welding (GTAW)/Tungsten Inert Gas (TIG)	3
BMM 258	Introduction to Gas Metal Arc Welding (GMAW)/Metal Inert Gas Welding (MIG)	3

Total Credits in the Program: 24

Business Administration, Minor

Business Administration studies the business competencies and knowledge needed to meet the challenges of a changing marketplace in a variety of industries. The skills and knowledge developed in this coursework equip students with an understanding of contemporary business and the best practices needed to achieve business success. Students are encouraged to work closely with their Advisors to design a Business Administration minor that fits their career and educational goals.

Curriculum

Minor in Business Administration

Required Courses

BUS 101	Introduction to Management	3
	OR	
BUS 107	Introduction to Nonprofit Management	3
ACC 101	Principles of Accounting I	3
	OR	
ACC 110	Applied Accounting	3
1XX*	Elective	3
2XX*	Electives	3
3XX*	Electives	3

School of Applied Liberal Arts and Social Sciences

Mission Statement

The School of Applied Liberal Arts and Social Sciences is committed to preparing dedicated, reflective, and responsive professionals who employ evidence-based practices in service to their communities and society as a whole. We teach students to think critically and independently to further the development of their humanistic, intellectual, and technical capabilities so they can respond creatively, thoughtfully, and effectively in a globally interdependent world.

Master of Education (M.Ed.) in Teacher Leadership

In our M.Ed. in Teacher Leadership program, you will learn how to apply the Universal Design for Learning (UDL) framework to proactively design capacity-building learning experiences. Within UDL, learner variability, whether visible or invisible, is seen as an asset. Based in cognitive neuroscience, UDL focuses on designing with variability in mind and removing barriers to learning by frontloading flexible options for engaging learners, teaching important concepts, and building goal-directed learners. In your coursework, you will experience the UDL framework firsthand as program faculty model the principles and actively engage you in applying UDL in your own practice.

This program is offered as a joint degree program with the University of Bridgeport.

Mission Statement

The mission of the Goodwin University Master of Education in Teacher Leadership program is to prepare reflective practitioner-leaders who will create engaging cultures in schools and communities. Our graduates will create, apply, and share evidence-based practice knowledge to advance educational excellence and equity for all learners.

Program Outcomes

At the end of the program, students will be able to:

- Design capacity-building learning environments that are responsive to learner variability.
- Apply evidence-based instructional practices to build expert learners.
- Evaluate instructional programs to improve learner outcomes.

- Analyze school policies and practices through social, cultural, political, and historical lenses.
- Design evidence-based professional learning that supports excellence in teaching.
- Apply reflective practice as a practitioner-researcher.

Admission Requirements

In addition to meeting the University requirements of all graduate program applications, students interested in the Master of Education (M.Ed.) in Teacher Leadership must also:

- Interview with the program director or faculty for admittance.
- Provide two strong recommendations highlighting excellence in the applicant's professional experience.

Graduation Requirements

Students enrolled in the M.Ed. program must maintain a cumulative Grade Point Average of at least 3.0 throughout their program of study. Students must retake a course for which they receive a grade of C- or below.

Curriculum

Master of Education (M.Ed.)

Requirements

*All students must complete LUE 640 (6 credits) with a grade of C- or higher.

Credit for Prior Learning

ARC 6-Credits

Students who provide documentation that they have successfully completed Connecticut's Alternative Route to Certification (ARC) will automatically receive 6 credits toward their 30-credit degree program. All students who fall into this category are not required to take LUE 630 (3 credits) and LUE 635 (3 credits). ARC completers are required to take all other courses.

LUE 601	Social Foundations of Education	3
LUE 605	Contemporary Issues in Urban Education	3
LUE 610	Teacher Leadership: Theory and Practice	3
LUE 615	Curriculum Theory	3
LUE 620	Effective Learning Environments	3
LUE 625	Classroom-Based Assessment	3

LUE 630	Instructional Coaching	3
LUE 635	Leading Professional Learning	3
LUE 640*	Appreciative Inquiry Capstone	6

Total Credits in the Program: 30

Human Services, Bachelor of Science

The Bachelor of Science in Human Services program is designed to prepare students for entry- and mid-level positions in a wide array of human services organizations. Coursework is designed around three primary areas: general education core, human services core, and electives.

General Education core courses help students develop broad skills specifically identified by employers throughout our region as being essential for success in the human services field. Those include writing, public speaking, ethics, and computer literacy, among others.

Human Services core courses help students develop competence in the broader areas of the human services profession such as conducting intakes and assessments, interviewing and counseling, case management, and advocacy. These competencies are used by human services professionals in a wide array of careers and are generally applicable to the broad spectrum of human services positions.

Electives, chosen in conjunction with the advisor, enable the students to focus their degree on a specific area of interest within the profession. These include, among other areas: children and youth, disability studies, substance abuse, domestic violence, veterans service and services, rehabilitation, criminal justice and gerontology.

Early in their program, students will have exposure to the field through a 180-hour internship where they will apply their recent learning at a local human service organization and experience first-hand the day-to-day practices of human service professionals. During their senior year, students will participate in a capstone project. For this project, students will:

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Perform a 120-hour fieldwork experience where they will integrate the knowledge, theory, skills and professional behaviors that they have learned and developed in the classroom; and

-

Concurrent with a second fieldwork experience of 60 hours, use these experiences, together with research of current human services issues, to identify and conduct a comprehensive, yet focused, research project. The project will identify an issue, problem, information gap, or creative endeavor that the student will explore, research, evaluate, and present in a final paper.

Through our extensive connections to the regional human service community, we seek to match students for their internship and field work experience with organizations that offer the services that they would ultimately like to provide during their careers.

Students earning a Bachelor of Science in Human Services degree are prepared to make a significant contribution to the human services workforce, the people they serve, and their community. Others may choose to continue their studies in a range of master's level programs including Human Services, Counseling, Social Work, Psychology, Rehabilitation, Youth Development, Gerontology, Criminal Justice, and Education among many others.

Program Outcomes

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

1.

Describe key historical events in the development of human services and their implications for practice.

2.

Analyze human systems theories and their interactions.

3.

Distinguish among the conditions that promote or inhibit human functioning.

4.

Analyze service system needs, develop plans of actions, and evaluate outcomes.

5.

Design person-centered intervention plans and programs that honor the individual's right to self-determination.

6.

Evaluate information resources to optimize service provision.

7.

Employ interpersonal skills that reflect an autonomy orientation to service provision.

8.

Apply evidence-based models of organizational management and leadership in human services delivery systems.

9.

Adhere to professional and ethical standards in practice.

10.

Communicate ethically, responsibly, and effectively in writing and when speaking.

Graduation Requirements

Students must complete all the general Bachelor graduation requirements as stated in the catalog. In addition, students must complete all Human Services core courses and PHIL 105 (p. 180) with a minimum grade of "C" in each course and have a minimum cumulative GPA of 2.3.

Curriculum

Bachelor in Human Services

General Education Requirements - 40 Credits

General Education Core Requirements - 28 Credits

ENG 101	English Composition	3
ENG 1XX	English Elective	3
MATH 135	Viewing Life Mathematically	3
SCI 1XX	Science w/lab (SCI)	4
PSY 112	Introduction to Psychology	3
PHIL 105	Ethics, Values, and Cultural Competence in Practice	3
	General Education Electives**	9

**Elective credits may be chosen from any general education course, unless directed by the program. General Education courses contain the following prefixes: ENG, MATH, STAT, CAP, COM, BIO, CHEM, SCI, HIS, HUM, PHIL, SPAN, PSY, and SOC.

Programmatic General Education Core Requirements - 12 Credits

COM 105	Interpersonal Communications	3
SOC 101	Introduction to Sociology	3
PSY 212	Lifespan Development	3
ENG 3XX	English Elective	3

Human Services Major Core Requirements - 45 Credits

Freshman Year

HSR 101	Introduction to Human Services	3
HSR 105	Community Organization and Advocacy	3
HSR 210	Introduction to Research in Human Services	3
HSR 222	Foundations of Helping and Service Delivery	3

Sophomore Year

HSR 240	Disability, Society, and the Individual	3
HSR 297	Human Services Internship I	3
HSR 298	Human Services Internship II	3
HSR 325	Case Management: Principles	3

and Practices

Junior Year

HSR 335/SOC 335	Social Welfare Policy	3
HSR 350	Crisis Prevention and Intervention	3
PSY 350	Cross-Cultural Psychology	3

Senior Year

PSS 410	Human Trafficking	3
PSY 420	Research Methods	3
HSR 493	Human Services Capstone I	3
HSR 494	Human Services Capstone II	3

Human Services Electives - 15 Credits

DIRECTED	Electives	15
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Electives - 21 Credits

OPEN	Electives	21
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Total Credits in the Program: 121

Professional Studies, Bachelor of Science

The Bachelor of Science in Professional Studies is a career-focused, degree-completion program that provides students with theoretical and practical educational experiences designed to enhance their current professional capabilities. A degree in Professional Studies will prepare students for both career advancement and new career opportunities.

This program ensures students have the skills necessary to succeed in a variety of work and academic environments.

The curriculum is flexible, so students can tailor the degree to their personal, academic, and professional goals. This degree is available in both an on-ground and on-line format.

Professional Studies students will graduate with the skills expected of an educated person, which includes the ability to think critically, communicate effectively, interact in diverse environments, read comprehensively, and conduct research.

Due to the great flexibility in course selection, students are advised to work closely with their academic advisor to ensure that all of the curriculum requirements are met.

Program Outcomes

1. Express ideas through various modes of communication.
2. Apply information literacy skills to further professional and personal growth.

3. Apply critical thinking to solve professional and personal problems.
4. Analyze global, social, political, and economic trends through the lens of Diversity, Equity, Inclusivity, and Social Justice.
5. Describe how identity, values, and diversity shape human experience.
6. Propose evidence-based solutions to problems of professional practice. (Capstone)
7. Evaluate ethical implications of professional and personal behavior.
8. Synthesize various forms of data to cultivate professional and personal growth.

Graduation Requirements

Students must complete all Bachelor-level general graduation requirements as stated in the catalog. Additionally, it is required that students complete the Professional Studies Capstone (PRO 495 (p. 180)).

Curriculum

Bachelor in Professional Studies

General Education Requirements – 40 Credits

ENG 101	English Composition	3
ENG 1XX	English Elective	3
ENG 300	Advanced Composition	3
	OR	
ENG 320	Advanced Writing for Health Professionals	3
	OR	
ENG 325	Advanced Writing for the Business Professional	3
MATH 1XX	Mathematics (MATH)	3
	Science (BIO, CHEM, SCI)	4
PSY 112	Introduction to Psychology	3
SOC 101	Introduction to Sociology	3
	Humanities (HIS, PHIL, SPAN, HUM)	3
	General Education Electives**	15

**Elective credits may be chosen from any general education course, unless directed by the program. General Education courses contain the following prefixes: ENG, MATH, STAT, CAP, COM, BIO, CHEM, SCI, HIS, HUM, PHIL, SPAN, PSY, and SOC.

Programmatic General Education Requirements - 6 Credits

COM 101	Public Speaking	3
	OR	
COM 105	Interpersonal Communications	3
STAT 167	Principles of Statistics	3

Major Core Requirements - 33 Credits

	Courses in the student's designed major core (1XX)	27
PRO 495	Professional Studies Capstone	3

PSY 420	Research Methods	3
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Electives - 42 Credits

2XX	Elective	21
3XX	Elective	21

Total Credits in the Program: 121

Public Safety and Security, Bachelor of Science

The Public Safety and Security Program is designed to be an interdisciplinary bachelor's degree program. The coursework builds on the foundation of the Criminal Justice and Homeland Security associate degree programs and allows students to continue their education in the Public Safety and Security program for degree completion. The program integrates theoretical principles with practical application and offers a broad preparation for positions in local, state, federal and private agencies, such as public and private security, Department of Homeland Security agencies, law enforcement, probation and parole, emergency management, and homeland, corporate and national security agencies.

Students concentrate in either Criminal Justice or Homeland Security. The concentration in Homeland Security prepares students for entry-level positions in emergency management, national security, or homeland security agencies. The coursework emphasizes emergency planning, the National Incident Management System, and personal and physical security. The concentration in Criminal Justice prepares students for entry-level positions in law enforcement, corrections, courts, and corporate security. The coursework emphasizes criminal investigation, criminal procedure, and the development of the criminal justice system.

Graduates of the program are prepared for leadership roles in public safety and security and build a foundation for graduate school. The coursework emphasizes the development of professional skills and knowledge of public safety such as grant writing, risk assessment, research methodology, policy analysis, and safety and security planning. Students learn and apply the skills associated with evidence-based decision making and obtain hands-on experience through an Internship. The program culminates in a practical application knowledge and skills through completion of the Capstone: Seminar in Public Safety and Security.

Prospective students should be aware that most Public Safety and Security agencies require background checks prior to participating in an internship or making an offer of employment.

Program Outcomes

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

1. Demonstrate proficiency in preparing and delivering professional oral presentations and researching and preparing concise written communications;
2. Demonstrate competency in the research process as it applies to public safety and security;
3. Demonstrate an understanding of a diverse workplace and multicultural society;
4. Recognize ethical issues in public safety and security professions and apply a framework for addressing them;
5. Identify problems and needs within public safety and security, review literature, collect data, and apply analytical skills in policy analysis and a research project;
6. Explain and demonstrate strategic planning, policy development and policy analysis process;
7. Demonstrate skills related to: grant writing, policy analysis, risk management and research;
8. Identify sources of data and analyze qualitative and quantitative data;
9. Articulate an awareness and understanding of the varied roles, relationships and responsibilities comprising professions in public safety and security;
10. Defend the importance of evidence-based decision making in public safety and security; and
11. Demonstrate theories and practices involving contemporary issues in public safety and security.

Graduation Requirements

Students must complete all the general Bachelor graduation requirements as stated in the catalog. In addition, students must complete the Public Safety and Security major core courses with a minimum grade of "C-" in each course and a cumulative GPA of 2.3.

Curriculum

Bachelor in Public Safety and Security

General Education Requirements - 40 Credits

General Education Core Requirements - 28 Credits

ENG 101	English Composition	3
BUS 212	Grant Writing	3
COM 1XX	Communications Elective	3
	OR	
COM 101	Public Speaking	3
MATH 135	Viewing Life Mathematically	3
SCI 1XX	Science w/lab (SCI)	4
PSY 112	Introduction to Psychology	3
PHIL 103	Ethical & Legal Issues	3
	OR	
PHIL 105	Ethics, Values, and Cultural Competence in Practice	3
	OR	
HSM 105	Contemporary Ethical Perspectives	3
	General Education Electives**	6

**Elective credits may be chosen from any general education course, unless directed by the program. General Education courses contain the following prefixes: ENG, MATH, STAT, CAP, COM, BIO, CHEM, SCI, HIS, HUM, PHIL, SPAN, PSY, and SOC.

Programmatic General Education Requirements - 12 Credits

STAT 167	Principles of Statistics	3
PSY 2XX	Elective	3
PSY 3XX	Elective	3
ENG 3XX	English Elective	3

Public Safety Major Core - 42 Credits

Criminal Justice Concentration Requirements - 24 Credits

Freshman Year

CJS 101	Introduction to Criminal Justice and the Law	3
CJS 112	Criminal Procedures	3
CJS 140	Introduction to Corrections	3
CJS 150	Criminology	3

Sophomore Year

CJS 106/HSM 106	Investigative Report Writing	3
CJS 210	Criminal Law	3
CJS 243	Juvenile Justice in America	3
CJS 299	Internship	3

Public Safety and Security Upper Division Core Requirements - 18 Credits

Junior Year

PSS 360	Risk Reduction through Environmental Design	3
PSY 350	Cross-Cultural Psychology	3
PSY 420	Research Methods	3

Senior Year

PSS 350	Multiculturalism in Public Safety and Security	3
PSS 450	Public Policy Analysis	3
PSS 490	Capstone: Seminar in Public Safety and Security	3

Directed Electives - 15 Credits

1XX	Electives	6
2XX	Electives	3
3XX	Electives	6

Open Electives - 24 Credits

1XX	Open Electives	12
3XX	Open Electives	12

Subtotal: 121

Total Credits in the Program: 121**Criminal Justice, Associate in Science**

Modern criminal justice professionals must be educated in a vast array of subject matter that reaches far beyond what is learned in the academy. The Criminal Justice program was designed with the intent of offering students a hands-on experience as well as a traditional classroom education. The combination will make them well-rounded and capable of understanding today's changing criminal justice system.

The Associate Degree in Criminal Justice provides students the opportunity to experience and learn about all aspects of the criminal justice system. The program will develop the critical-thinking skills necessary for modern law enforcement, security, emergency response and investigative professions. Students will be exposed to contemporary policing issues as well as the historical development and future of criminal justice. The Criminal Justice program offers a unique opportunity to focus elective courses on homeland security, computer crime, forensics or law enforcement, in addition to the contemporary law enforcement subjects.

Upon completion of the program, students will be prepared for entry-level positions or advancement in a criminal justice profession. These career opportunities may be in areas such as federal, state, or municipal law enforcement, corrections and security, and include jobs such as Customs and Border Protection (CBP), Drug Enforcement Agency (DEA), Immigration and Customs Enforcement (ICE), Transportation Security Administration (TSA), Federal Bureau of Prisons, and private and personal security agencies.

Program Outcomes

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

1.

Explain the basic structure and functions of the American Criminal Justice System, including the juvenile justice system;

2.

Discuss the development of the corrections system in the United States, including the systems of probation, parole and community supervision;

3.

Identify the structure and function of the Federal and State court systems;

4.

Demonstrate knowledge of the development of criminal law and criminal procedure;

5.

Discuss the effects of a culturally diverse society on the development of the Criminal Justice System;

6.

Understand the ethical and legal issues of criminal justice professionals;

7.

Assess the basic issues and problems in policing, the courts, and corrections in America; and

8.

Identify the major sociological theories that may explain criminal behavior and delinquency.

Graduation Requirements

Students must complete all the general Associate graduation requirements as stated in the catalog. In addition, students must complete the Criminal Justice major core courses with a minimum grade of "C-" in each course and a cumulative GPA of 2.3.

Curriculum**Associate in Criminal Justice****General Education Core Requirements - 22 Credits**

ENG 101	English Composition	3
BUS 212	Grant Writing	3
MATH 135	Viewing Life Mathematically	3
SCI 1XX	Science w/lab (SCI)	4
PSY 112	Introduction to Psychology	3
PHIL 103	Ethical & Legal Issues	3
	OR	
PHIL 105	Ethics, Values, and Cultural Competence in Practice	3
	OR	
HSM 105	Contemporary Ethical Perspectives	3
	General Education Elective**	3

** Elective credits may be chosen from any general education course, unless directed by the

program. General Education courses contain the following prefixes: ENG, MATH, STAT, CAP, COM, BIO, CHEM, SCI, HIS, HUM, PHIL, SPAN, PSY, and SOC.

Programmatic General Education Core Requirements - 6 Credits

COM 1XX	Communications Elective	3
PSY 2XX	Elective	3

Criminal Justice Major Core Requirements - 24 Credits

Freshman Year

CJS 101	Introduction to Criminal Justice and the Law	3
CJS 106/HSM 106	Investigative Report Writing	3
CJS 112	Criminal Procedures	3
CJS 140	Introduction to Corrections	3

Sophomore Year

CJS 150	Criminology	3
CJS 210	Criminal Law	3
CJS 243	Juvenile Justice in America	3
CJS 299	Internship	3

Electives - 9 Credits

CJS/HSM 1XX	Electives	6
CJS/HSM 2XX	Elective	3

Total Credits in the Program: 61

General Studies, Associate in Science

The Associate in Science in General Studies (ASGS) provides students the opportunity to gain broad, as well as deep, academic knowledge of the University's institutional outcomes. This degree is available both on-ground and online.

The ASGS program has an emphasis in psychology, English, the sciences, and the humanities. General Studies students gain a strong, in-depth, academic education that will help develop the skills essential for today's educated individual: the ability to communicate effectively, think critically, and interact in a multicultural environment, as well as be adept in reading comprehension, reasoning, and research. General Studies students can select electives from existing programs of study, such as health science, public health, criminal justice, public safety, business administration, manufacturing, and human services.

This program provides students with the skills needed for entry-level positions in today's business, industry, and health-related fields seeking self-motivated individuals with excellent oral and written communication skills, critical thinking skills, and analytical skills. Upon completion of this degree, students will be prepared to enter professional, academic, or career paths with confidence in their ability to pursue future goals which may include a four-year degree, a career path, or a vocational path.

Due to the great flexibility in course selection, students are advised to work closely with their academic advisor to ensure that all of the curriculum requirements are met.

Program Outcomes

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

1. Express ideas through various modes of communication.
2. Apply information literacy skills to further professional and personal growth.
3. Apply critical thinking to solve professional and personal problems.
4. Analyze global, social, political, and economic trends through the lens of Diversity, Equity, Inclusivity, and Social Justice.
5. Describe how identity, values, and diversity shape human experience.

Graduation Requirements

Students must complete all the general Associate graduation requirements as stated in the catalog.

Curriculum

Associate in General Studies

General Education Core Requirements – 22 Credits

ENG 101	English Composition	3
ENG 1XX	English Elective	3
MATH 1XX	Mathematics (MATH)	3
	Science (BIO, CHEM, SCI)	4
	Social Science (PSY or SOC)	3
	Humanities (HIS, PHIL, SPAN, HUM)	3
	General Education Elective**	3

**Elective credits may be chosen from any general education course, unless directed by the program. General Education courses contain the following prefixes: ENG, MATH, STAT, CAP, COM, BIO, CHEM, SCI, HIS, HUM, PHIL, SPAN, PSY, and SOC.

Programmatic General Education Requirements - 18 Credits

COM 101	Public Speaking	3
	OR	
COM 105	Interpersonal Communications	3

	General Education Electives**	6
	Humanities Electives (1XX)	6
HIS 1XX	History Elective	3
General Education Electives - 6 Credits		
	General Education Electives (2XX)	6
Open Electives - 15 Credits		
OPEN	Electives (1XX)	12
OPEN	Elective (2XX)	3
Total Credits in the Program: 61		

Human Services, Associate in Science

The Associate in Science in Human Services program prepares students for entry-level positions in the human services field or to pursue a baccalaureate degree. It is also an excellent program for people who are working in the human services field without a degree who seek advancement opportunities in their chosen career that require an associate degree.

The program is designed to help students develop the core competencies required for professionals in many human services organizations, including conducting intakes, performing assessments, interviewing, counseling, and case management. These and other courses, including electives, provide a foundation for students to be successful in a wide array of human service professions.

The culminating courses for students in the Associate in Science in Human Services program are two 90-hour internships where they will apply their learning at a local human service organization. These are in-depth experiences that are based on specific learning objectives developed in collaboration with the student, faculty and the cooperating human service organization. With our extensive connections to the regional human service community, we seek to help students obtain internship experiences with organizations that offer the services that they would ultimately like to provide during their careers.

Students completing an Associate in Science in Human Services may choose to continue their studies in a range of baccalaureate programs including Human Services, Social Work, Psychology, Rehabilitation, Counseling, Youth Development, Gerontology, Criminal Justice, Recreation Therapy, and Education, among many others.

Program Outcomes

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

1.

Practice ethical standards consistent with the human services field.

2.

Explain how the history of human services shapes current policies and practices and provides a lens for predicting future trends.

3.

Apply professional helping skills congruent with evidence-based, person-centered, and strength-based approaches to service delivery.

4.

Employ macro-practice skills necessary for successful community organization and advocacy.

5.

Employ critical thinking skills required to be an effective human services professional.

6.

Apply written and verbal communication skills necessary for effective functioning as a human services professional.

Graduation Requirements

Students must complete all the general Associate graduation requirements as stated in the catalog. In addition, students must complete all Human Services core courses and PHIL 105 (p. 180) with a minimum grade of "C" in each course and a minimum cumulative GPA of 2.3.

Curriculum

Associate in Human Services

General Education Core Requirements - 22 Credits

ENG 101	English Composition	3
ENG 1XX	English Elective	3
MATH 135	Viewing Life Mathematically	3
SCI 1XX	Science w/lab (SCI)	4
PSY 112	Introduction to Psychology	3
PHIL 105	Ethics, Values, and Cultural Competence in Practice	3
	General Education Elective**	3

** Elective credits may be chosen from any general education course, unless directed by the program. General Education courses contain the following prefixes: ENG, MATH, STAT, CAP, COM, BIO, CHEM, SCI, HIS, HUM, PHIL, SPAN, PSY, and SOC.

Programmatic General Education Core Requirements - 9 Credits

COM 105	Interpersonal Communications	3
SOC 101	Introduction to Sociology	3
PSY 212	Lifespan Development	3

Human Services Major Core Requirements - 21 Credits

Freshman Year

HSR 101	Introduction to Human Services	3
HSR 105	Community Organization and Advocacy	3

Sophomore Year

HSR 210	Introduction to Research in Human Services	3
HSR 222	Foundations of Helping and Service Delivery	3
HSR 240	Disability, Society, and the Individual	3
HSR 297	Human Services Internship I	3
HSR 298	Human Services Internship II	3

Human Services Electives - 9 Credits

DIRECTED	Electives	9
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Total Credits in the Program: 61

Minor in English

A minor in English enhances graduates' employability and can complement plans of study for bachelor's degrees at Goodwin University. Students who minor in English gain knowledge and skills in rhetoric, composition, and standard language conventions. Students must complete at least 9 credits of the English minor with courses offered at Goodwin University. Of the 15 credits, a minimum of 6 credits must be at a 200-level or higher, and a minimum of 3 credits must be at a 300-level or higher. Students should work closely with their advisors to select and design a course of study that fits with their educational and career goals.

Minor in Psychology

A minor in Psychology enhances graduates' employability and can complement plans of study for Bachelor of Science degrees in business, nursing, health science, human services, and related fields. Students who minor in Psychology gain knowledge and skills in the human behavior and mental processes. Students must complete 15 credits of the Psychology courses offered at Goodwin University. Of the 15 credits, a minimum of 6 credits must be at a 200-level or higher and a minimum of 3 credits must be at a 300-level or higher. Students should work closely with their advisors to select and design a course of study that fits with their educational and career goals.

School of Nursing and Health Professions

Mission Statement

The School of Nursing and Health Professions seeks to provide students with state of the art preparation for careers in healthcare and science-based disciplines. The mission of the School of Nursing and Health Professions will infuse an appreciation for lifelong learning in all students, resulting in excellence in healthcare and improved quality of life for those we serve.

Master of Public Health (MPH)

The Master of Public Health consists of 42 semester credit hours; 33 core credits and 9 concentration credits and can be completed in 15 months by taking courses in an accelerated 7 week format. It is offered as a joint degree program with the University of Bridgeport.

Our Professors are Public Health practitioners with a significant body of knowledge and years of experience.

The program prepares its graduates for a variety of roles in public health administration, policy, and advocacy through content that engages both the science and practice of public health management.

MPH career options:

- Policy analysis in health planning organizations and governmental agencies
- Health maintenance organizations
- Public Health Officer
- Non Profit Executive Director
- Epidemiologist
- Congressional Staffer
- Biostatistician
- Health Promotion Specialist
- Researcher
- Emergency management
- Health insurance companies
- Occupational health and safety services
- Public Health education
- Environmental Health Officer
- Healthcare Administrative and management positions in:
 - Hospitals
 - Clinics
 - State and local health departments
 - Nursing homes

- Mental health facilities

Mission Statement

The mission of the Master of Public Health is derived from the mission of Goodwin University. It has as its focus the educational preparation of students to become Public Health Practitioners who are lifelong learners. The Program provides an atmosphere whereby its diverse student population can grow intellectually by promoting critical thinking skills, personal development, and community involvement. The Public Health curriculum provides an educational foundation upon which each student may continue to build his/her professional public health career by integrating theory and research into public health practice.

Program Outcomes

By the end of this program the learner will be able to:

1. Develop a practitioners understanding of Global, National, Regional and Local Public Health issues.
2. Identify as well as apply appropriate quantitative and qualitative data collection methods to analyze and describe public health problems.
3. Apply epidemiologic methods to analyze patterns of disease and discuss application to control problems.
4. Understand the relationship between environmental factors and community health; discuss remediation for environmental health problems.
5. Apply principles of leadership, policy development, budgeting and program management in the planning implementation and evaluation of health programs for individuals and populations.
6. Identify behavioral, social and cultural factors that influence individual and group health and health disparities.

Admission Requirements

In addition to meeting the University's requirements of all graduate program applications, students interested in the **Master of Public Health must also:**

-

Complete the graduate program application.

-

Possess a Bachelor's degree in any field from a regionally accredited institution.

-

Submit Official transcripts verifying receipt of a bachelor's degree from a college or university

accredited by an accrediting agency recognized by the Council for Higher Education Accreditation (CHEA) or the equivalent of this degree from another country

Complete a statement of goals.

Graduation Requirements

Students must complete all MPH program curriculum requirements. Graduate programs require that all grades applied toward the degree be “C” or better. The grade of “C-” cannot be used to satisfy degree requirements. The minimum cumulative grade point average necessary to continue graduate studies is 3.0 and the minimum semester grade point average to continue graduate studies is 2.0.

Curriculum

Core Requirements

MPH 501	Introduction to Public Health	3
MPH 502	Principles of Epidemiology	3
MPH 503	Biostatistics	3
MPH 504	Public Health Policy	3
MPH 505	Research Methods	3
MPH 506	Social and Behavioral Aspects of Health	3
MPH 507	Introduction to Environmental Health	3
MPH 508	Global Public Health	3
MPH 510	Emergency Management Health Issues	3
MPH 512	Infectious Disease	3
MPH 560 560	Applied Practice Experience	3

Choose one concentration:

Global Health Concentration

MPH 520	Global Health Issues	3
MPH 521	Program Planning for Public Health	3
MPH 522	Essential of Economics and Finance for Global Health	3

Community Health Concentration

MPH 530	Community Health Issues	3
MPH 531	Program Planning, Research, and Evaluation for Community Health	3
MPH 532	Urban Health and Social Policy	3

Health Policy and Management Concentration

MPH 540	Health Economics and U.S. Policy	3
MPH 541	Public Health Law	3
MPH 542	Public Health Policy as a Prevention Strategy	3

Total Credits in the Program: 42

Nursing, Master of Science (MSN)

Nursing, Master of Science, (MSN) (3 tracks)

Generic Track

Family Nurse Practitioner Track

Psychiatric Mental Health Nurse Practitioner Track

The Master of Science (MSN) degree may be achieved through a 30-credit generic track a 47-credit Family Nurse Practitioner (FNP) track, or a 50-credit Psychiatric Mental Health Nurse Practitioner Track.

Generic Track

The Master of Science in Nursing (MSN) is a 30-credit program developed to provide advanced education in nursing with a specialty focus in Population Health. Students will expand their skill sets in the concepts of research, healthcare related policies and political impacts, leadership and communication, and those skills related to population health and case management. Core areas of advanced nursing practice including pathophysiology, pharmacology, and physical assessment are included in the plan of study. The program is offered in an online format in order to accommodate the schedules of nurses in the workforce. The curriculum will provide both newer and more seasoned nurses the opportunity to examine in-depth concepts related to healthcare. By doing this, our graduates will be equipped to impact the present healthcare system focusing on prevention as well as treatment and utilizing available resources to their full potential. The MSN student in the generic track is expected to complete 90 clinical hours with a Master's of Doctorally prepared preceptor/mentor. The credits earned in this degree may transfer into specialized MSN fields or doctoral programs should the graduate wish to pursue a doctorate.

Family Nurse Practitioner Track (FNP)

The Family Nurse Practitioner Track (FNP) is a 47-credit program developed to provide advanced practice education in nursing with a specialty focus on the delivery of primary health care to all populations within the family continuum. In this track students will be introduced to leadership, theory, current nursing concepts, and professional practices. Core areas of study will include pathophysiology, pharmacology, physical assessment, advanced reasoning and differential diagnoses, and the policy and politics of healthcare. The track includes three distinct FNP courses focused on primary healthcare of the adult, women and children and the complex adult. The program is offered in an online format in order to

accommodate the schedules of nurses in the workforce. Participants will acquire 600 precepted, clinical hours. Additional clinical experiences will include two immersion weekends on-campus to facilitate the students' ability to enjoy hands-on learning, simulation, and validation of advanced practice nursing skills. The credits earned in this track may transfer into a doctoral plan of study, should the graduate seek to pursue doctoral education.

Psychiatric Nurse Practitioner Track (PMHNP)

The Psychiatric Nurse Practitioner Track (PMHNP) is a 50-credit program developed to provide advanced practice education in nursing with a specialty focus on the delivery of psychiatric mental health care to all populations within the lifespan continuum. In this track, students will be introduced to leadership, theory, current nursing concepts, and professional practices. Core areas of study will include pathophysiology, pharmacology, physical assessment, neuropsychopharmacology, assessment and diagnosis of mental health disorders, and the policy and politics of healthcare. The track includes three distinct clinical courses focused on psychiatric mental health care of patients across the lifespan; children, adults and the complex adult. The program is offered in an online format in order to accommodate the schedules of nurses in the workforce. Participants will acquire 600 precepted, clinical hours. Additional clinical experiences will include two immersion weekends on-campus to facilitate the students' ability to enjoy hands-on learning, simulation and validation of advanced practice nursing skills. The credits earned in this track may transfer into a doctoral plan of study, should the graduate seek to pursue doctoral education.

MSN Bridge Pathway

Effective for applicants to the Fall 2021 semester, all applicants without a BSN degree must take the MSN Bridge courses. If students have taken equivalent coursework in their other bachelor's degree, they may be waived from corresponding course(s) in the bridge. As there may be up to five required courses, students may require two semesters to complete, prior to the semester the cohort begins. Students will also apply to the MSN track they are interested in, those meeting the criteria, will be conditionally accepted, pending successful completion of required courses. The university reserves the right to determine the number of bridge students to be accepted into each cohort.

REQUIRED BRIDGE COURSEWORK (Note courses may be transferred in from prior Bachelor degree if equivalent)

-

NUR 310-Health Assessment

-

PBH 520-Biostatistics or STATS 167-Principles of Statistics

-

NUR 361-Public and Community Health

-

NUR 460-Seminar in Professional Nursing Leadership

-

NUR 351-Introduction to Nursing Research

Admitted students must submit a medical examination report by a health care provider which describes the student's physical and emotional health prior to starting the program.

All required immunizations must be completed before the start of the first Nursing course excluding the Hepatitis B vaccine series which may be in progress. If a student elects to not have the Hepatitis B vaccine series, a signed declination form must be in his/her file. All students in the program must receive a flu shot annually.

Students are required to become certified in Cardio-Pulmonary Resuscitation (Health Provider or Professional Rescuer) by the American Heart Association or the Red Cross before entering the Nursing program and must maintain certification throughout the nursing program. The cost related to obtaining and maintaining CPR certification is the responsibility of the student. Proof of certification must be submitted annually.

All students accepted to the Master's of Science Degree in Nursing program must submit to a background check and drug screening. Fees cover the cost of both. However, if the drug screen result is "negative dilute," the student must assume the cost of a second drug screen. A positive drug screen, not substantiated by a physician, will prevent the student from entering the program. Students will be notified if the background check reveals any criminal record that might interfere with future licensure. In the event that a clinical facility finds the results of a student's background check objectionable and, as a result, prohibits the student from participating in a clinical experience at their facility, the department will make two additional attempts to place the student in an alternative facility. If neither of the two further attempts yield a placement for the student, (s)he will not be permitted to progress with the program. Students are advised to take this into consideration upon initial receipt of the results of their background check.

Student's must maintain professional liability insurance. Students in nurse practitioner tracks: FNP, PMNP must

maintain specific coverage as nurse practitioner students to be eligible to go into the clinical setting.

MSN Program Outcomes

By the end of this program the learner will be able to:

1. Integrate basic philosophies from the sciences and humanities to provide high quality nursing care across the life span in diverse settings.
2. Lead with the ability to make ethical and appropriate critical decisions from an organizational and systems perspective.
3. Manage the provision of patient care with a focus on patient education, safety, and continuous quality improvement; efficiently navigating through the health care system.
4. Utilize informatics to translate relevant evidence-based practice, research, and current healthcare strategies, communicating this information to other healthcare team members to promote quality population health.
5. Recognize their role in advocacy with the policy process to appropriately employ cultural advocacy techniques to influence population health standards.
6. Incorporate the knowledge gained at the master's level to act as a change agent in the greater healthcare systems.
7. Value the practices of lifelong learning while building and leading interprofessional healthcare teams.

Admission Requirements

Generic Track

In addition to meeting the University's requirements of all graduate program applications, students interested in the **Master of Science in Nursing Program (MSN)** must also:

- Provide a current, unencumbered RN license.
- BSN
- Write a formal 800-1000 word personal statement of his/her nursing career goals.
- Participate in a telephone interview administered by the program director.

It is highly recommended that applicants to the Master of Science in Nursing program have two years working experience or the equivalent in the role of a registered nurse and have successfully completed a college-level statistics (C) course and an upper-division research course (C+).

Family Nurse Practitioner Track

In addition to meeting the University's requirements of all graduate program applications, students interested in the **Family Nurse Practitioner Track (FNP)** must also:

- Provide a current, unencumbered RN license

- BSN
- Write a formal 800-1000-word personal statement of his/her nursing career goals as an FNP
- Be able to travel significant distances to clinical sites, if necessary.
- Participate in a telephone interview administered by the program director.

Applicants to the Family Nurse Practitioner program must have a minimum of two years direct, patient care experience as a registered nurse obtained within the last 5 years, and have successfully completed a college-level statistics course and an upper-division research course.

Psychiatric Nurse Practitioner Track

In addition to meeting the university's requirement of all graduate program applications, students interested in the **Psychiatric Mental Health Nurse Practitioner Track (PMHNP)** must also:

- Provide a current, unencumbered RN license
- BSN
- Write a formal 800-1000-word personal statement of his/her nursing career goals as an PMHNP
- Be able to travel significant distances to clinical sites, if necessary.
- Participate in a telephone interview administered by the program director.

Applicants to the Psychiatric Mental Health Nurse Practitioner program must have a minimum of two years direct, patient care experience as a registered nurse obtained within the last 5 years, and have successfully completed a college-level statistics course (C) and an upper-division research course (C+).

MSN Bridge Pathway:

In addition to meeting the college's requirements of all graduate program applications, students interested in entering one of the MSN tracks through the **MSN Bridge Pathway** must also:

- Provide a current, unencumbered RN license.
- Completed an Associate's degree in nursing program
- Completed a non-nursing Bachelor's degree
- Write a formal 800-1000 word personal statement of his/her nursing career goals specific to track of interest.
- Meet additional requirements of specific track of interest

It is highly recommended that applicants to the MSN Bridge Pathway have two years working experience. Applicants to the FNP or PMHNP tracks must meet requirements for those tracks which include 2 years of recent experience as a Registered Nurse and have

successfully completed a college-level statistics course (C) and an upper-division research course (C+).

Graduation Requirement

Graduate students must earn a minimum Cumulative Grade Point average of 3.0 and students in the FNP track, and PMHNP track, must also successfully complete all required clinical hours.

Curriculum

Nursing, Master of Science

Required Courses for Nursing, Master of Science

NUR 500	Theoretical Basis for Advanced Nursing Practice and Leadership	3
NUR 505	Pathophysiology for Advanced Nursing Practice	3
NUR 510	Pharmacology for Advanced Nursing Practice	3
NUR 540	Physical Assessment for Advanced Nursing Practice	3
NUR 610	Seminar in Nursing Research	3
NUR 620	Policy, Politics and Organization of Healthcare	3
NUR 630	Theoretical Foundations of Population Health	3
NUR 640	Healthcare Quality: Communication and Informatics	3
NUR 695	Capstone: Clinical Applications in Population Health	3
OL 510	Leadership Practices in Organizational Communications	3

Total Credits in the Program: 30

Required Courses for Psychiatric Nurse Practitioner Track

NUR 500	Theoretical Basis for Advanced Nursing Practice and Leadership	3
NUR 505	Pathophysiology for Advanced Nursing Practice	3
NUR 510	Pharmacology for Advanced Nursing Practice	3
NUR 520	Neuropsychopharmacology	3
NUR 540	Physical Assessment for Advanced Nursing Practice	3
NUR 605	Current Concepts and Professional Roles in Advance Nursing Practice	3
NUR 610	Seminar in Nursing Research	3
NUR 620	Policy, Politics and Organization of Healthcare	3
NUR 655	Assessment, Diagnosis, and Treatment of Mental Health Disorders	3
NUR 665	PMHNP I: Advance Practice Psychiatric Mental Health Care for the Adult	7
NUR 675	PMHNP II: Advance Practice Psychiatric Mental Health Care for Children and Older Adults	7

NUR 685	PMHNP III: Advance Practice Psychiatric Mental Health Care of the Complex Patient	7
NUR 698	Advance Practice Capstone: Clinical Applications on Population Health	2

Total Credits in the Program: 50

Required Courses for Family Nurse Practitioner Track

NUR 500	Theoretical Basis for Advanced Nursing Practice and Leadership	3
NUR 505	Pathophysiology for Advanced Nursing Practice	3
NUR 510	Pharmacology for Advanced Nursing Practice	3
NUR 540	Physical Assessment for Advanced Nursing Practice	3
NUR 605	Current Concepts and Professional Roles in Advance Nursing Practice	3
NUR 610	Seminar in Nursing Research	3
NUR 620	Policy, Politics and Organization of Healthcare	3
NUR 650	Advanced Reasoning and Differential Diagnosis	3
NUR 660	FNP I: Advance Practice through the Lifespan: Primary Care of the Adult Client	7
NUR 670	FNP II: Advance Practice through the Lifespan: Primary Care of the Pediatric and Women's Health Client	7
NUR 680	FNP III: Advance Practice Through the Lifespan: Primary Care of the Complex Client	7
NUR 698	Advance Practice Capstone: Clinical Applications on Population Health	2

Total Credits in the Program: 47

Accelerated BSN, Bachelor of Science

Our Accelerated Bachelor of Science in Nursing (ABSN) track is geared towards individuals who already have a bachelor's degree in a non-nursing major from a regionally accredited college or university, but want to become licensed as an RN and working in the field quickly.

Students will gain the knowledge necessary to become an advocate for patients, families, and communities. They will learn to practice a holistic approach to patient wellness and quality care through critical and creative thinking, ethical decision-making, and evidence-based practice.

Admissions Requirements and Process

Only students admitted to the program may enroll in nursing courses (NUR). It is important to note that not all

qualified candidates can be offered admission to the nursing program due to the limited number of places available. Prospective nursing applicants are strongly advised to attend a Health Science Information Session conducted by the university. Please call the Admissions Office at 800.889.3282 for dates and times of upcoming sessions. Students may enter the university at any time to complete the prerequisites required for admission.

Admission is based upon completion of ABSN prerequisites and other requirements. All requirements must be completed before enrolling in the program. Students may apply to the ABSN program up to four times.

Any submitted applications that do not meet the minimum required GPA of 3.0 and the required on the examination on the examination that is used as the pre-admission exam will not be considered or counted as an attempt.

Admissions Process

1.

Complete the application for admission into Goodwin University. Applicants to the ABSN program must first meet the prerequisites for admission and be accepted into Goodwin University.

2.

Complete the ABSN Program Application.

a.

Official college transcripts are required with the application if the applicant has courses from another institution that will need to be transferred in to meet the prerequisite courses required for admission or to use as proof of level of education for the admission point system. If the transcripts have already been provided to the Registrar, the Nursing department will retrieve copies.

b.

Take the examination being used for pre-admission. This examination is administered off campus three times a year, (January, May and September). The cost of the exam is the responsibility of the applicant. Students may only register for the exam when they are submitting an application or reactivating an application that is already on file. It is the student's responsibility to follow the deadlines and instructions posted on the application. All questions regarding exam registration dates and deadlines must be directed to the Nursing Department. Students may only attempt the pre-entrance examination one time per semester for a total of six (6) attempts. Students must attain the pre-determined minimal score for whichever exam is being utilized at the time the student applies to be considered for

admission. Student must complete or have already completed BIO 212 (p. 124) (A&P II) in the semester (s)he registers for the pre-entrance exam.

c.

Earn a minimum GPA of 3.0 in the most recent course work (college). College GPA is based on most recent attained collegiate degree or a minimum of 12 completed credits at Goodwin University. GPA's are not rounded.

d.

Complete the following prerequisite courses with a minimum grade of "C" prior to applying:

i.

Chemistry - CHEM 101 (p. 137) (Goodwin University) or equivalent.

ii.

Lifespan Development - PSY 212 (p. 182) (Goodwin University) or equivalent.

iii.

Statistics - STAT 167 (p. 187) (Goodwin University) or equivalent.

e.

Complete the following prerequisite courses with a minimum grade of "C+" prior to applying:

i.

Biology - BIO 211 (p. 123), Anatomy & Physiology I (Goodwin University) or equivalent completed within the last five years.

ii.

Biology - BIO 212 (p. 124) Anatomy & Physiology II (Goodwin University) or equivalent completed within the last five years.

iii.

Biology - BIO 235 (p. 124) Microbiology (Goodwin University) or equivalent completed within the last ten years.

Any prerequisite courses transferred from another college must be equivalent to Goodwin University courses and must meet the grade requirement of "C+" as previously stated.

Point System

I. Previous College Education	Score
Bachelor's Degree Received from Goodwin University or University of Bridgeport received after January of 2021	2
Master's Degree	
II. Completed Goodwin University Courses (C or	4

higher) NO points for FIL 101

1-3 course(s)	1
4-6 courses	2
≥ 7 courses	3

(MAXIMUM = 3)**III. Cumulative GPA (not rounded) based on completed Goodwin University coursework* totaling >12 credits or most recent college degree (Minimum 3.0 to qualify)**

3.0 - 3.2	1
3.3 - 3.5	2
3.6 - 3.7	3
3.8 - 4.0	4

*Credit by exam does not count as a course taken.

IV. Composite Score on ATI TEAS Pre-Entrance Exam (≥58.7% to qualify)

58.7% - 62.9%	1
63.0% - 67.1%	2
67.2% - 71.3%	3
71.4% - 75.5%	4
75.6% - 79.7%	5
79.8% - 83.9%	6
84.0% - 88.1%	7
88.2% - 92.3%	8
92.4% - 96.5%	9
96.6% - 100%	10
Total Points (MAXIMUM = 21)	21

Accepted Students

- Once accepted, students are required to submit a \$500 non-refundable tuition deposit to hold their place in the class. Students must obtain their own malpractice insurance and also become members of the National Student Nurse Association (NSNA).
- Admitted students must submit a medical examination report by a health care provider which describes the student's physical and emotional health prior to starting the program. All required immunizations must be completed before the start of the first nursing course excluding the Hepatitis B vaccine series which may be in progress. If a student elects to not have the Hepatitis B vaccine series, a signed declination form must be in his/her file. All

students in the program must receive a flu shot annually.

- Students are required to become certified in Cardio-Pulmonary Resuscitation (Health Provider or Professional Rescuer) by the American Heart Association or the Red Cross before entering the Nursing program and must maintain certification throughout the nursing program. The cost related to obtaining and maintaining CPR certification is the responsibility of the student. Proof of certification must be submitted annually.
- All students accepted to the Accelerated Bachelor of Science Degree in Nursing program must submit to a background check and drug screening. Fees cover the cost of both. However, if the drug screen result is "negative dilute," the student must assume the cost of a second drug screen. A positive drug screen, not substantiated by a physician, will prevent the student from entering the program. Students will be notified if the background check reveals any criminal record that might interfere with future licensure. In the event that a clinical facility finds the results of a student's background check objectionable and, as a result, prohibits the student from participating in a clinical experience at their facility, the department will make two additional attempts to place the student in an alternative facility. If neither of the two further attempts yield a placement for the student, (s)he will not be permitted to progress with the program. Students are advised to take this into consideration upon initial receipt of the results of their background check.

BSN Program Outcomes

Graduates of the Bachelor of Science in Nursing Degree Program are prepared to practice professional nursing as a generalist with skills that are applicable across all healthcare settings. They are also prepared to enter graduate study.

At the completion of the program, the graduate will be able to:

- Practice professional nursing from a holistic, visionary, culturally-competent, fiscally-responsible base, as they design, manage, and coordinate care for individuals, families, groups, communities and populations;
- Synthesize and apply knowledge from nursing theory, practice, research, and the liberal arts and sciences to professional nursing practice;
- Integrate and demonstrate beginning leadership and management skills utilizing critical and creative thinking, ethical decision making, and evidenced-based practice;
- Design, manage and coordinate care to patients, families, groups and communities utilizing

communication skills honed by self-awareness and self-evaluation;

5. Advocate for patients, families, groups and communities based on a respect for cultural diversity and an understanding of the impact of political and regulatory process on health care;
6. Collaborate and communicate, using a variety of modalities, with patients, families and interdisciplinary team members to maximize patient's level of wellness; and
7. Make a commitment to lifelong learning by assuming responsibility for professional career planning, advanced education and active membership in the profession.

Nursing Department Policies

Policies specific to the ABSN track may be found in the ABSN Student Handbook.

Requirements for Graduation

The following requirements must be met in order to graduate from the nursing program:

1. Completion of the course requirements. Prerequisite courses must be completed with a "C" or better except for specific science courses which require a "C+" or better.
2. Completion of ABSN coursework with an academic average of at least 2.3 (C+) within the maximum time frame (no greater than six (6) semesters);
3. Fulfillment of all financial obligations to the University;
4. Completion of a final math calculation exam with a score of 100%;
5. Pass the Clinical Component of Nursing 450;
6. Complete Nurse Think NCLEX Capstone Course with score of 77% or better (= 10% of course grade)
7. Readiness Benchmark One will be Exam Four, week 13 of semester. Must submit Strengths & Opportunities plan based on score report and complete 60 minutes of V-Clinicals for each of their 4 weakest areas by end of week 14.
8. Readiness Benchmark Two will be the Final exam. Those Students who pass the course, passed the Nurse Think NCLEX Capstone Course, and have completed the remediation for Exam Four Benchmark One will be eligible to have transcripts released at that point.
9. Those who did not obtain a score of 77% or better on the Nurse Think NCLEX Capstone Course AND/OR failed to complete the remediation for Exam Four Readiness Benchmark One by end of week 14 will need to complete Exam Four remediation, as well as their remediation plan for Readiness Benchmark Two Final Exam before transcripts will be released.

*Graduation from the program does not guarantee passing the NCLEX-RN® licensing exam. If a student in the program has a felony record, the Department of Public Health will determine their eligibility to take the NCLEX-RN® when the student applies to take the exam. The university has no responsibility for making this decision. Students may access the State Board of Nursing website for additional information.

Curriculum

Accelerated Bachelor in Nursing

Students entering this program will automatically be awarded **38 credits** in recognition of attaining their first bachelor's degree.

Prerequisite Courses - 22 credits

BIO 211	Anatomy and Physiology I	4
BIO 212	Anatomy and Physiology II	4
BIO 235	Microbiology	4
CHEM 101	Chemistry	4
PSY 212	Lifespan Development	3
STAT 167	Principles of Statistics	3

Core Courses - 60 credits

Fall Semester I

NUR 205	Health Assessment & Skills Development	6
NUR 301	Foundations of the Nursing Profession	3
NUR 309	Principles of Pathophysiology	3
NUR 375	Pharmacology for Nurses	3

Spring Semester I

NUR 215	The Wellness Continuum for Adults I	6
NUR 320	Mental Health Nursing	5
NUR 311	Nursing Research and Evidence-Based Practice	3

Summer Semester Session I

NUR 305	The Wellness Continuum II	7
NUR 335	The Wellness Continuum for Children and Families	3

NUR 305 - The Wellness Continuum II is a 15 week course.

Summer Semester Session II

NUR 430	Community and Public Health Nursing	5
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Fall Semester II

NUR 435	The Wellness Continuum for Women, Newborns and Families	4
NUR 450	Caring for Adults with Complex Health Alterations	9
NUR 457	Nursing Leadership	3

Total Credits in the Program: 120

Health Science, Bachelor of Science

The bachelor's degree in Health Science is an interdisciplinary program designed to provide career advancement opportunities for entry-level health profession practitioners as well as individuals who wish to begin their careers in healthcare. This program encourages students with different backgrounds and interests; the program helps students achieve their educational goal through two different concentrations: Healthcare Administration or Epidemiology. Students are advised throughout the program to determine their professional goals and to develop and follow a plan of study to meet those goals. Graduates of associate degree or certificate programs, such as Histologic Science, Medical Assisting, Medical Billing and Coding, Occupational Therapy Assistant, and Respiratory Care can enroll in this program as a step toward career advancement and apply previous credits earned toward a baccalaureate degree.

Three available concentrations:

1. **Healthcare Administration** concentration is designed for those students who are interested in pursuing careers in healthcare management. Students will gain an understanding of the business challenges specific to the healthcare delivery system. Students will gain an appreciation of the manager's role in this complex system.

2.

Epidemiology Concentration You will acquire knowledge of the role epidemiology has in a healthcare and public health setting. You will gain a strong understanding of statistical concepts involved in biological processes and apply these concepts towards improving the health of diverse populations.

All students going on an internship must successfully pass a background check and drug test before an internship will be approved. Forms are provided by program personnel.

Program Outcomes

The Health Science Program prepares all students to be able to:

1.

Demonstrate a strong foundation in basic behavioral, natural, social and health sciences appropriate to entry-level positions in healthcare.

2.

Communicate and present verbal, visual and written ideas, and information clearly and accurately in a way that represents competence and professionalism in the healthcare field.

3.

Interpret and explain policy within the ethical, legal, and regulatory framework of the healthcare industry.

4.

Identify and describe the different roles of healthcare professionals and develop skills to become an effective team member.

5.

Demonstrate an understanding of critical thinking skills used in healthcare.

6.

Appreciate diversity, differing belief and value systems, as well as appreciate individual opinions within the healthcare environment.

7.

Develop self-directed and engaged learning skills needed for independent and lifelong learning.

8.

Identify health determinants to improve health equity across all populations.

9.

Be an educator and an advocate for a healthy lifestyle.

Graduation Requirements

Students must complete all the general Bachelor's graduation requirements as stated in the catalog. In addition, students must complete all Health Science major core requirements with a minimum cumulative grade point average (C.G.P.A.) of 2.0.

Curriculum

Bachelor in Health Science**General Education Core - 40 Credits**

ENG 101	English Composition	3
ENG 1XX	English Elective	3
ENG 2XX	English Elective	3
MATH 1XX	Mathematics (MATH)	3
STAT 167	Principles of Statistics	3
BIO 1XX	Science Elective	4
PSY 112	Introduction to Psychology	3

SOC 101	Introduction to Sociology	3
	Humanities (HIS, PHIL, SPAN, HUM)	3
	General Education Electives**	12

** Elective credits may be chosen from any general education course, unless directed by the program. General Education courses contain the following prefixes: ENG, MATH, STAT, CAP, COM, BIO, CHEM, SCI, HIS, HUM, PHIL, SPAN, PSY, and SOC.

Health Science Major Core Requirements - 43 Credits

HSC 101	Introduction to Healthcare	3
HSC 105	Medical Terminology	3
PBH 110	Introduction to Public Health	3
CHEM 101	Chemistry	4
PBH 212	Public Health Informatics	3
PBH 305	Ethics in Public Health	3
HSC 120	Health and Wellness	3
HSC 310	U.S. Healthcare Delivery Systems	3
HSC 312	Organization and Administration of Long-Term Care	3
HSR 240	Disability, Society, and the Individual	3
HSC 350	Continuous Quality Improvement	3
HSC 450	Senior Capstone	3
	OR	
HSC 460	Senior Internship	3
PSY 420	Research Methods	3
HSC 2xx	Exploration of Careers in Healthcare	3

OPEN Electives - 18 Credits

OPEN	Electives	18
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Healthcare Administration Concentration - 21 Credits

BUS 115	Human Resource Management	3
BUS 101	Introduction to Management	3
BUS 320	Foundations in Organizational Leadership and Management	3
PBH 301	Leadership in Health	3
PBH 322	Health Administration	3
PBH 310	Occupational Health in the United States	3
BUS 435	Auditing Procedures for Managers	3

Epidemiology Concentration - 21 Credits

PBH 210	Health Behavior and Chronic Disease	3
PBH 280	Introduction to Global Health	3
PBH 301	Leadership in Health	3
HSC 410	Epidemiology	3
PBH 400	Community Health	3
PBH 302	Public Health Personnel and Administration	3
SCI 124	Humans and Disease	3

Total Credits in the Program: 120-122

Public Health, Bachelor of Science

The Bachelor of Science in Public Health will prepare students for graduate programs in public health as well as careers that require strong Bachelor's level preparation in the health sciences. This program will enable both traditional and non-traditional students to pursue relevant coursework by offering on ground, hybrid courses, and online courses.

Program Outcomes

Students will study biostatistics, epidemiology, public health policy and administration, global health, environmental health, and will understand local, state, federal and global public health systems.

The Public Health Program prepares all students to be able to:

1. Explain the history and philosophy of public health as well as its core values, concepts, and functions in society.
2. Identify socioeconomic, behavioral, biological, environmental, and other factors that affect human health and contribute to health inequity.
3. Contrast the fundamental characteristics and organizational structures of the US health system to systems in other countries.
4. Evaluate the efficacy of evidence-based, practice-based and culturally-responsive interventions used in public health.
5. Evaluate public health project planning and assessment.
6. Apply basic concepts of legal, ethical, economic, and regulatory dimensions of public health policy.
7. Analyze the impact of local, state and federal legislation, regulations, and standards on public health practice.
8. Identify and appraise sources of data used in public health.

Graduation Requirements

Students must complete all the general Bachelor's graduation requirements as stated in the catalog. In addition, students must complete all Public Health major core requirements with a minimum cumulative grade point average (C.G.P.A) of 2.0.

Curriculum

Bachelor in Public Health

General Education Core - 40 Credits

ENG 101	English Composition	3
ENG 1XX	English Elective	3

ENG 2XX	English Elective	3
MATH 1XX	Mathematics (MATH)	3
BIO 1XX	Science Elective	4
SOC 101	Introduction to Sociology	3
PSY 300	Health Psychology	3
	Humanities (HIS, PHIL, SPAN, HUM)	3
	General Education Electives**	15

** Elective credits may be chosen from any general education course, unless directed by the program. General Education courses contain the following prefixes: ENG, MATH, STAT, CAP, COM, BIO, CHEM, SCI, HIS, HUM, PHIL, SPAN, PSY, and SOC.

Public Health Major Core Requirements - 51 Credits

Freshman Year

PBH 110	Introduction to Public Health	3
STAT 167	Principles of Statistics	3
PBH 210	Health Behavior and Chronic Disease	3

Sophomore Year

PBH 252	Human Health in the Environment	3
PBH 300	Introduction to Public Health Policy	3
PBH 301	Leadership in Health	3
HSC 410	Epidemiology	3

Junior Year

PBH 305	Ethics in Public Health	3
PBH 302	Public Health Personnel and Administration	3
PBH 310	Occupational Health in the United States	3
PBH 315	Injury Prevention and Public Safety	3

Senior Year

PBH 280	Introduction to Global Health	3
SOC 320	Health and Social Issues in Aging	3
PBH 400	Community Health	3
PSY 420	Research Methods	3
HSC 450	Senior Capstone	3
	OR	
HSC 460	Senior Internship	3
HSC XXX	Electives	3
	OR	
PBH XXX	Electives	3

Open Electives - 30 Credits

OPEN	Electives	30
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Total Credits in the Program: 121

RN-to-BSN Program - Bachelor's Degree in Nursing

The RN-to-BSN program was granted initial accreditation by the Commission on Collegiate Nursing Education (CCNE) in February 2016, valid through December 31,

2021. The ABSN program, which was offered for the first time in Fall 2019 per CCNE is included under this initial BSN accreditation. The next evaluation visit is scheduled for Spring of 2021. For additional information, please contact CCNE at 655 K Street, Suite 750, Washington, DC 20001 or call 202-887-6791.

Baccalaureate Nursing Education

Baccalaureate nursing education prepares the nurse to practice in a variety of settings by providing them with knowledge and skills, generalizable and transferable to multiple settings. A liberal education grounds the student, ensuring nurses practice with a skilled, broad base of knowledge. The faculty believe that baccalaureate nursing education is built upon a foundation in the arts and sciences, providing an appreciation for diverse perspectives and experiences. Baccalaureate education facilitates scholarship, and service to promote safe, quality care through evidence-based practice. Students are introduced to content including organizational and systems theories for management, information technology, policy, and leadership qualities which, may have direct influence on healthcare outcomes.

Baccalaureate nursing education facilitates the development of professional values and value-based behaviors; principles which guide nurse's interactions with patients, families, peers, and society. This education emphasizes social justice, and concepts for the provision of ethical, holistic, culturally sensitive and compassionate care. The baccalaureate nurse demonstrates a concern for the human dignity, a respect for culture, their profession, and the welfare of all populations. Only students with a current unencumbered RN license may register for NUR 300-400 level courses.

Admission Requirements

Applicants are required to:

1. Hold a current unencumbered Registered Nurse license in the state where they practice nursing*;
2. Complete the application for admission into Goodwin University (applicants to the nursing program must first meet the requirements for admission and be accepted into Goodwin University);
3. Complete the Bachelor of Science in Nursing Program Application; and
4. Attend an academic advising session with the Nursing Department Academic Advisor.

***Secondary to the delay in ADN graduates being able to take the NCLEX related to COVID 19, graduates from the Associate Degree Program at Goodwin University only, may be admitted to the RN-BSN track and take**

NUR 300 and NUR 310 without an RN license. This interim policy became effective for the April 2020 graduates and will remain in place until NCLEX testing centers resume their regular scheduling processes.

Accepted Students

All university-required immunizations and requirements must be completed before the start of the program.

Students are required to maintain current certification in Cardio-Pulmonary Resuscitation (Health Provider or Professional Rescuer by the American Heart Association or the Red Cross).

Students are required to maintain unencumbered RN license during tenure in the program.

BSN Program Outcomes

Graduates of the Bachelor of Science in Nursing Degree Program are prepared to practice professional nursing as a generalist with skills that are applicable across all healthcare settings. They are also prepared to enter graduate study.

At the completion of the program, the graduate will be able to:

1. Practice professional nursing from a holistic, visionary, culturally-competent, fiscally-responsible base, as they design, manage, and coordinate care for individuals, families, groups, communities and populations;
2. Synthesize and apply knowledge from nursing theory, practice, research, and the liberal arts and sciences to professional nursing practice;
3. Integrate and demonstrate beginning leadership and management skills utilizing critical and creative thinking, ethical decision making, and evidenced-based practice;
4. Design, manage and coordinate care to patients, families, groups and communities utilizing communication skills honed by self-awareness and self-evaluation;
5. Advocate for patients, families, groups and communities based on a respect for cultural diversity and an understanding of the impact of political and regulatory process on health care;
6. Collaborate and communicate, using a variety of modalities, with patients, families and interdisciplinary team members to maximize patient's level of wellness; and
7. Value the practices of lifelong learning while building and leading inter-professional healthcare teams.

Nursing Department Policies

Policies specific to the RN-BSN track may be found in the RN-BSN Nursing Student Handbook.

Graduation Requirements

The following requirements must be met in order to graduate from the nursing program:

1. Completion of the course requirements. General education courses and open electives must be completed with a "C" or better
2. Completion of each RN-BSN nursing core course with a grade of C+ as well as an academic average of 2.3 within the maximum time frame (no greater than nine (9) semesters or three years)
3. Fulfillment of all financial obligations to the University.
4. A minimum of thirty (30) credit hours at the 3XX or 4XX levels, including all upper division nursing courses.

Curriculum

Bachelor in Nursing

ADN or Diploma Pre-Licensure Program - 62 Credits*

AP I (SCI), AP II (SCI), MICRO (SCI), ENG 101 (WR), ENG 1XX (WR), PSY 112 (SS), PSY 212 (SS), SOC 101 (SS) & Lower Division Nursing Courses

*Students may receive 62 credits for previous nursing course work via the Connecticut Articulation Model.

General Education Courses - 27 credits

ENG 3XX	English Elective	3
COM 105	Interpersonal Communications	3
MATH 1XX	Mathematics (MATH)	3
CAP 115	Learning and Working Through Digital Technologies	3
STAT 167	Principles of Statistics	3
PBH 305	Ethics in Public Health	3
HIS 1XX	History Elective	3
	Humanities (HIS, PHIL, SPAN, HUM)	3
SOC 320	Health and Social Issues in Aging	3

** General Education courses require a grade of C or better to meet the graduation requirements from the BSN Program.

Open Electives - 7 Credits

OPEN	Elective (1XX)	4
OPEN	Elective (1XX)	3

Upper Division Nursing Courses - 24 Credits

NUR 300	Foundations of Professional Nursing	3
NUR 310	Health Assessment	3
NUR 351	Introduction to Nursing Research	3
NUR 361	Public and Community Health	3

NUR 380	Nursing Pharmacotherapeutics Across the Lifespan	3
NUR 459	Introduction to Healthcare Policy and Advocacy	3
NUR 461	Leadership and Management in Nursing	3
NUR 3XX*	Directed Elective OR	3
NUR 4XX*	Directed Elective	3

* Directed elective courses may be taken in business, health science, human services, and organizational leadership at the appropriate levels.

Total Credits in the Program: 120

Dental Hygiene, Associate in Science

The Goodwin University Dental Hygiene Program (DHP) is designed to equip students with the skills to become professionals ready to assist the public and the community. The program provides clinical and therapeutic services as well as dental hygiene education. The program is centered on evidence-based learning with the theoretical foundation and hands-on classwork that prepares students for the workforce and engenders an appreciation for lifelong learning. Twenty-eight (28) students are accepted each summer semester into the program. The date of application submission and points attained in the Selection Point System will dictate the class roster's placement order.

Dental hygienists are required to be licensed in the state where they practice. Upon completion of the 80 credit-curriculum, students are qualified to take the National Board Dental Hygiene Examination (NBDHE) and the Commission on Dental Competency Assessments (CDCA), which are requirements for state licensure. The Goodwin University Dental Hygiene Program has been granted accreditation status by the American Dental Association Commission on Dental Accreditation for Dental Hygiene Education Programs as: Approval without reporting requirements.

Admissions Requirements

The Goodwin University Dental Hygiene Program is a rigorous and intensive program that is both physically and mentally demanding. Due to the limited number of seats in the program, admission is based on specific entrance criteria as well as a ranking point system. To qualify for admission, the applicant must:

1.

Complete the application for admission to the Dental Hygiene Program. If you are applying directly from another institution and have successfully completed all pre-requisite courses, you do not need to complete the

general application to Goodwin University until you receive official acceptance into the Dental Hygiene Program.

2.

Have a minimum college GPA of 2.7 at the time of application.

3.

Must successfully pass a background check, drug test and Department of Children and Families check before official acceptance into the Dental Hygiene Program will be granted. Forms are provided by program personnel.

4.

Complete all prerequisite courses with a passing grade unless otherwise noted.

5.

Have completed Introduction to Psychology: PSY 112 or equivalent, Computer Literacy Elective: CAP 1XX or equivalent, and English Composition: ENG 101 or equivalent, with a passing grade.

6.

Have completed Math (Intermediate algebra or higher) and Chemistry (CHEM 101) with a "C" or better.

7.

Have completed Anatomy & Physiology I within five years with a "C+" or better.

8.

Student may be enrolled or have completed Microbiology within ten years with a "C+" or better.

9.

Student may be enrolled in Anatomy & Physiology II at the time of application. The course must be successfully completed before beginning the first DHP course or within the last five years with a "C+" or better.

10.

Be able to perform all functions and tasks required of a dental hygienist. As part of the curriculum, the student is required to fully participate in all clinic/rotation/community enrichment activities. These activities require the student to be prepared physically and mentally to avoid risks to the safety of a patient or the student.

11.

Provide documentation of 8 hours of observation of dental hygiene services in the prior 12 months.

12.

Due to large applicant numbers, there will be no interview. Students are required to write a 500-word essay that will be used as part of the point system. Upon receipt of the application, qualifying students will be notified to make an appointment to handwrite the

essay, in person. The topic of the essay will be given when the student presents for the appointment

Point System

The Goodwin University Dental Hygiene Program has limited capacity: a point system has been developed for the selection of prospective candidates. The system was developed to maintain objectivity and to follow the Dental Hygiene program's goals and competencies. The points will be calculated by the program director.

General Education GPA Per Course(Based on the following courses: Math, English Composition, Introduction/General Chemistry, Anatomy & Physiology I & II, Microbiology & Introduction to Psychology) **Score**

2.7 - 3.0	1
3.1 - 3.5	2
3.6 - 4.0	3

Overall College GPA (Based on a minimum of 12 credits. Students with less than 12 credits will be given a score of 1 point only)

2.7 - 3.0	1
3.1 - 3.5	2
3.6 - 4.0	3

Completion of Courses at Goodwin University

1 course	1
2 courses	2
3 courses	3
4 courses	4
5 courses	5
6 courses	6
7 courses	7

Previous College Education

Associates Degree	2
Bachelor's Degree	3
Master's Degree	4

Essay (Writing Skills)

Poor (23-28)	1
Average (29-34)	2
Excellent (35-40)	3

Total Possible Points **38**

Accepted Students

DHP students will be required to provide documentation of a Physical Exam (within 2 years) and immunizations prior to starting the program. Student immunizations must remain current throughout the program. Immunization requirements include:

- Hepatitis B vaccination or titer
- Influenza vaccination (within 1 year)
- MMR vaccination or titer
- Varicella vaccination or titer
- Tetanus vaccination (within 7 years)
- Two-step PPD vaccination (within 1 year)

All students must provide proof of CPR certification by the American Heart Association prior to semester 2.

All students must successfully pass a background check, DCF check and drug test before official acceptance into the DHP Program will be granted. Forms are provided by program personnel.

Program Outcomes

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

1. Provide competent dental hygiene care for patients of all age groups including geriatric, adults, adolescents and children.
2. Demonstrate the process of care in dental hygiene for all age groups including those with medical, physical, psychological, cognitive and social needs: assessment, diagnosis, planning, implementation, education and evaluation.
3. Implement effective communication to deliver culturally competent and inter-professional health care to diverse populations.
4. Implement the use of dental technology and learning platforms to provide comprehensive dental hygiene treatment and complete program assignments and student self-assessments.
5. Evaluate and incorporate current scientific literature to support evidence based dental hygiene care.
6. Create, implement and evaluate community-based health programs that will improve health outcomes and reduce disparities in marginalized populations.

Dental Hygiene Department Policies

Policies specific to the Dental Hygiene program may be found in the Dental Hygiene Student Handbook.

Graduation Requirements

Students must complete all the general Associate degree graduation requirements as stated in the catalog. In addition, students must complete all Dental Hygiene core courses with a minimum grade of "C+" or better.

The following courses are not included in the 80 credits needed for graduation:

CAP 1XX	Computer Literacy (CAP)*	3
MATH 1XX	Mathematics (MATH)	3
PSY 112	Introduction to Psychology	3

Curriculum

Associate in Dental Hygiene

General Education Core - 15 Credits

ENG 101	English Composition	3
ENG 1XX	English Elective	3
COM 1XX	Communications Elective	3
SOC 101	Introduction to Sociology	3
	Humanities (HIS, PHIL, SPAN, HUM)	3

Non-Major Core Requirements - 16 Credits

CHEM 101	Chemistry	4
BIO 211	Anatomy and Physiology I	4
BIO 212	Anatomy and Physiology II	4
BIO 235	Microbiology	4

Dental Hygiene Core Requirements - 49 Credits

First Semester

DHP 105	Radiology	3
DHP 104	Head and Neck Anatomy and Embryology	4

Second Semester

DHP 110	Principles of Dental Hygiene I	4
DHP 202	Nutrition	3

Third Semester

DHP 120	Principles of Dental Hygiene II	4
DHP 102	Periodontology	3

Fourth Semester

DHP 106	Pharmacology and Pain Management	4
DHP 103	Dental Materials	4
DHP 113	General and Oral Pathology	3

Fifth Semester

DHP 210	Principles of Dental Hygiene III	5
DHP 201	Community and Public Health	4

Dentistry

Sixth Semester

DHP 220	Principles of Dental Hygiene IV	5
DHP 230	Dental Hygiene Capstone	3

Total Credits in the Program: 80

Funeral Service, Associate in Science

The Associate in Science in Funeral Service is designed to prepare the graduate for an entry-level position in the funeral service field. Training will consist of lecture, laboratory, and internship. At the completion of all course work, the student may be eligible to take the National Board Examination from the International Conference of Funeral Service Examining Boards, but not prior to being verified by the Funeral Service Program. Successful completion of the program and coursework does not guarantee a verification by the Funeral Service Program to register for the National Board Examination. Students who do not take the National Board Exam within four (4) months of the verification by the Funeral Service Program must be re-verified by the Funeral Service Program Faculty.

The Funeral Service Program at Goodwin University is accredited by the American Board of Funeral Service Education (ABFSE), 992 Mantua Pike, Suite 108, Woodbury Heights, NJ 08097 (816) 233-3747. Web: <http://www.abfse.org/>. National Board Examination pass rates, graduation rates and employment rates for this and other ABFSE-accredited programs are available at www.abfse.org. To request a printed copy of this program's pass rates and rates, go to Goodwin University, Funeral Service Program, One Riverside Drive, East Hartford CT or by e-mail at JGomes@goodwin.edu, or telephone (860) 913-2189.

Admission Requirements

The following are the admission requirements for students applying to the Funeral Service program. Meeting minimum requirements does not guarantee admission into the program due to the limited number of places available. Admission is based upon completion of the funeral service prerequisites and other requirements. If courses are in progress, acceptance will be conditional upon submission of an official transcript immediately upon completion. All requirements must be completed before enrolling in FNS 202, Funeral Service Management and Communications.

Complete the application for admission into Goodwin University. Applicants to the Funeral Service program must first meet the requirements for admission and be accepted into Goodwin University.

1.

Complete the Funeral Service program application.

2.

Earn a minimum GPA of 2.7 in the most recent university course work. University GPA is based on a minimum of 12 completed credits.

3.

Complete the required university placement evaluations. Applicants must test into ENG 101. All remedial courses must be completed before entering the program. Complete all prerequisite courses.

4.

Complete Human Biology – BIO 120 (Goodwin University) or equivalent with laboratory component with a grade of a "C" or better:

5.

Complete Microbiology – BIO 235 (Goodwin University) or equivalent with laboratory component with a grade of a "C+" or better. This course must be completed within the last ten years.

Point System

Funeral Service applicants who have satisfied all of the admission criteria will be selected according to the point system as specified below:

Previous University Education	Score
Associate Degree or >60 Credits	2
Bachelor's Degree	3
Master's Degree	4
Completion of courses taken at Goodwin University	
1 course	1
2 courses	2
3 courses	3
4 courses	4
5 courses	5
6 courses	6
7 courses	7
Cumulative GPA (applicable for Goodwin University courses only, based on a minimum of 12 credits)	
2.7 - 3.0	1
3.1 - 3.4	2
3.5 - 3.8	3
3.9 - 4.0	4
Total Possible Points	15

Accepted Students

All students must successfully pass a background check and drug screen before official acceptance into the Funeral Service program will be granted. Forms are provided by program personnel.

Program Outcomes

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

1.

Explain the importance of funeral service professionals in developing relationships with the families and communities they serve.

2.

Identify standards of ethical conduct in funeral service practice.

3.

Interpret how federal, state, and local laws apply to funeral service in order to ensure compliance.

4.

Apply principles of public health and safety in the handling and preparation of human remains.

5.

Demonstrate technical skills in embalming and restorative art that are necessary for the preparation and handling of human remains.

6.

Demonstrate skills required for conducting arrangement conferences, visitations, services, and ceremonies.

7.

Describe the requirements and procedures for burial, cremation, and other accepted forms of final disposition of human remains.

8.

Describe methods to address the grief-related needs of the bereaved.

9.

Explain management skills associated with operating a funeral establishment.

10.

Demonstrate verbal and written communication skills and research skills needed for funeral service practice.

Funeral Service Program Policies

Policies specific to the Funeral Service Program may be found in the Funeral Service Student Handbook.

Graduation Requirements

Students must complete all the general Associate graduation requirements as stated in the catalog. In addition, students must complete all Funeral Service (FNS) core courses with a minimum grade of "C+".

Curriculum

Associate in Funeral Service

General Education Core - 19 Credits

ENG 101	English Composition	3
ENG 1XX	English Elective	3
CAP 115	Learning and Working Through Digital Technologies	3
MATH 1XX	Mathematics (MATH)	3
BIO 120	Human Biology	4
	Humanities (HIS, PHIL, SPAN, HUM)	3

Non-Major Core Requirements - 7 Credits

BUS 101	Introduction to Management	3
BIO 235	Microbiology	4

Funeral Service Core Requirements - 39 Credits

First Semester

SCI 124	Humans and Disease	3
FNS 202	Funeral Service Management and Communication	4
FNS 205	Restorative Art with Lab	4

Second Semester

ACC 101	Principles of Accounting I	3
FNS 209	Funeral Service Law and Socio-Ethics	3
FNS 218	Embalming I and Thanato-Chemistry	4

Third Semester

FNS 216	Funeral Service History and Merchandising	4
FNS 220	Embalming II and Cremation	3

Fourth Semester

PSY 315	Psychology of Death and Dying	3
FNS 297	Funeral Service Internship	5
FNS 298	Funeral Service Seminar	3

Total Credits in the Program: 65

Health Science, Associate in Science

This program is designed to allow students the flexibility to plan a course of study that best suits their educational and professional needs through four available areas of emphasis: healthcare career exploration, pre-professional, associate degree completion and transfer to a baccalaureate degree. Students work closely with an academic advisor

in order to determine their individual professional goals and develop a plan of study to meet those goals.

Students interested in pursuing a career in Histologic Science and Medical Billing and Coding can simultaneously pursue a certificate in this area, while earning an associate degree in Health Science. In addition, students who complete their certificate in Medical Assisting can also apply those credits toward the associate degree in Health Science. Students should meet with their academic advisor for more information.

Healthcare Career Exploration concentration provides students pursuing a general degree in Health Science the opportunity to explore various careers and aspects of healthcare. This concentration is intended to serve students who have not yet decided on a specific healthcare profession but are interested in pursuing a career in healthcare.

Associate Degree Completion concentration allows individuals who have already obtained a nationally recognized certification or license the opportunity to gain collegiate credit and work towards the completion of an associate degree. Additionally, students completing certificate program requirements in Medical Billing and Coding may apply these credits towards completion of this associate degree.

Transfer concentration allows students to complete the degree program with the intention of pursuing a bachelor's degree in Health Science or a related field.

Program Outcomes

The Health Science Program prepares all students to be able to:

1.

Demonstrate effective written and verbal communication skills that represent competence and professionalism in the healthcare field.

2.

Identify the ethical, legal, and regulatory framework of the healthcare industry.

3.

Identify and describe the different roles of health professionals.

4.

Demonstrate an understanding of critical thinking skills used in healthcare.

5.

Appreciate and embrace diversity, differing belief and value systems, as well as appreciate individual opinions within the healthcare environment.

6.

Develop self-directed learning skills needed for independent and lifelong learning.

7.

Effectively use information technology to participate in learning activities.

Graduation Requirements

Students must complete all the general Associate graduation requirements as stated in the catalog. In addition, students must complete all Health Science major core requirements with a minimum cumulative grade point average (C.G.P.A.) of 2.0.

Curriculum

Associate in Health Science

General Education Core - 21-22 Credits

ENG 101	English Composition	3
ENG 1XX	English Elective	3
MATH 1XX	Mathematics (MATH)	3
	Science (BIO, CHEM, SCI)	3-4
	Social Science (PSY or SOC)	3
	Humanities (HIS, PHIL, SPAN, HUM)	3
	General Education Elective**	3

** Elective credits may be from any General Education course, unless directed by the Program. General Education courses contain the following prefixes: ENG, MATH, STAT, CAP, COM, BIO, CHEM, SCI, HIS, HUM, PHIL, SPAN, PSY, and SOC.

Health Science Major Core - Minimum of 9 Credits

HSC 101	Introduction to Healthcare	3
HSC 105	Medical Terminology	3
HSC 111	Medical Law and Ethics	3
HSC 120	Health and Wellness	3
HSC 240	Introduction to Alternative and Complementary Medicine	3
SOC 320	Health and Social Issues in Aging	3

Health Science Electives - Minimum of 12 Credits

Twelve (12) credits from the courses offered by the School of Nursing and Health Professions.

Open Electives – Minimum of 18 Credits

Students opting for the Healthcare Career Exploration concentration should choose electives based on individual goals and needs. Students opting for the Associate Degree Completion concentration may be awarded credit for licensure, certification, or registry in a healthcare profession. This credit can be applied to the Health Science or open elective credit requirement.

Total Credits in the Program: 60-61

Medical Assisting, Associate in Science

The Medical Assistant is a respected, multi-skilled health professional who performs diverse duties in medical offices, clinics and health centers. The varied skills offered by the program provide the opportunity to work either in the administrative or clinical environment.

The goal of the Medical Assisting program is to prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. This program develops the student's knowledge base and skills by providing a theoretical foundation and by developing the student's ability to perform clinical as well as office and administrative procedures. Courses combine lectures, laboratory sessions, simulations, and assignments to provide students with the knowledge and skills needed to be effective members of the healthcare team. Hands-on practice, along with clinical and work experience is gained during a supervised internship component. Courses are offered on-ground, select courses are offered in a hybrid or online format.

Students are simultaneously enrolled in the Medical Assisting certificate and associate degree programs. Students will first complete the certificate requirements and receive a certificate in Medical Assisting; then graduates will continue in the associate degree program. Upon completion of the certificate program, you are eligible to apply for immediately upon graduation for the Certified Medical Assistant (CMA) examination administered by the American Association of Medical Assistants (AAMA) and before graduation, will be eligible to sit for the Medical Assistant Certification (CCMA) examination administered by the National Healthcareer Association (NHA).

Students interested in pursuing a Bachelor of Science in Health Science or Associate in Science in Medical Assisting can apply the majority of their credits towards that degree. Students should contact the Health Science Program Director for more information.

Admission Requirements

1. Completion of the following prerequisite courses with a minimum grade of a "C" or better:
 - a. HSC 105 – Medical Terminology
 - b. BIO 101 – Concepts in Human Biology
2. Complete the application for admission into Goodwin University. Applicants to the Medical Assisting program must first meet the requirements for admission and be accepted into Goodwin University.
3. Complete the Medical Assisting program application.

4. Interview with the Program Director and/or Practicum Coordinator before admission.

Accepted Students

Medical Assisting students will be required to provide documentation of a Physical Exam (within 2 years) and immunizations prior to starting the program. Student immunizations must remain current throughout the program. Immunization requirements include:

- Hepatitis B vaccination or titer
- Influenza vaccination (within 1 year)
- MMR vaccination or titer
- Varicella vaccination or titer
- Tetanus vaccination (within 7 years)
- Two-step PPD (within 1 year)

Students will be asked to provide confirmation of the following prior to internship:

- Proof of current CPR certification - Students must obtain CPR certification by the American Heart Association for Healthcare Providers/BLS and First Aid
- Proof of Liability Insurance - Students must obtain their own professional liability insurance before beginning internship
- Receipt of confidentiality statement
- Proof of completion of the Health and Safety test from Connecticut Hospital Association (CHA)
- All Medical Assisting students must successfully pass a background check and drug test prior to the start of their internship. Forms are provided by program personnel.

Program Outcomes

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

1. Utilize medical terminology appropriately;
2. Describe the anatomy and physiology of the human body, as well as the related disease processes;
3. Describe legal and regulatory frameworks of healthcare as they relate to the Medical Assistant;
4. Demonstrate computer literacy skills;
5. Effectively engage in written and oral communication as demonstrated through charting and communication with patients and other health professionals;
6. Prepare patients for examination or procedures, and assist the physician with the examination or procedure;
7. Collect and prepare laboratory specimens, as well as perform basic laboratory testing;
8. Perform phlebotomy and other invasive specimen collection techniques; and

9. Perform electrocardiograms and respiratory testing.
10. Experience a variety of general education courses that contribute to a greater understanding of opportunities that will lead to future education.

Medical Assisting Program Policies

Policies specific to the Medical Assisting program may be found in the Medical Assisting Student Handbook.

Graduation Requirements

Students must complete all the general Associate degree graduation requirements as stated in the catalog. In addition, students must complete all Medical Assisting courses with a minimum grade of "C+" or better. Students must also complete the following courses for graduation and for the program, but HSC 105 is not included in the 60 credits needed for graduation:

BIO 101	Concepts in Human Biology	3
HSC 105	Medical Terminology	3

Curriculum

Associate in Medical Assisting

Non-Major Core Requirements - 6 credits

HSC 105 is included in the 60 credits needed for graduation.

BIO 101	Concepts in Human Biology	3
HSC 105	Medical Terminology	3

General Education Core - 15 Credits

ENG 101	English Composition	3
ENG 1XX	English Elective	3
CAP 115	Learning and Working Through Digital Technologies	3
MATH 1XX	Mathematics (MATH)	3
	Humanities (HIS, PHIL, SPAN, HUM)	3

Medical Assisting Major Core - 30 Credits

Freshman Year

MED 151	Medical Assisting: The Medical Office and Patient Care	3
MED 152	Medical Assisting: Diagnostic Procedures	3
MED 212	Pharmacology	3
MED 115	Introduction to Medical Insurance and Coding	3

Sophomore Year

MED 153	Medical Assisting: Laboratory Procedures	3
MED 250	Medical Office Management	3
HSC 111	Medical Law and Ethics	3
MED 299	Medical Assisting Internship	3
PSY 112	Introduction to Psychology	3
	General Education Elective**	3

** Elective credits may be from any General Education course, unless directed by the Program. General Education courses contain the following prefixes: ENG, MATH, STAT, CAP, COM, BIO, CHEM, SCI, HIS, HUM, PHIL, SPAN, PSY, and SOC.

Electives - 12 credits

HSC 1XX	Elective	3
OPEN	Electives	9

Total Credits in the Program: 60

Nursing, Associate in Science

The Goodwin University Associate Degree in Nursing (ADN) consists of class work and clinical practice in a variety of healthcare facilities, which will provide nursing graduates with the skills to function effectively in today's healthcare industry. It includes the opportunity for personal growth through the inclusion of liberal arts and science courses. The general education courses are supportive to the nursing courses.

This program is an organized program of study that combines general education courses from the biological, social and behavioral sciences and the humanities, with courses in the theory and practice of nursing. The program develops the student in the process of nursing, promotes critical thinking, fosters the development of moral and ethical professional behaviors, and promotes continued self-development and personal and professional growth.

The program is designed as a progression of courses of increasing complexity that build upon one another. Therefore, the courses must be taken in the prescribed sequence. If a student fails a nursing course, (s)he may repeat it one time. However, only one course may be taken twice. If a student's clinical attendance and/or performance are deemed unsatisfactory by the faculty, (s)he is at risk for failing the course. A positive drug screen will preclude admission consideration unless justified through physician documentation as being "medically necessary".

Admission Requirements and Process

These admission requirements are in effect for students applying to the nursing program.

Only students admitted to the program may enroll in nursing courses (NUR). It is important to note that not all

qualified candidates can be offered admission to the nursing program due to the limited number of seats available. Prospective nursing applicants are strongly advised to attend a Health Science Information Session conducted by the university. Please call the Admissions Office at 800.889.3282 for dates and times of upcoming sessions. Students may enter the university at any time to complete the prerequisites required for admission.

Consideration for admission is based upon completion of nursing prerequisites. All prerequisites must be completed before enrolling in Nursing 100. Final selection is based on a Selection Point System described at the end of this section. Students may apply to the nursing program for a total of six (6) attempts. Any submitted applications that do not meet the minimum required GPA and the required score on the examination being utilized as the pre-admission exam will not be considered.

Process to follow for Program Admission

1. Complete the application for admission into Goodwin University. Applicants to the nursing program must first meet the prerequisites for admission and be accepted into Goodwin University.

2. Complete the Nursing Program Application.

a. Official college transcripts are required with the application if the applicant has courses from another institution that will need to be transferred in to meet the prerequisite courses required for admission or to use as proof of level of education for the admission point system. If the transcripts have already been provided to the Registrar, the nursing department will retrieve copies.

b. Take the examination being used for pre-admission. This examination is administered off campus three times a year, (January, May and September). The cost of the exam is the responsibility of the applicant. Students may only register for the exam when they are submitting an application or reactivating an application that is already on file. It is the student's responsibility to follow the deadlines and instructions posted on the application. All questions regarding exam registration dates and deadlines must be directed to the Nursing Department or are accessible in the Goodwin University associate degree in Nursing application. Students may only attempt the pre-entrance examination one time per semester for a total of six (6) attempts. Students must attain the pre-determined minimal score for whichever exam is being utilized at the time the student applies to be considered for admission. Students must complete or have already completed BIO 212 (A&P II) in the semester (s)he registers for the pre-entrance exam.

c. Earn a minimum GPA of 2.7 in the most recent course work (college). College GPA is based on a minimum of 12 completed credits at Goodwin University. GPA's are not rounded.

d. Complete the following prerequisite courses with a minimum grade of "C", prior to applying:

i. MATH 125 (Goodwin University) or higher or score into a college level math on the university placement test. This course fulfills the Math Competency general education graduation requirement.

ii. Chemistry - CHEM 101 (Goodwin University) or equivalent.

e. Complete the following prerequisite courses with a minimum grade of "C+" or better:

i. Biology - BIO 211, Anatomy & Physiology I (Goodwin University), or equivalent completed within the last five years.

ii. Biology - BIO 212 Anatomy & Physiology II (Goodwin University), or equivalent completed within the last five years.

Any prerequisite courses transferred from another college must be equivalent to Goodwin University courses and must meet the grade requirement of C+ as previously stated.

Applicants are strongly advised to complete Microbiology (must be completed with a C+ or better) prior to entering the Nursing program. If a student takes NUR 100 and Microbiology together and then decides to withdraw from NUR 100 in order to complete Microbiology, (s)he will need to reapply to the nursing program. Microbiology must be completed by the end of NUR 110 in order for students to advance to NUR 200.

Applicants will be notified of acceptance in advance of the registration period for the following semester.

Point System

Nursing applicants who have satisfied all of the admission criteria will be selected according to the point system as specified below:

Previous College Education	Score
Associate Degree or >60 Credits	2
Bachelor's Degree	3
Master's Degree	4
Completion of courses taken at Goodwin University	
1 course	1
2 courses	2
3 courses	3

4 courses	4
5 courses	5
6 courses	6
7 courses	7

Cumulative GPA (applicable for Goodwin University courses only, based on a minimum of 12 credits)

2.7 - 3.0	1
3.1 - 3.4	2
3.5 - 3.8	3
3.9 - 4.0	4

Composite Score on Pre-Admission Test

58.7% - 62.9%	1
63.0% - 67.1%	2
67.2% - 71.3%	3
71.4% - 75.5%	4
75.6% - 79.7%	5
79.8% - 83.9%	6
84.0% - 88.1%	7
88.2% - 92.3%	8
92.4% - 96.5%	9
96.6% - 100%	10
Total Possible Points	25

Accepted Students

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Once accepted, students are required to submit a \$500 non-refundable tuition deposit to hold their place in the class. Students must obtain their own malpractice insurance and also become members of the National Student Nurse Association (NSNA).

•

Admitted students must submit a medical examination report by a health care provider which describes the student's physical and emotional health prior to starting the program. All required immunizations must be completed before the start of the first Nursing course excluding the Hepatitis B vaccine series which may be in progress. If a student elects to not have the Hepatitis B vaccine series, a signed declination form must be in his/her file. All students in the program must receive a flu shot annually.

•

Students are required to become certified in Cardio-Pulmonary Resuscitation (Health Provider or Professional Rescuer) by the American Heart Association or the Red Cross before entering the Nursing program and must maintain certification throughout the nursing program. The cost related to obtaining and maintaining CPR certification is the responsibility of the student. Proof of certification must be submitted annually.

•

All students accepted to the Associate Degree in Nursing program must submit to a background check and drug screening. Fees cover the cost of both. However, if the drug screen result is "negative dilute", the student must assume the cost of a second drug screen. A positive drug screen, not substantiated by a physician, will prevent the student from entering the program. Students will be notified if the background check reveals any criminal record that might interfere with future licensure. In the event that a background check is positive, the department will make two additional attempts to place the student in an alternative facility. If neither of the two further attempts yield a placement for the student, (s)he will not be permitted to enter with the program. Students are advised to take this into consideration upon initial receipt of the results of their background check.

The Connecticut Articulation Model

The Connecticut Articulation Model, developed by the Connecticut League for Nursing (CLN), provides the mechanism for licensed practical nurses (LPNs) and registered nurses (RNs) to continue their education.

LPNs who currently hold an unencumbered CT license and are accepted into the Goodwin University nursing program may take a 3-credit "Bridge" course developed by the CLN and administered through Charter Oak College via distance learning. This is followed by a 1-credit course at Goodwin University to validate clinical and other skills. The LPN who successfully completes both these courses is awarded 12 credits and will begin the nursing courses with Nursing 200. LPNs apply in September for the January semester and in January for the May semester. LPNs adhere to the same admission point system as other applicants. LPN's may not apply in May for acceptance in the September semester. No more than eight (8) candidates will be accepted for admission to the January and May semester.

The LPN student's license must remain unencumbered for the duration of the time (s)he is in the program. It is the student's responsibility to immediately report any change in the status of his/her LPN license to the program director. If a student's license becomes suspended or terminated, (s)he must take a leave of

absence from the program until the license is reinstated or as determined by the program director.

*Microbiology must be completed before NUR 200. It is recommended that it be completed prior to admission into Nursing.

For more information on the Connecticut Articulation Program and how it is implemented at Goodwin University, please contact the Nursing Department.

Nursing Department Policies

Policies specific to the Associate Degree in Nursing program may be found in the Associate Degree in Nursing Student Handbook.

Requirements for Graduation

The following requirements must be met in order to graduate from the nursing program:

1. Completion of the course requirements. Prerequisite courses must be completed with a "C" or better except for specific science courses which require a "C+" or better.
2. Completion of ADN coursework with an academic average of at least 2.3 (C+) within the maximum time frame (no greater than six (7) semesters);
3. Fulfillment of all financial obligations to the University;
4. Completion of a final math calculation exam with a score of 100%;
5. Pass the clinical component of NUR 220;
6. In order to be eligible to take the NCLEX-RN®, the student must meet the current exit/graduate policies as stipulated in the ADN Student Nursing Handbook.

*Graduation from the program does not guarantee passing the NCLEX-RN® licensing exam. If a student in the program has a felony record, the Department of Public Health will determine their eligibility to take the NCLEX-RN® when the student applies to take the exam. The university has no responsibility for making this decision. Students may access the State Board of Nursing website for additional information.

Time Required to Complete the Associate Degree Program

As a full-time student (12-15 credits/semester) or a part-time student (6-8 credits/semester), five semesters are required to complete the prerequisite science courses. The University permits students to take one (1) science course per semester unless approved by the Chair of Health and Human Sciences. The full-time students will take additional required general education courses with their last two (2) science courses that are applicable to the BSN program in order to maintain their full-time status. Part-time students must pair a general

education course with each science course in order to be eligible for Financial Aid. The nursing courses are only offered on a part-time basis, one (1) per semester for each of the five (5) courses. As a result whether the student is full-time or part-time it will require ten (10) semesters to attain the Associate Degree in Nursing which equates to three (3) years and four (4) months.

Program Outcomes

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

1. Practice within the ethical, legal and regulatory frameworks and scope of practice for registered nurses;
2. Utilize critical thinking and information technology, to plan and implement culturally appropriate client care which is safe and holistic;
3. Engage in therapeutic and professional communication skills with all members of the healthcare team including the client/patient/family to meet client/patient/family centered goals;
4. Utilize a process of self-evaluation that fosters personal and professional growth and contributes to lifelong learning;
5. Demonstrate the ability to use evidence-based practices and quality-improvement methods to facilitate the delivery of safe and appropriate client/patient care; and
6. Articulate their role and responsibility in the larger system of health care.

Curriculum

Associate in Nursing

General Education Requirements - 18 Credits

ENG 101	English Composition	3
ENG 1XX	English Elective	3
PSY 112	Introduction to Psychology	3
PSY 212	Lifespan Development	3
SOC 101	Introduction to Sociology	3
	Humanities (HIS, PHIL, SPAN, HUM)	3

Science Core - 12 Credits

BIO 211	Anatomy and Physiology I	4
BIO 212	Anatomy and Physiology II	4
BIO 235	Microbiology	4

Nursing Major Core - 35 Credits

NUR 100	Nursing Skill Development	6
NUR 110	Adults and the Wellness Continuum I	6
NUR 200	Adults and the Wellness Continuum II	7

NUR 210	Families and the Wellness Continuum	7
NUR 220	Integration of Nursing Practice: Adults with Complex Health Problems	9

Total Credits in the Program: 65

Occupational Therapy Assistant, Associate in Science

The Occupational Therapy Assistant Associate Degree Program prepares graduates to care for clients who are limited by a physical illness or injury, an emotional disorder, a developmental disability or the aging process. Working under the supervision of an occupational therapist, an occupational therapy assistant uses functional activities and therapeutic modalities as methods of treatment. Therapy focuses on assisting clients in regaining or maintaining independence in everyday life skills. Specific techniques that an occupational therapy assistant may utilize include training in activities of daily living, fabrication of splints, adapting home, work and school environments, vocational, training and therapeutic use of functional activities.

The Occupational Therapy Assistant Program core courses are primarily offered on evenings and weekends. The program must be completed in a cohort model (see curriculum). Students should be advised and make arrangements early in their coursework to accommodate the full-time requirement of Academic Fieldwork along with the responsibility of providing their own transportation. OTA 100 FWIA, OTA 218 FWIB, OTA 250 and OTA 260 Advanced Fieldwork Level IIA and IIB are all completed during the day as required by clinical sites. Level II fieldwork courses in your final semester are completed on a full-time basis. A part-time option is not available.

Accreditation

The Occupational Therapy Assistant Program at Goodwin University is accredited by the Accreditation Council for Occupational Therapy (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200 North Bethesda, MD 20852-4929. ACOTE's Telephone Number, C/O AOTA, is (301) 652-AOTA, and its web address is www.acoteonline.org.

Graduates of the program will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will

be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure to practice, including the District of Columbia and Puerto Rico; however, state licenses are based on the results of the NBCOT Certification Examination. When you apply to sit for the certification exam, you will be asked to answer questions related to the topic of felony convictions. For further information on these limitations, contact NBCOT. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain licensure.

Admission Criteria

The specific admission requirements are outlined below. It is important to note that not all qualified candidates can be offered admission to the Occupational Therapy Assistant program due to the limited number of seats available. All occupational therapy assistant prerequisite and general education requirements **must be completed prior to beginning the program**. Any submitted applications that do not meet the requirements will not be considered for admission.

Candidates will be accepted based on the following outlined requirements listed below and the outlined point system:

1. Complete the application for admission into Goodwin University. Applicants to the Occupational Therapy Assistant program must first meet the requirement for admission and be accepted into Goodwin University.
2. Complete the Occupational Therapy Assistant Program application. Applicants must include:
 - a. Official high school transcript or General Equivalency Diploma/HiSET. (An official Bachelor's or Master's degree transcript, with a date of completion/graduation, can be accepted in lieu of a high school transcript.)
 - b. Official college transcripts, if applicable.
3. Applicants must also have a cumulative 2.7 GPA in the last twelve college credits taken or on high school transcripts if no college courses have been taken.
4. Complete the University Placement Evaluations. Applicants must qualify for a minimum of ENG 101 and MATH 125 in order to enter the Occupational Therapy Assistant program. Any foundational courses required as indicated by the test results must be completed before entering the Program. All prerequisite and general education requirements must be completed prior to beginning the program.
5. Students must watch a provided video about the field of occupational therapy and complete a specific set of questions demonstrating their understanding of the field.
6. Occupational Therapy assistant applicants who have satisfied all the admission criteria will be required to

interview with the Program Director and complete a personal essay before admission.

Specific Point System

Occupational Therapy Students who have satisfied all of the admission criteria will be selected according to the point system specified below:

Admission requirements:	Score
Previous College Education	
Associate Degree or > (60 Credits)	3
Bachelor's Degree	4
Master's Degree	5
Completion of courses at Goodwin University	
1 course	1
2 courses	2
3 courses	3
4 courses	4
5 courses	5
Cumulative GPA (minimum 12 credits)	
2.7 - 3.0	1
3.1 - 3.4	2
3.5 - 3.6	3
3.7-3.8	4
3.9 - 4.0	5
Personal Essay/Interview	10
Total Possible Points	25*

****Acceptance to the Occupational Therapy Assistant Program is based on the applicant scoring 17 points or higher on the Interview Rubric. Points obtained on the interview is a part of the total specific point system for acceptance into the program.***

Accepted Students

1. All prerequisite courses must be completed prior to applying for the Program.
2. Official college transcripts, if applicable, must be submitted with application to assure appropriate transfer of credits and prerequisite requirements are met.
3. Completion of the following prerequisite courses with a minimum grade of a "C" or better:
 - a. [HSC 105](#) - Medical Terminology

b. **BIO 120** (Goodwin University) or equivalent with a laboratory OR Anatomy & Physiology I (Goodwin University) or equivalent completed within the last five years is the prerequisite for **OTA 101**.

4. All students must successfully pass a background check, drug test and DCF check before official acceptance into the Occupational Therapy Assistant Program will be granted. Forms are provided by program personnel.

5. Additional documentation required:

Immunization Records and Statement of General Health:

Admitted students must submit a medical examination report by a physician which describes the student's physical and emotional health. All required immunizations, including the Hepatitis B vaccine series, must be completed before the start of the fieldwork and must remain current while in the program. Additional health requirements may need to be met, based on the requirements of each individual fieldwork site.

Required Medical and Legal Documentation:

- CPR certification prior to first FW II rotation
- Fingerprinting (if required by FW site) prior to start of FW II
- Annual updates: Physical Exam, 2 Step PPD, Flu vaccine
- Varicella, MMR and Hepatitis B
- Tetanus less than 7 years old, or booster if over.

Medical Insurance:

It is required for all Occupational Therapy Assistant students to cover injuries or illness that may occur during the program

Malpractice Insurance:

Malpractice insurance can be obtained at the following websites:

<http://www.hpsso.com/>

<https://www.proliability.com>

It is the **student's responsibility** to maintain current CPR certification, malpractice insurance coverage, health insurance coverage, and annual two step PPD testing. Failure to do so will prevent the student from participating in their advanced academic fieldwork experience.

Program Outcomes

The goal of the Occupational Therapy Assisting Program is to provide meaningful and appropriate educational experiences that enable students to develop knowledge

and achieve competency in entry-level skills. The program leads to certification as an occupational therapy assistant (COTA). Upon successful completion of all Occupational Therapy Assistant degree program requirements, graduates will be able to:

1. Sit for the National Certification Exam.
2. Demonstrate the ability to apply, analyze, and evaluate clinical information relevant to their role as an occupational therapy assistant.
3. Demonstrate the clinical skills and proficiency in all relevant practice areas necessary to fulfill the role as an entry-level occupational therapy assistant.
4. Demonstrate professional behavior consistent with employer expectations for the occupational therapy assistant.
5. Demonstrate professional skills to begin work in any one of the specialty areas of occupational therapy practice with the general and specific tools necessary to complete the job requirements.
6. Apply the scope of occupational therapy practice.
7. Apply the comprehensive learning outcomes identified within each syllabus.
8. Apply the comprehensive learning outcomes identified with the General Education Component.

Occupational Therapy Assistant Program Policies

Policies specific to the Occupational Therapy Assistant program may be found in the Occupational Therapy Assistant Student Handbook and Fieldwork Guide.

Graduation Requirements

Students must complete all the general Associate graduation requirements as stated in the catalog. In addition, students must complete the following programmatic graduation requirements:

1. Complete all Occupational Therapy Assistant core courses with a minimum grade of "C+".
2. Complete HSC 105 and BIO 120, or equivalent, with a minimum grade of "C".
3. Fieldwork IIA and IIB must be completed within 18 months of completion of all academic coursework.

Curriculum

Associate in Occupational Therapy Assistant

Non- Major Core Requirements - 6 Credits

HSC 105	Medical Terminology	3
PSY 212	Lifespan Development	3

General Education Core - 22 Credits

ENG 101	English Composition	3
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ENG 1XX	English Elective	3
MATH 1XX	Mathematics (MATH)	3
CAP 115	Learning and Working Through Digital Technologies	3
BIO 120	Human Biology	4
PSY 112	Introduction to Psychology	3
	Humanities (HIS, PHIL, SPAN, HUM)	3

Occupational Therapy Assistant Major Core - 36 credits

Semester One

OTA 100	Occupational Therapy Foundations and Fieldwork IA	3
OTA 101	Foundations of Movement and Function	3
OTA 105	Foundations of Behavioral Health in OTA	1

Semester Two

OTA 214	Principles of Adult Populations and the Occupational Therapy Assistant	4
OTA 215	Principles of Pediatric Populations and the Occupational Therapy Assistant	4

Semester Three

OTA 216	Principles of Geriatric Populations and the Occupational Therapy Assistant	4
OTA 217	Principles of Group Dynamics in OTA	2
OTA 218	Case Studies Across the Lifespan with FW1B	4

Semester Four

OTA 220	Occupational Therapy Assistant Seminar	1
OTA 250	Advanced Fieldwork Level IIA	5
OTA 260	Advanced Fieldwork Level IIB	5

Total Credits in the Program: 64

Respiratory Care, Associate in Science

The objective of the Respiratory Care Associate Degree Program is to prepare graduates who are qualified and eligible to take the entry-level examination and the advanced practitioner level examination for Respiratory Care Practitioners given by the National Board of Respiratory Care and to assume entry-level positions as competent respiratory care practitioners. Upon completion of the program and licensure, graduates will have the necessary skills and knowledge to secure employment as registry-eligible respiratory care practitioners.

Students interested in pursuing a Bachelor in Health Science can apply the majority of their credits towards

this degree. Students should contact the Health Science Program Director for more information.

Admission Requirements

The following are the admission requirements for students applying to the Respiratory Care program. Meeting minimum requirements does not guarantee admission into the program due to the limited number of places available. Admission is based upon completion of the respiratory care prerequisites and other requirements. If courses are in progress, acceptance will be conditional upon submission of an official transcript immediately upon completion. All requirements must be completed before enrolling in RSP 112, Principles of Respiratory Care.

1.

Complete the application for admission into Goodwin University. Applicants to the Respiratory Care Program must first meet the requirements for admission and be accepted into Goodwin University.

2.

Complete the Respiratory Care Program Application.

3.

A signed attestation that applicant possesses the ability to perform the tasks as stated in the Essential Functions of a Respiratory Therapist.

4.

Earn a minimum GPA of 2.7 in the most recent course work. College GPA is based on a minimum of 12 completed credits.

5.

Complete the required University placement evaluations. Applicants must test into ENG 101. All remedial courses must be completed before entering the program.

6.

Complete all prerequisite courses.

7.

Complete the following prerequisite courses with a grade of "C" or better:

a.

Chemistry - four-credit elective with lab

b.

Math 1XX

8.

Complete the following prerequisite courses with a grade of "C+" or better:

a.

Biology - BIO 211, Anatomy & Physiology I, and BIO 212 Anatomy & Physiology II (Goodwin University) or equivalent completed within the last five years. (BIO 120 or BIO 121 (Goodwin University) or equivalent with a laboratory component is the prerequisite for BIO 211 (Note: Applicants meeting all other requirements can be admitted conditionally without completing BIO 212. However, this course must be successfully completed prior to starting the respiratory program)

b.

BIO 235, completed within the last ten years.

9.

Interview with the Program Director.

10.

Personal essay.

Chemistry, Anatomy & Physiology I & II, and Microbiology taken at other accredited colleges must be equivalent to Goodwin University courses to meet these admission requirements. Chemistry must have been completed with a "C" or higher. Anatomy & Physiology I & II and Microbiology must have been completed with a "C+" or higher.

Point System

Respiratory Care applicants who have satisfied all of the admission criteria will be selected according to the point system as specified below:

Previous University Education	Score
Associate Degree (60 Credits)	1
Bachelor's Degree	3
Master's Degree	5
Cumulative GPA	
2.7 - 3.0	1
3.1 - 3.4	2
3.5 - 3.8	3
3.9 - 4.0	4
Personal Essay	up to 5 points
Interview	up to 5 points
Total Possible Points	19

Accepted Students

Respiratory Care students will be required to provide documentation of a Physical Exam (within 2 years) and immunizations prior to starting the program. Student immunizations must remain current throughout the program. Immunization requirements include:

-

Hepatitis B vaccination or titer

-

Influenza vaccination (within 1 year)

-

MMR vaccination or titer

-

Varicella vaccination or titer

-

Tetanus vaccination (within 7 years)

-

Two-step PPD vaccination (within 1 year)

All students must provide proof of CPR certification by the American Heart Association prior to starting the program.

All students must successfully pass a background check and drug test before official acceptance into the Respiratory Care Program will be granted. Forms are provided by program personnel.

Program Goals

To prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by Registered Respiratory Therapists (RRT).

Program Outcomes

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

1.

Demonstrate proficiency as a respiratory care practitioner, as described by the National Board of Respiratory Care and the Commission on Accreditation for Respiratory Care;

2.

Assist physicians in diagnosis, management, and treatment of patients affected by cardiopulmonary disorders;

3.

Demonstrate the ability to apply and evaluate information relevant to his/her role as a respiratory care practitioner;

4.

Demonstrate technical proficiency in all skills necessary to fulfill the role as a respiratory care practitioner;

5.

Demonstrate professional behaviors consistent with employer expectations for a respiratory care practitioner; and
6.

Demonstrate basic competencies in alternate care site (i.e., homecare, rehabilitation centers, and long-term mechanical ventilator centers).

Respiratory Care Program Policies

Policies specific to the Respiratory Care program may be found in the Respiratory Care Student Handbook.

Graduation Requirements

Students must complete all the general Associate graduation requirements as stated in the catalog. In addition, students must complete the following programmatic graduation requirements:

1.

Complete all Respiratory Care core courses with a minimum grade of "C".

2.

Complete MATH 1XX and CHEM 101 with a minimum grade of "C".

3.

Complete BIO 211, BIO 212 and BIO 235 with a minimum grade of "C+".

Curriculum

Associate in Respiratory Care

General Education Core - 22 Credits

ENG 101	English Composition	3
ENG 1XX	English Elective	3
MATH 1XX	Mathematics (MATH)	3
CAP 115	Learning and Working Through Digital Technologies	3
BIO 211	Anatomy and Physiology I	4
PSY 112	Introduction to Psychology	3
	Humanities (HIS, PHIL, SPAN, HUM)	3

Non-Major Core Requirements - 12 Credits

BIO 212	Anatomy and Physiology II	4
BIO 235	Microbiology	4
CHEM 101	Chemistry	4

Respiratory Major Core Requirements - 40 Credits

PHY 110	Medical Physics	3
RSP 110	Cardiopulmonary Anatomy & Physiology	3
RSP 112	Principles of Respiratory Care	4
RSP 120	Applied Pharmacology	3
RSP 124	Respiratory Diagnostics and Therapeutics	3

RSP 133	Principles of Mechanical Ventilation	4
RSP 153	Clinical I	1
RSP 154	Clinical II	2
RSP 223	Fundamentals of Critical Care	3
RSP 231	Cardiopulmonary Pathophysiology I	3
RSP 234	Respiratory Capstone	3
RSP 253	Clinical III	2
RSP 254	Clinical IV	3
RSP 262	Neonatal and Pediatric Respiratory Care	3

Total Credits in the Program: 74

Medical Assisting, Certificate

The Medical Assistant is a respected, multi-skilled health professional who performs diverse duties in medical offices, clinics and health centers. The varied skills offered by the program provide the opportunity to work either in the administrative or clinical environment.

The goal of the Medical Assisting program is to prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. This program develops the student's knowledge base and skills by providing a theoretical foundation and by developing the student's ability to perform clinical as well as office and administrative procedures. Courses combine lectures, laboratory sessions, simulations, and assignments to provide students with the knowledge and skills needed to be effective members of the healthcare team. Hands-on practice, along with clinical and work experience is gained during a supervised internship component. Courses are offered on-ground, select courses are offered in a hybrid or online format.

Students are simultaneously enrolled in the Certificate and Associate Degree programs. Students complete the certificate first and are awarded a Certificate in Medical Assisting. Students then continue in the Associate Degree program. Graduates of the Certificate program are prepared and encouraged to sit immediately upon graduation for the Certified Medical Assistant (CMA) examination administered by the American Association of Medical Assistants (AAMA) and for the Medical Assistant Certification (CCMA) examination administered by the National Healthcareer Association (NHA).

Students enrolled in the Day Division can complete the certificate program attending school full-time in 45 weeks. Students enrolled in the Evening Division can complete the certificate program attending school part-time in 60 weeks.

Students interested in pursuing a Bachelor of Science in Health Science or Associate in Science in Medical Assisting can apply the majority of their Medical Assisting credits towards that degree. Students should

contact the Health Science Program Director for more information.

Admission Requirements

Complete the application for admission into Goodwin University. Applicants to the Medical Assisting program must first meet the requirements for admission and be accepted into Goodwin University.

1.

Complete the following prerequisite courses with a minimum grade of a "C" or better:

a.

HSC 105 (p. 152) – Medical Terminology

b.

BIO 101 (p. 123) – Concepts in Human Biology

2.

Complete the Medical Assisting program application

3.

Interview with the Program Director and/or Practicum Coordinator before admission.

Accepted Students

Medical Assisting students will be required to provide documentation of a Physical Exam (within 2 years) and immunizations prior to starting the program. Student immunizations must remain current throughout the program. Immunization requirements include:

1.

Hepatitis B vaccination or titer

2.

Influenza vaccination (within 1 year)

3.

MMR vaccination or titer

4.

Varicella vaccination or titer

5.

Tetanus vaccination (within 7 years)

6.

Two-step PPD (within 1 year)

7.

Students will be asked to provide confirmation of the following prior to internship:

8.

Proof of current CPR certification - Students must obtain CPR certification by the American Heart Association for Healthcare Providers/BLS and First Aid

9.

Proof of Liability Insurance - Students must obtain their own professional liability insurance before beginning internship

10.

Receipt of confidentiality statement

11.

Proof of completion of the Health and Safety test from Connecticut Hospital Association (CHA)

All Medical Assisting students must successfully pass a background check and drug test prior to the start of their internship. Forms are provided by program personnel.

Program Outcomes

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

1.

Utilize medical terminology appropriately;

2.

Describe the anatomy and physiology of the human body, as well as the related disease processes;

3.

Describe legal and regulatory frameworks of healthcare as they relate to the Medical Assistant;

4.

Demonstrate computer literacy skills;

5.

Effectively engage in written and oral communication as demonstrated through charting and communication with patients and other health professionals;

6.

Prepare patients for examination or procedures, and assist the physician with the examination or procedure;

7.

Collect and prepare laboratory specimens, as well as perform basic laboratory testing;

8.

Perform phlebotomy and other invasive specimen collection techniques; and

9.

Perform electrocardiograms and respiratory testing.

Medical Assisting Program Policies

Policies specific to the Medical Assisting program may be found in the Medical Assisting Student Handbook.

Graduation Requirements

Students must complete all the general Associate graduation requirements as stated in the catalog. In addition, students must complete the following programmatic graduation requirements which are not included in the 30 credits needed for graduation:

1.

Complete all major core course requirements with a minimum grade of "C".

2.

Complete HSC 105 and BIO 101 with a minimum grade of "C".

Curriculum

Certificate in Medical Assisting

Non-Major Core Requirements - 6 credits

The following courses are not included in the 30 credits needed for graduation.

BIO 101	Concepts in Human Biology	3
HSC 105	Medical Terminology	3

Medical Assisting Major Core - 30 Credits

First Semester

MED 151	Medical Assisting: The Medical Office and Patient Care	3
MED 152	Medical Assisting: Diagnostic Procedures	3
MED 212	Pharmacology	3
MED 115	Introduction to Medical Insurance and Coding	3

Second Semester

MED 153	Medical Assisting: Laboratory Procedures	3
MED 250	Medical Office Management	3
HSC 111	Medical Law and Ethics	3

Third Semester

MED 299	Medical Assisting Internship	3
PSY 112	Introduction to Psychology	3
	General Education Elective**	3

** Elective credits may be from any General Education course, unless directed by the Program. General Education courses contain the following prefixes: ENG, MATH, STAT, CAP, COM, BIO, CHEM, SCI, HIS, HUM, PHIL, SPAN, PSY, and SOC.

Total Credits in the Program: 30

Medical Billing and Coding, Certificate

Medical Billing and Coding is a challenging and rapidly growing area of healthcare. With today's advancements in medicine and technology and increasing government regulations, this field offers many career avenues for the individual with a medical coding and billing education.

Medical Coding is the practice of assigning specific numeric and alpha-numeric codes to medical services, procedures, and diagnoses in order to submit claims to insurance companies including Medicare and Medicaid, in order to receive payment for services provided by a licensed healthcare professional. Medical Billers and Coders function as medical reimbursement consultants to medical practices, physician billing services, insurance companies, software companies, healthcare agencies, consulting firms, and State and Federal Government agencies.

The objective of the certificate in Medical Billing and Coding is to provide students with a solid academic foundation in the areas of procedural and diagnostic coding, utilization of medical software, accounts receivable, insurance claims submission and management, electronic medical records (EMR), HIPAA compliance, health insurance guidelines and insurance fraud issues.

Graduates of the program are prepared and encouraged to sit for the Certified Professional Coder (CPC) exam given by the American Academy of Professional Coders (AAPC).

Students interested in pursuing an Associate or Bachelor of Science in Health Science can apply the majority of their credits towards these degrees. Students should contact the Health Science Program Director for more information.

Admission Requirements

1. Complete the application for admission into Goodwin University. Applicants to the Medical Billing and Coding program must first meet the requirements for admission and be accepted into Goodwin University.
2. Complete the Medical Billing and Coding program application.
- 3.

Completion of the following prerequisite courses with a minimum grade of a "C" or better:

- a. HSC 105 (p. 154) – Medical Terminology
 - b. BIO 101 (p. 123) – Concepts in Human Biology
4. Interview with the Program Director and/or Practicum Coordinator before admission.

Program Outcomes

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

1. Demonstrate the ability to successfully process medical insurance claims both manually and electronically;
2. Demonstrate the ability to analyze all medical reports to properly identify all procedures and diagnoses;
3. Demonstrate accurate coding of procedures and diagnoses utilizing resources such as, CPT-4, ICD-10-CM, and HCPCS;
4. Apply knowledge of the medical insurance industry by accurately recording co-payments, deductibles, coinsurance, and risk withholds;
5. Demonstrate knowledge and adherence to HIPAA regulations;
6. Demonstrate coding skills by preparing to take the Certified Professional Coding exam through the American Academy of Professional Coders (AAPC);
7. Effectively engage in written and oral communication between patients and other health professionals; and
8. Appreciate diversity, differing beliefs, value systems, and individual opinions.

Graduation Requirements

Students must complete all the graduation requirements as stated in the catalog. In addition, students must complete the following programmatic graduation requirements:

1. Complete all MCD core courses and MED 115 with a minimum grade of "C".
2. Completion of a 3-credit elective internship (MCD 299) or Medical Law & Ethics (HSC 111).

Curriculum

Certificate in Medical Billing and Coding

Non-Major Core Requirements - 9 credits

BIO 101	Concepts in Human Biology	3
HSC 105	Medical Terminology	3

General Education Elective** 3

**Elective credits may be from any General Education course, unless directed by the Program. General Education courses contain the following prefixes: ENG, MATH, STAT, CAP, COM, BIO, CHEM, SCI, HIS, HUM, PHIL, SPAN, PSY, and SOC.

First Semester

MED 115	Introduction to Medical Insurance and Coding	3
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Major Core Requirements - 21 credits

Second Semester

MCD 213	CPT ®-4 Coding I	3
MCD 214	CPT ®-4 Coding II	3
MCD 216	ICD-10-Coding	3

Third Semester

MCD 220	Medical Coding Capstone	3
MED 250	Medical Office Management	3
MCD 299	Medical Billing and Coding Internship	3
	OR	
HSC 111	Medical Law and Ethics	3

Completion of a 3-credit elective internship (MCD 299) or Medical Law & Ethics (HSC 111).

Total Credits in the Program: 30

Online Studies

Goal of the Online Studies Department

To provide our students with collaborative, interactive educational online experiences with multiple means of engagement and assessments for student success.

About our Online Programs

The online studies department supports online learning options in associate's, bachelor's, and master's programs. Students may complete some degrees totally online, synchronously or with hybrid classes that combine online and on-campus instruction. Online courses offer a similar level of interactivity and engagement received in a traditional classroom setting, but more convenient for students. The online studies department staff collaborates with the Center for Teaching Excellence (CTE) to deliver professional development to faculty enabling them to work effectively in online environments.

The online studies program maximizes student access to courses through the use of a web-based delivery system. Students enrolling in courses use the Canvas Learning Management System (LMS). The Canvas LMS is used for the delivery of all courses and services. Students also have access to the Canvas Mobile application for IOS and Android, enabling them to access much of the Canvas content from mobile devices.

For Canvas support, you can connect to GUsupport@goodwin.edu or call 860-913-2152.

Online, synchronous and on ground students have an opportunity to participate in an online orientation course prior to starting their first online course.

Online Studies System Requirements

In order for students to successfully access Canvas from their home computers, they should have access to Microsoft Office 2010 or higher and will need the following:

1.

Operating Systems: Windows 10, MAC OS 10. 15+, IOS, Android, Windows Mobile, Chrome OS.

2.

Browsers (Any of following): Firefox 57+ Chrome 63+ and Safari 12+. Must have Java 7 and JavaScript & Cookies must be enabled.

3.

Additional Items: Goodwin moved to a single sign-in portal, which gives access to Email, Canvas, Sonis, Conclusive, Starfish and IOTA. Students will also have access to an Online Student Orientation to be taken if you cannot attend the on-ground version.

Online Programs of Study

Master Degree programs offered 100% online:

- Education
- Nursing
- Organizational Leadership
- Public Health

Bachelor degree programs offered 100% online:

- Business Administration
- Health Science
- Professional Studies
- Public Health
- RN-BSN

Associate degree programs offered 100% online:

- General Studies
- Health Science

Course Descriptions

The course numbering system has two parts that identify both the discipline and the level of difficulty of the course.

For example: XXX – 000

XXX are the letters of the course specialty such as CAP for office Computer Applications, MED for medical science, BUS for business, etc. 000 are the numbers of the course. Courses beginning with the digit “0” are developmental courses. These are 0-credit courses and do not count towards the credit requirement for a degree. Courses beginning with the digit “1” are credit courses at the introductory level, and courses beginning with the digit “2”, “3”, and “4” are advanced-level courses.

The symbols **F**, **Sp**, and **Su** (Fall, Spring and Summer) indicate which semester courses will be offered.

The * indicates the course is offered every **odd** year. The ** indicates the course is offered every **even** year.

Courses are offered in three modalities. Almost all are offered as traditional on-ground courses. Many are also offered online or in a hybrid or blended format. Hybrid courses usually meet a few times on campus during the semester. The remainder of the course work is done in an online format. Course offerings for each semester are published approximately fifteen weeks prior to the beginning of the semester and are listed online in the Student Information System.

Please note: Students placing into developmental English courses will need permission from their advisor to register for any college-level course work.

ACC - Accounting

ACC 101 - Principles of Accounting I (3)

This course is an introduction to accounting using the double-entry system with journals, ledgers, worksheets, and financial statements. Students will learn to journalize transactions, post to the general ledger, prepare financial statements and prepare the closing process. This course will prepare students to account for receivables and uncollectible accounts. Through the use of prepared statements and a corporate annual report, students will learn the Calculation of Current Ratio, Debt Ratio and other financial statement ratios.

Prerequisite: MATH 097. Offered: F, Sp, Su.

ACC 110 - Applied Accounting (3)

This course is designed to introduce the basic principles of accounting analysis to the non-accounting student. Focusing on the knowledge and skills a manager needs to understand standard financial documents produced by accountants, students will develop an understanding of financial topics including current assets, plant assets, depreciation and amortization of intangible assets. This course will also discuss accounts receivables, payables, inventory and cost of goods sold. Students will prepare and perform analysis of financial statements. Financial Statement ratios will be introduced as an integrated analysis. Students will learn to read and understand an annual report.

Prerequisite: MATH 097. Offered: F, Sp, Su.

ACC 210 - Principles of Accounting II (3)

This course is designed to further the study of generally accepted accounting principles. Accounting for plant and intangible assets, depreciation and amortization, payroll, long-term assets and liabilities will be discussed. The statement of cash flows, partnerships, and corporations will be covered. Students will be assigned a project involving analysis of financial data.

Prerequisite: "C-" OR Better in ACC 101. Offered: F and Sp.

ACC 220 - Managerial Accounting (3)

This course provides a basic understanding of the role of accounting information in the business decision-making process. Students will learn to calculate break-even point, target net income, job-order and process costing and to use accounting in a manufacturing environment. Students will learn to prepare reports with recommendations to management regarding financial decisions. Using the Master Budget and Preparing Flexible Budgets with variance Analysis will also be covered.

Prerequisite: "C-" OR better in ACC 101. Students who have taken ACC 225 cannot earn credit for this course. Offered: F, Sp, Su.

ACC 225 - Manufacturing Accounting (3)

This course is designed to provide students with a focus on accounting from the manufacturing perspective. Students will improve their decision-making skills, and understand how to use accounting information to make quality financial decisions. Students will learn to calculate break-even point, target net income, job-order and process costing, Cost Volume Profit Analysis and to use accounting in a manufacturing environment.

Students will learn to interpret internal accounting reports and to consider quantitative and qualitative factors in financial decision making.

Prerequisite: "C-" OR better in ACC 101 or ACC 110. Students who have completed ACC 220 cannot earn credit for this course. Offered: Sp.

ACC 230 - Principles of Taxation (3)

This course presents the study of federal taxation as it relates to filing requirements, compliance, tax planning and reporting. Students will analyze the basic framework utilized in measuring and reporting taxable income for individuals and businesses. Tax rates, exemptions, credits, deductions, filing deadlines, extensions and amended returns will also be studied.

Prerequisite: None. Offered: F and Sp.

ACC 235 - Accounting Information Systems (3)

This course provides an overview of QuickBooks and Sage accounting software. The course will also introduce SAP and Oracle Hyperion accounting software. The course will cover the major points of using QuickBooks and Sage to enter transactions and generate forms and reports. The focus of the course will be to use the tools the software offers and to integrate accounting concepts and principles with the software designed to apply them.

Prerequisite: ACC 101 or ACC 110. Offered: F, Sp, Su.

ACC 240 - Intermediate Accounting (3)

An examination of generally accepted accounting principles related to the preparation of financial statements including a review of current assets and liabilities. The study of non-current assets and liabilities, debt and equity financing and earnings per share is studied in detail.

Prerequisite: "C-" OR better in ACC 210. Offered: F and Sp.

ACC 299 - Accounting Capstone (4)

This course will provide the student with the ability to integrate concepts and skills from prior accounting courses. Students will focus on applying accounting principles and concepts as well as demonstrate proficiency in various accounting software applications. Preparation for the Inuit Quickbooks Certified User exam is an important part of this course.

Prerequisite: Successful Completion of All Accounting Program Courses or Departmental Permission. Offered: F, Sp, Su.

BIO - Biology

BIO 101 - Concepts in Human Biology (3)

This 45-hour course provides an overview of the organ systems of the human body and basic concepts of cell biology and structure, including the study of anatomical and physiological interrelationships; organization of cells, tissues and body systems; and structure and function of muscular, skeletal, endocrine, lymphatic, digestive, respiratory, urinary, nervous and reproductive systems. The course covers examples of diseases of each body system as well as the relationship of nutrition and metabolism to the digestive system. This course does not fulfill the requirements for the Nursing, Occupational Therapy, and Respiratory Care programs.

Prerequisite: None. Offered: F, Sp, Su.

BIO 120 - Human Biology (4)

This course introduces the principles and concepts of human biology. Topics including chemical basis of life, cellular organization and all organ systems (digestive, endocrine, cardiovascular, lymphatic, nervous and reproductive systems) will be discussed with an emphasis on how they maintain homeostasis. The lab topics of the course are coordinated with the lecture content and will include some dissection.

Prerequisite: Successful completion of developmental MATH and ENGLISH or Departmental Permission. Offered: F, Sp, Su.

BIO 121 - General Biology (4)

This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, cell structure and function, metabolism and energy transformation, DNA, genetics, evolution, classification, and other related topics. Laboratory exercises are integrated with material offered in lecture. No dissection is required.

Prerequisite: Successful completion of developmental MATH and ENGLISH or Departmental Permission. Offered: F.

BIO 211 - Anatomy and Physiology I (4)

This course is a comprehensive study of the structure and function of the human body. Emphasis is on the chemical, anatomical and physiological principles of cells and tissues of the human body as well as the integumentary, muscular, skeletal, and nervous system. Laboratory sessions are coordinated with the lectures and emphasize experimentation and application of the lecture content. Experiments are supplemented by microscopic analysis of selected slides, specimen dissection, chemical experimentation and review of anatomical models.

Prerequisite: BIO 120 or BIO 121 and CHEM 101 or CHEM 110. Offered: F, Sp, Su.

BIO 212 - Anatomy and Physiology II (4)

This course is a comprehensive study of the structure and function of the human body. Emphasis is on the anatomy and physiology of the sensory, endocrine, cardiovascular, respiratory, immune, lymphatic, gastrointestinal, renal, and reproductive systems. Discussion will also include the diseases of these systems. Laboratory sessions are coordinated with the lectures and emphasize experimentation and application of the lecture content. Experiments are supplemented by the dissection of the fetal pig, microscopic analysis of selected slides, and review of anatomical models.

Prerequisite: BIO 211 and CHEM 101 or CHEM 110. Offered: F, Sp, Su.

BIO 235 - Microbiology (4)

This course explores the role of microorganisms in disease and health. Coverage includes the structure, function, growth and transmission of viruses, bacteria, fungi, protozoans, and helminths as well as vectors of pathogenic agents. Laboratory activities include study of the growth, detection, and analysis of various microbial and parasitic organisms.

Prerequisite: BIO 120 or BIO 121. Offered: F, Sp, Su.

BMM-Manufacturing Management

BMM 100 - Introduction to Manufacturing (3)

This course provides a comprehensive introduction to the field of manufacturing. It introduces the student to the structure and operations of the well-running manufacturing organization. The lean production process is described, as well as the controls needed to ensure that high-quality products are manufactured at a competitive cost. The importance of meeting customer requirements is stressed. Functions that support the production process such as Quality Management and Logistics and the Supply Chain are evaluated. The role and importance of the suppliers to the company is explored. The efficient use and maintenance of production equipment is explained. Problem-solving techniques are defined and their usage is described. Several inventory techniques are compared. Interpersonal skills used in leadership, teaming and meetings are emphasized. Advanced manufacturing equipment, processes and techniques are introduced.

Prerequisite: None. Offered: F, Sp, Su.

BMM 101 - Key Principles of Manufacturing (3)

This course explores the exciting field of manufacturing. It introduces the student to concepts of production, logistics and inventory controls and their relationships to

the local and global economy. The basic principles and practices of a safe and productive manufacturing environment are explored. Safety instruction covers topics including: Material Safety Data Sheets (MSDS), confined space, lock out/tag out, zero energy state, hazardous materials, storage of flammable materials, storage of fuel gas and high pressure gas cylinders, portable powered-tool safety, hand-tool safety, record keeping, training, employer enforcement of safety regulations, and right to know. This course also covers communication and teamwork skills as they relate to the manufacturing workplace and explores the roles and responsibilities in managing customer expectations. This course will use lecture, group work, online simulation and programming to prepare students for Production Certification Testing through Manufacturing Skill Standards Council (MSSC).

Prerequisite: None. Offered: F, Sp, Su.

BMM 102 - Safety Practices in Manufacturing (1)

This course provides a safety orientation for all participants. It will teach best practices for work to create a safe and productive workplace. This includes the identification of unsafe conditions, the use of personal safety equipment, safety procedures, types of emergency drills and teams, and performing environmental inspections. Students may earn a Safety credential from MSSC.

Prerequisite: None. Offered: F, Sp, Su.

BMM 110 - Technology in Advanced Manufacturing (3)

This course introduces the student to the manufacturing processes through an exploration of the basics of production, the types and sources of raw materials as well as production processes that include casting, molding, and forming. Students explore the types of machining, conditioning of parts, finishing and assembly. Additional topics include manufacturing planning, production control, and product distribution. Students will be expected to understand the product life cycle from conception through distribution. This course also focuses on technologies used in production processes. Basic power systems, energy transfer systems, machine operation and control will be explored. A focus on safety and quality for continuous improvement is highlighted. This course will use lecture, online simulation and programming to prepare students for Production Certification Testing through Manufacturing Skill Standards Council (MSSC).

Prerequisite: BMM 101 or Departmental Permission. Offered: F, Sp, Su.

BMM 125 - Manufacturing Logistics (3)

Introductory logistics classes familiarize students with the basic concepts of product distribution and the

terminology used in the logistics field. Students learn the process of planning effective product distribution and discuss methods of transportation and traffic management techniques. Other topics covered in introductory logistics classes may include inventory control, protective packaging and customer service. This course will use lecture, group work, online simulation and programming to prepare students for certification as a Manufacturing Logistics Technician (CLT) through Manufacturing Skill Standards Council (MSSC). This credential requires the successful completion of two exams, the CLA at the midterm and the CLT at the final. Students must pass the CLA exam before they can be admitted to the CLT exam.

Prerequisite: None. Offered: F, Sp, Su.

BMM 126 - Introduction to Materials and Logistics Management (3)

This course will cover all the essentials of materials management, manufacturing planning, purchasing and physical distribution of products from marketing to customers. Students will learn production planning and material requirements planning (MRP), enterprise resource planning (ERP) and capacity planning. Case studies and in-class exercises will provide students with a step-by-step approach to calculate and analyze inventory lot sizes, Kanban, safety stock, forecasting and logistics requirements. In addition, students will develop skills in, lean production, JIT manufacturing and terms for use in global supply chain management.

Prerequisite: None. Offered: F, Sp, Su.

BMM 135 - Green Manufacturing (3)

This course provides an overview about green technologies and green jobs in manufacturing. Students will develop the skills necessary to preserve and restore environmental quality and create a green working environment for your company. This course introduces students to local, state and national green/clean/lean/sustainable resources, share industry success stories (learn how your business neighbors are implementing sustainable practices) and gather input from companies on what educators should be doing to prepare the current/future green workforce. This course will use lecture, group work, online simulation and programming to prepare students for Green Manufacturing Technician Certification Testing through Manufacturing Skill Standards Council (MSSC).

Prerequisite: None. Offered: F, Sp, Su.

BMM 140 - Principles in Manufacturing Mathematics (3)

This course begins with a review of basic operations of numbers, fractions and decimals. It then covers the practical mathematics that every machinist is expected to use in the shop in the creation of machined parts and

maintenance of tools and fixtures. This includes common fraction to decimal and vice-versa conversions, inch to metric and vice-versa conversions, calculating part and feature dimensions and locations, calculating speeds and feeds, calculating tap drill sizes with formulas and charts, converting surface feet per minute to RPM's, calculating tapers for machine set-up, plane geometry calculations, sine bar set-up, measurements of right triangles, angular and simple indexing calculations.

Prerequisite: None. Offered: F, Sp, Su.

BMM 141 - Shop Mathematics Lab (1)

This lab provides the machinist advanced mathematic procedures used within industry. Including but not limited to: CNC part orientation and position, cutting time and volumetric removal rates, polar and angular movements, determining correct speeds and feeds based on materials being machined and other practical mathematic equations.

Prerequisite: None. Offered: F, Sp, Su.

BMM 151 - Welding Safety (3)

The Welding Safety course includes fundamental process of safety, creating a safe weld environment, thinking in 3 dimensions, and the safe use of tools & equipment as well various shop safety practices related to the welding industry and fabrication environments.

Prerequisite: None. Offered: F, Sp, Su.

BMM 153 - Welding Principles (3)

This course introduces students to basic weld principles including various welding types, techniques, properties, weld standards, certification process, visual inspection plans, testing methods and trouble shooting. Students learn preparation and fit-up of various of welding joints, weld positions, weld symbols, classification of materials, material science involved when welding, and mechanical properties associated in welding.

Prerequisite: BMM 151. Offered: F, Sp, Su.

BMM 155 - Welding Fabrication (3)

This course introduces students to basic weld shop fabrication practices including various welding plans, blueprints, organization and coordination necessary for safe welding shop work practice. This includes the ongoing continuation of Workshop Process Sheet (WPS) practices, the development of material lists, consumables and weld fabricate projects per WPS and competency-based lab exercises. Project-based lessons that include weld repairs and new fabrication projects provide for increased development of welding skills and techniques.

Prerequisite: BMM 151, BMM 153. Offered: F, Sp, Su.

BMM 157 - Thermal Cutting (3)

This course in thermal cutting involves various process methods in which to cut, shape and partition fabricated components including fundamentals, techniques, safe use of equipment as well various lab activities. Methods in this course include use of plasma arc cutting, oxygen fuel cutting (OFC) and use of computerized numerical control (CNC) table to cut sheet and plate materials with plasma arc.

Prerequisite: BMM 151, BMM 153 . Offered: F, Sp, Su.

BMM 175 - CNC Machining (3)

This course focuses on the modern computer numeric control (CNC) operator. Through the use of interactive virtual simulators students learn the essentials of CNC machining. Participants will learn mill, lathe and grinder set-up and operation; tool identification, set-up, use and maintenance; statistical process control (SPC); and the skills operators need. Students will experience lecture, demonstration, and online simulation to prepare for NIMS certification as a CNC operator.

Offered: F, Sp, Su.

BMM 181 - Introduction to Mechatronics (3)

This course covers the introductory principles of operating and maintaining most types of equipment found in an industrial environment. Providing a sound foundation of basic knowledge, the course begins with a general introduction to hand tools, fasteners and basic mechanical principles. Emphasis will be placed on providing the student with a basis for troubleshooting, industrial mechanics, maintenance practices, service and repair and safety.

BMM 183 - Basic Electrical (3)

Basic Electrical is a study of electrical components in a complex mechatronics system. This course consists of labs and/or class activities. Topics covered include electrical safety, basic functions and physical properties of electrical components, troubleshooting techniques and strategies to identify, localize, and correct malfunctions, and systematic preventative.

BMM 185 - Hydraulics and Pneumatics (3)

This course is an introduction to the basic hydraulic and pneumatic systems and devices found in advanced manufacturing facilities. Underlying scientific principles and their practical applications are covered. The laboratory reinforces the principles learned through hands-on experiments.

BMM 187 - Mechanical Drives and Kinematics (3)

Mechanical Drives is a study of the basic mechanical components in a complex mechatronics system. This course consists of corresponding labs and/or class

activities. Topics covered include basic functions and physical properties of mechanical components and their roles, including materials, lubrication requirements, and surface properties. The course will cover troubleshooting techniques and strategies to identify, localize and correct malfunctions; systematic preventative maintenance; and electrical and mechanical component safety. Technical documentation such as data sheets and specifications of mechanical elements also are covered.

BMM 189 - Electrical Schematics (3)

This course is a study of the principles of electrical and electronic layout and drawings, stressing modern representation for block diagrams, schematic diagrams, logic diagrams, wiring/assembly drawings, printed circuit board layouts, motor control diagrams, power distribution diagrams, and electrical one-line diagrams.

BMM 190 - Computer-Aided Design (CAD) (3)

Solidworks is a Computer-Aided Design (CAD) course which introduces students to Solidworks software and the fundamentals of drafting while preparing students to develop necessary skills to meet the demands of modern, technical drawing. Students will apply measurement, proper dimensioning and geometric construction skills to successfully communicate their mechanical drawing ideas, using real-world designs. With Solidworks, students will learn the skills to transform ideas and concepts into working drawings that can be used in the manufacturing industry.

Prerequisite: None. Offered: F.

BMM 210 - Lean Manufacturing Principles (3)

This course introduces the student to the philosophical background, historical development, and fundamental concepts of lean manufacturing with a focus on the Toyota Production System. Students explore lean strategies around inventory, lead time, and cultural change requirements. Students learn strategies for lean implementation, planning, goal setting and sustaining gains. The course also applies to the application of lean disciplines and concepts to service and support industries. The use and implementation of lean disciplines promote continuous improvement, eliminate waste, reduce operating cost, improve quality, and achieve measurable improvement in customer satisfaction.

Prerequisite: None. Offered: F, Sp, Su.

BMM 220 - Materials and Processes in Manufacturing (3)

Students are provided with essential information on material properties, material behaviors and material manufacturing processes. The atomic, crystal, grain and defect structure will be introduced, and their effect on the mechanical properties of materials will be

presented. Equilibrium phase diagrams will be discussed. An understanding of the properties of iron alloys and steels will be developed. Material processing techniques such as heat treatment, casting, metal forming, welding, coatings and adhesive bonding will be covered. Powder metallurgy processing and material processes will be introduced along with a brief introduction to non-destructive test (NDT) methods.

Prerequisite: None. Offered: F, Sp, Su.

BMM 221 - Warehouse and Distribution Center Management (3)

This course will introduce the student to distribution and warehouse management with emphasis on supply chain networks. Students will learn various aspects of warehouse operations management, bar coding, radio frequency (RFID), Kanban, just-in-time (JIT) manufacturing, inventory replenishment systems and third party logistics, including analysis of warehouse locations, operations and management. This course also describes controls and procedures, financial analysis, security, cargo, materials handling, productivity and legal/export requirements.

Prerequisite: None. Offered: F, Sp.

BMM 222 - Technical Drawings and Specifications (3)

This course introduces the basic principles of engineering drawings. It addresses line types, orthographic projection, and isometric views that are used in industry standards. The six basic views of parts are designed to acquaint the student with a pictorial vision of a 3D part in a flat pattern view. Areas of study include: line types, orthographic projection, isometric views, fundamental tools of title block information, drawing standards, general and special notes such as quality assurance data, non-destructive testing, symbology, geometric dimensioning and tolerancing parameters, blueprint drawing abbreviations, linear units of measurement, rules of dimensioning, inclined surfaces, measurement of angles, holes and bolt hole patterns, drawings to scale, blueprint revisions and notes. Upon completion, students should be able to interpret basic prints and visualize the features of a part or system.

Offered: F, Sp, Su.

BMM 223 - International Logistics (3)

This course will review the principles and practices of international logistics including the transportation and distribution process. Students will learn international distribution systems and various multimodal transportation methods. Other topics that will be examined include: currency, fees, tariffs, trade policies and import and export regulations. Students will also develop international logistics knowledge of packaging,

security requirements and the various forms of documentation required for international logistics.

Prerequisite: None. Offered: F, Sp.

BMM 224 - Metrology and Calibration (3)

This course focuses on how to develop, implement, and maintain a calibration system. Evaluation of the calibration program is further deepened through continuous improvement efforts. Conformity to ISO 9001 requirements enhances the credibility of calibration systems to ensure reliability and traceability. This course looks at calibration processes such as calibration procedures and records, out of tolerance conditions, calibration schedules and intervals. Students will learn and practice techniques for setting size blocks to predetermined distances to measure product, develop continuous improvement programs, create training programs and audit the calibration system.

Offered: F, Sp, Su.

BMM 225 - Transportation Traffic and Contract Management (3)

This course will provide students with an understanding of the fundamental role and importance of transportation in companies and in society, as well as the complex environment in which transportation service is provided today. Topics covered include in-depth examination of the various modes of transportation including discussions of regulations, economics and various aspects that characterize transportation modes. Students will learn costing and pricing issues related to transportation and the relationships between buyers and sellers of transportation.

Prerequisite: None. Offered: F, Sp.

BMM 226 - Principles of Quality Management (3)

This course addresses the study of theory and practice for quality management. The theories of past management contributors are examined as a precursor for today's quality management practices. An in-depth view of the writings from Philip Crosby, W. Edward Deming, Armand Feigenbaum, Kaoru Ishikawa, Joseph Juran, John Oakland, Taiichi Ohno, Shigeo Shingo and Genichi Taguchi are examined. This course introduces the student to contemporary developments in theory and practice of quality thinking to improve quality systems. Applied principles and techniques of quality philosophies are examined and utilized to drive resolution in quality manufacturing. Benchmarking and lean tools for continuous improvement and quality circles to engage both internal and external stakeholders are reviewed. What are Quality Systems and how does ISO 9001 affect them; how is ISO 9001 interpreted and what are its limitations. Areas of study

include: barriers to quality, the emergence of management, contingency theory, critical systems thinking including Senge's Learning Organization, managing responsibilities of a quality system, a comparison of significant contributors to quality theories and organizations as systems.

Prerequisite: None. Offered: F, Sp, Su.

BMM 227 - Lean Supply Chain and Management (3)

This course introduces the student to the philosophical background, historical development, and fundamental concepts of lean with a focus on supply chain and logistics. Students explore lean strategies around inventory, lead time, and cultural change requirements. Students will learn the various processes and terminology used in managing supply networks. These functions include the overview of customer requirements, order entry systems, MRP, quote process and generation/issue of purchase orders, roles and functions of purchasing, inventory control, physical distribution, warehousing, transportation methods, packaging, and customs. Lean and analytical techniques will be applied to improve customer metrics. The use and implementation of lean disciplines promote continuous improvement, eliminate waste, reduce operating cost, improve quality, and achieve measurable improvement in customer satisfaction.

Offered: F, Sp.

BMM 228 - Quality Management and Supplier Integration (3)

This course addresses current quality improvement concepts and techniques in industry with an emphasis on integrating the supplier in the internal quality process. This course introduces lean principles as they are used as tools in organizations to improve quality systems. Applied principles and techniques of quality philosophies are examined and utilized to drive resolution in quality manufacturing. Areas of study include: process control charts, nature of variation, attributes and variable charts, managing responsibilities of a quality standards in the supply base, concept of poke-yoke, and comparison of significant contributors to quality theories.

Prerequisite: None. Offered: F, Sp, Su.

BMM 229 - Advanced Metrology and Calibration (4)

This course builds upon the foundations of measurement science from BMM 224 Metrology & Calibration, by primarily focusing on working in the laboratory in a hands-on environment. Students will learn proper measurement techniques using the tools of the trade on real-world parts. This lesson brings the student through basic hand tools and techniques up

through the programming and operation of coordinate measurement machines (CMM's). This course will prepare the modern day machinist or quality specialist with the tools they need to make precise measurements in their chosen profession.

Offered: F, Sp, Su.

BMM 240 - CAM I (3)

The purpose of this course is to review design and manufacturing software and instruct the student on feature-based modeling systems called SolidWorks and Mastercam. Students will learn how to create simple 2-D objects such as lines and arcs to create CAD solid models and add numerical dimensions and geometries. After CAD Models are created in SolidWorks, the files will be loaded into Computer-Aided Manufacturing (CAM) Mastercam for CNC programming.

Prerequisite: None. Offered: F, Sp, Su.

BMM 241 - CAM II (3)

Graphical software is used to generate part programs for CNC Turning and Milling operations. Emphasis of the course is to learn additional elements of Computer-Aided Manufacturing (CAM) to manipulate engineering part geometry and convert screen graphics into Computerized Numerical Control (CNC) programs. Students will learn the fundamentals of how to file and manage part models from design to manufacturing. Mastercam software will be applied for CNC programming of more complex 3-D CAD files.

Prerequisite: BMM 240. Offered: F, Sp, Su.

BMM 252 - Introduction to Shielded Metal Arc Welding (SMAW) (3)

This is an introductory course to Shielded Metal Arc Welding (SMAW). Participants will learn the process fundamentals, techniques, safe use of tools & equipment as well various lab weld activities, positions, joints types and materials. Course techniques include proper set up of SMAW equipment and proper electrode selections for various welding applications. Participants also learn to trouble shoot, identify and correct weld discontinuities and produce sound welds.

Prerequisite: BMM 151, BMM 153, BMM 155. Offered: F, Sp, Su.

BMM 254 - Introduction to Flux Core Arc Welding (FCAW) (3)

This course is an introduction to flux core arc welding (FCAW). Participants learn the process fundamentals and techniques; safe use of tools & equipment as well various lab weld activities, positions, joints types and materials associated with the use of fluxed core arc welding. Participants will demonstrate the use of proper wire, diameter, speed, amperage, polarity and

adherence to workflow process sheets (WPS) as well as post weld inspection techniques.

Prerequisite: BMM 151, BMM 153, BMM 155. Offered: F, Sp, Su.

BMM 256 - Introduction to Gas Tungsten Metal Arc Welding (GTAW)/Tungsten Inert Gas (TIG) (3)

This course is an introduction to gas tungsten metal arc welding (GTAW), also known in shop terms as tungsten inert gas welding or (TIG) welding. Students develop competencies that include GTAW process fundamentals, techniques, safe use of tools & equipment as well as various lab weld activities, positions, joints types and materials while using GTAW. This course includes joining various metals types as well as joining sheet, plate and pipe. Non Destructive Testing (NDT) and destructive testing are used to ascertain proper weld techniques and conformance to Weld Procedure sheets WPS.

Prerequisite: BMM 151, BMM 153, BMM 155. Offered: F, Sp, Su.

BMM 258 - Introduction to Gas Metal Arc Welding (GMAW)/Metal Inert Gas Welding (MIG) (3)

This course is an introduction to Gas Metal Arc Welding (GMAW) or more commonly known as Metal Inert Gas Welding (MIG). Competencies developed include process fundamentals, techniques, safe use of tools & equipment as well as various lab weld activities, positions, joints types and materials while using MIG. Students develop basic and more advanced skills in gas metal arc welding and adherence to weld procedure sheets using multiple skill based projects.

Prerequisite: BMM 151, BMM 153, BMM 155. Offered: F, Sp, Su.

BMM 275 - CNC Machining II (3)

This course provides additional concepts of CNC and the importance of fixtures and tooling and how they interface with Mastercam software. CNC programs will be developed to perform contouring operations for milling machine centers. Application of more complex features will be used to develop G and M codes to produce CNC programs to produce Climb, Pocket and Contour milling. Tooling interface, speed and feed rates will be developed along with X, Y, Z data using the Cartesian coordinate system.

Offered: F, Sp, Su.

BMM 276 - CNC Machining Applications (3)

CNC programming tasks are applied to produce more complex part geometries with added features. Parts geometries will be milled and turned based on solid model geometry. Various operations will be performed where parts are located using datum dimensions. Setup, fixtures, and tooling will be used to produce

hardware. Multi-featured parts will be measured and inspected per work instructions and geometric tolerance requirements including true position, perpendicularity, flatness and other requirements.

Prerequisite: "C-" OR Higher in BMM 275. Offered: F, Sp, Su.

BMM 281 - Motor Control (3)

This course covers the principles of AC and DC motors, motor control, and general machine operations in a complex mechatronic system. Students will learn the functions and properties of machine control elements and the roles they play within the system. Topics covered will include general machine operations and motor control techniques; mechanical components and electric drives; motor sensors, braking and loads; motor efficiency and power; preventive measures and troubleshooting techniques. Technical documentation such as data sheets, circuit diagrams, schematics, displacement step diagrams and function charts will also be covered. By understanding and performing measurements on motors and motor control circuits, students will learn and apply troubleshooting.

BMM 283 - Programmable Controllers (3)

Programmable Controllers is a study of the basic digital logic and programmable logic controllers (PLC) in a mechatronics system using the automation system. This course consists of corresponding labs and/or class activities. Topics covered include basic PLC functions and testing; industrial applications of PLC requiring motion control; troubleshooting techniques and strategies to identify, localize, and correct malfunctioning PLCs; and writing small programs and problem-solving using computer simulations.

BMM 285 - Industrial Electrical Maintenance (3)

This course covers the installation methods and material used in industrial wiring. Topics included are transformer and motor selection, busways, grounding, power factor correction, distribution, hazardous locations, and troubleshooting.

BMM 287 - Industrial Robotics (3)

Industrial Robots is a study of the working of mechanical manipulators in a safe manner and the uses of industrial robots in manufacturing. This course consists of corresponding labs and/or class activities. Topics covered include robotic nomenclature, classifications, applications, input/output sensor interfacing, and work cell design; different methods for programming an industrial robot using manufacturer software and for computing the positions, orientation, and frames of a robot manipulator design.

BMM 289 - Machining and Pipe Fabrication (3)

This course covers the introductory principles of operating a manual vertical mill and lathe. Providing a sound foundation of basic knowledge, the course begins with a general introduction to manual machining, and pipe fitting. Emphasis will be placed on providing the student with a basis of knowledge to fabricate small parts without technical prints.

BMM 320 - Facilities and Planning (3)

This course provides students with a broad, practical understanding of the facilities planning and design process. The critical nature of a global supply chain and the need for efficient material handling is discussed and approaches to designing optimal handling systems are examined. The tools of operations, the systems involved in manufacturing and facilities and the development of quantitative approaches to planning are examined. Participants engage in real-world examples and problems to understand the practices of facilities planning.

Prerequisite: None. Offered: F, Sp, Su.

BMM 350 - Six Sigma Green Belt Training (3)

Students will organize, prepare, plan, and execute problem-solving approaches using Six Sigma methods structured under the Define, Measure, Analyze, Improve, Control (DMAIC) framework. Students will Define the problem using project selection, scoping, planning and SIPOC tools. The Measure phase will consist of QFD, Measurable CTQ's, Sampling (Data quantity and Data quality), Measurement System Analysis, Statistical Process Control, and Capability Analysis. The Analyze phase will encompass Graphical tools, Management and Planning Tools (Affinity, ID, etc.). Confidence Intervals, Hypothesis testing, ANOVA, Regression, and Conceptual designs in DFSS. The Improve phase will capture Design of Experiments (DOE), piloting of DMAIC improvements, FMEA, Mistake Proofing, and DFSS Design Tools. The Control phase concludes the approach with developing Control Plans, SPC, and piloting new designs. Lean tools to identify waste and drive continuous improvements will include Value Stream Mapping, 8 Wastes identification, and visual management tools including 5S and TPM. Students will be provided the opportunity for testing to receive their Six Sigma Green Belt.

Prerequisite: None. Offered: F, Sp, Su.

BMM 355 - Manufacturing Regulations and Compliance (3)

This course examines the manufacturing regulation system that is focused on real manufacturing issues as related to ISO 9001, whose quality standards are designed to help ensure the needs of the stakeholders and customers are met. Also examined are the

requirements of federal regulatory agencies such as OSHA, the EPA, state and local compliance agencies, and other regulatory bodies that support health, safety and the environment for industry.

Prerequisite: BMM 101. Offered: F, Sp.

BMM 375 - Advanced Lean Manufacturing (3)

This course provides students with the necessary skills for aligning lean activities with strategic objectives, solving real process problems and continuously improving operations. This course moves knowledge to application. The course has a focus on value stream assessment skills to identify and remove waste in a process and maintain the new standard. Participants learn how to apply such advanced lean tools as Kanban (pull systems), Just-in-Time (JIT), and TPM (Total Productive Maintenance). In addition, students will more deeply explore such basic Lean concepts as process controls, visual controls and 5S; then use these tools to uncover opportunities and make improvements that align with strategic objectives.

Prerequisite: BMM 210 or Departmental Permission. Offered: F, Sp, Su.

BMM 399 - Manufacturing Internship (3)

This course provides students with the opportunity to apply and expand manufacturing skills and knowledge in a hands-on workplace environment while fulfilling the needs of the internship sponsor. Students will have a work-site supervisor who will assign duties in the workplace, combined with regularly-scheduled campus sessions with their Goodwin course instructor to assess progress, problem areas, areas for growth, and to review appropriateness of work involvement. The student must complete a minimum of 150 hours for this course, of which 135 hours are at the work site. Students must successfully interview with the sponsoring company for the internship position in order to remain enrolled in the course. This interview must occur prior to the second week of class.

Prerequisite: Departmental Permission. Offered: F, Sp, Su.

BMM 440 - Industrial Safety (3)

Stakeholder safety is a critical component of running a successful business, whether the business is in manufacturing, healthcare or banking. Participants in this course will learn to identify ways to reduce workplace and job-related hazards to keep workers, clients and environmental conditions safe. Procedures for handling common industrial materials are examined. Participants learn to select proper protective gear, avoid common industrial accidents, and respond to potential hazards found in the workplace. Participants in this course will integrate contemporary safety practices into

risk assessment plans for their organizations based on state, federal and industry safety standards.

Prerequisite: None. Offered: F, Sp, Su.

BMM 460 - Quality Management Systems (3)

This course addresses current quality improvement concepts and techniques in industry with an emphasis on modern manufacturing requirements. This course introduces the fundamental tools of Statistical Process Control (SPC) as they are used in industry to reduce costs, identify root cause, and increase productivity at a predictable quality level. Applied principles and techniques of total quality management systems will be utilized to ensure correct definition, measurement, analysis, improvement and control (DMAIC) of common manufacturing problems. Areas of study include: basic statistical and probability theory, sampling techniques, process control charts, nature of variation, histograms, attributes and variable charts, managing responsibilities of a quality standards department, development of grades/standards of quality, acceptance sampling/inspection, recording and reporting/use of control charts.

Prerequisite: None. Offered: F, Sp, Su.

BMM 475 - Product Development Management (3)

Students are introduced to concepts of material structure, property and testing methods as they relate to material selection and processing decisions. Participants learn the strategies and processes to respond to customer needs for product creation and modification. Quality assurance aspects of the development process are presented. Methods to identify opportunities for improvement are stressed. Dynamic input from consumers via sales and marketing is integrated in the process. The design and manufacturing of the product incorporates the quality parameters which will deliver the product that will meet the consumer's expectations.

Prerequisite: None. Offered: F, Sp, Su.

BMM 495 - Supply Chain Management: Domestic & International (3)

This course analyzes the dynamic nature of supply chain management of products and services in a domestic and global economy. This course will expose students to topics related to design and management of supply chains, from incoming raw materials to final product delivery. While participants will be grounded in solid theory of supply chain design, they will also build a solid foundation of requisite knowledge, skills and strategies for all aspect of integrated supply chain management. This includes forecasting, postponement, globalization and sourcing, network design, and virtual integration (web-centric) through group work and case studies.

Prerequisite: None. Offered: F, Sp, Su.

BUS - Business

BUS 101 - Introduction to Management (3)

This course provides an introduction to the basic principles of management and their relationship to customer expectations. An overview of major topics and concepts including planning and decision making, organization, staffing and leading, Information Systems, and ethics and social responsibility will be covered.

Prerequisite: None. Offered: F, Sp, Su.

BUS 107 - Introduction to Nonprofit Management (3)

This course provides students with an understanding of the basics on nonprofit organizations that are driven by a purposeful mission, yet founded on the principles of sustainable business models. It provides an overview of the nonprofit sector and explores best practices in contemporary nonprofit organizations. It examines the structures of nonprofits, with consideration of each component as building blocks to a successful organization, including: governing and leadership structures; accountability and performance measurement; strategies for building capacity and planning for change; and managing paid staff and volunteers. Students also explore areas of marketing, communication, fiscal management, and acquiring resources in the nonprofit venue.

Prerequisite: None. Offered: F, Sp, Su.

BUS 110 - Business Law and Ethics (3)

This course is designed to introduce the legal and regulatory environment in which businesses must operate, as well as the ethical considerations which are a part of the business environment. A review of the court system, litigation process, and regulatory process will be provided. The rule of law, laws regarding property, public and private, as well as civil and criminal law will be covered. State laws regarding incorporation, licensing, tax and regulatory filings and legal recourses to public acts will be discussed. Federal and state employment and labor laws will also be an important part of this course.

Prerequisite: None. Offered: F and Su.

BUS 115 - Human Resource Management (3)

This course provides an introduction to the basic principles of human resource management including recruiting, hiring, training, and developing the workforce. In addition, issues of performance improvement, compensation and benefits, collective bargaining and labor relations, and legal aspects of human resource management will be explored.

Prerequisite: None. Offered: Sp and Su.

BUS 121 - Personal Finance and Insurance (3)

This course presents an analysis of the many financial situations and decisions confronting an individual that will raise consumer awareness. Students learn the proper management of personal income and expenses. Additional topics include cost of credit, budgeting, and individual tax preparation. A focus on financial and retirement planning includes concepts of life, health, homeowners, and auto insurance. Students also learn about the various financial products offered by banks, credit unions and financial institutions. Students become aware of the laws that affect them as employees or small business owners.

Prerequisite: MATH 097 or equivalent. Offered: F and Sp.

BUS 123 - Principles of Insurance (3)

This course is designed to provide students with a solid foundation in the principles of insurance, especially property and casualty coverage. Students will learn about insurance regulation, general insurance concepts, property and casualty insurance basics, dwelling and homeowners policies, auto insurance, commercial package policies, business-owners' coverage, workers' compensation insurance, and other surplus and excess lines of coverage. Successful understanding of the above topics will prepare students to sit for the state licensure examination in property/casualty insurance. The course will also delve into general principles of life and health insurance.

Prerequisite: None. Offered: F and Sp.

BUS 125 - Sales and Service I: The Fundamentals (3)

This course covers the fundamentals of sales and customer service. Students are introduced to the concepts of having a positive attitude, the importance of listening, communication styles and skills, the basic steps of the sales, and the importance of quality service. They will understand the importance of developing a personal selling philosophy, understanding their product, and developing a basic presentation strategy. Students will also learn the importance of ethics in selling.

Prerequisite: None. Offered: F.

BUS 126 - Sales and Service II: Customer Focus (3)

This course will address the relationship between customer service and effective sales. Students will learn how to present products and services to their customers in a manner that meets their identified and unidentified needs. In addition, students will learn how customer satisfaction enhances sales success by cultivating

satisfied and repeat customers. This course will address the importance of listening skills, understanding customer behavior, recognizing cultural diversity in the sales environment, and methods of developing customer loyalty.

Prerequisite: BUS 125. Offered: Sp.

BUS 132 - Budgeting and Planning (3)

This course will provide an understanding of the budgeting process. Students will create a master budget and Pro Forma financial statements. Students will perform Horizontal and Vertical Analyses of these statements, interpret results, and determine master budget variances. This course will include budget set-up and forecasting, and instruction in using budgeted financial statements to plan for analysis. Students will also develop flexible budgets and determine which variances require investigation using management by exception. The importance of budgeting as a planning and decision-making tool will also be stressed in this course.

Prerequisite: ACC 101 or ACC 110. Offered: F, Sp, Su.

BUS 135 - Customer Relations in a Multicultural World (3)

This course takes an in-depth look at working with individuals, organizations, and communities that have varying forms of language and value systems. Students will examine personal cultural competencies, values, and communication approaches that are required for quality customer service. Strategies to understand and meet the customer's needs across cultures are discussed and analyzed.

Prerequisite: None. Offered: F and Sp.

BUS 142 - Introduction to Property Management (3)

This course provides a foundation in property management services and an exploration of investing in real estate. Students learn the process of developing a real estate/property management company which includes: the duties of evaluating properties for investment; marketing properties; selecting tenants; contracting with owners, vetting tenants and vendors. Additionally, the role of a property manager's responsibilities and day-to-day duties are developed, which includes: a knowledge of environmental and hazardous substance risks; the servicing and maintenance of properties; property accounting/bookkeeping and risk mitigation pertaining to property management. Students develop an understanding of fair housing and civil rights laws concerning property.

Prerequisite: None. Offered: F.

BUS 146 - Green Technologies in Real Estate (3)

This course provides a foundation in facility and property management technologies with a concentration on the latest building techniques and products such as geo-thermal heating, HVAC, and solar. Students develop a knowledge of increasing energy and water efficiency, zero energy buildings, waste reduction strategies, as well as demolition and waste requirements. Assessment of costs and return on investment of these technologies is stressed. Students become familiar with government regulations and other related technologies to inform the student of options in the development and maintenance of properties with an eco-friendly focus.

Prerequisite: BUS 142 or Departmental Permission.
Offered: F.

BUS 150 - Small Business and Entrepreneurship (3)

This course will provide an introduction to exploring fundamental business principles with an emphasis on a practical approach to the entrepreneurial process and the skills for starting a small business. The course will include studying ethics, the global environment, forms of business ownership, starting a small business, an entrepreneur's acquisition of capital, small business management, networking, and managing financial resources. The course further explores issues with franchising and other business opportunities.

Prerequisite: None. Offered: F and Sp.

BUS 205 - Employment Law and Benefits (3)

Students will learn the basics of employment law, compensation, and benefits, so as to avoid potential pitfalls and grow their organizations by hiring, evaluating, and compensating employees effectively. This course focuses on two key areas. Students will first assimilate all necessary information about employees and their benefits including taxes, discrimination issues, unionization, and workplace safety. Students will also learn effective evaluation techniques and how to resolve issues before they escalate. In addition, students will learn the proper methods and procedures to terminate employees. Following employment laws at both the federal and state levels is also emphasized in this course.

Prerequisite: None. Offered: F and Sp.

BUS 210 - Business Planning and Development (3)

This course covers the aspects of creating a successful business plan. The foundations for each section of the business plan developed in this class will be enhanced through the knowledge gained in other courses. This class will provide an understanding of how all the pieces — the marketing plan, the financial plan, and organizational plans — integrate into the overall

business plan. The plan created will provide a practical description of the future direction of the business.

Prerequisite: BUS 101 or BUS 107. Offered: F and Su.

BUS 212 - Grant Writing (3)

This course is designed to provide students with a general introduction to the field of grant writing. Instruction provides information on types of grants, common requirements of grant applications, and elements of a grant application. Students will learn to convey grant needs, assess resources, design a management plan, develop a budget, and conduct evaluations. Study in this course includes common grant applications, letters of inquiry, introductory letters, written contracts, formal reports and common correspondence. Students will learn how to search for grant availability and then develop an original grant application for a project or organization of their choice.

Prerequisite: ENG 101. Crosslisted as: ENG 212.
Offered: F, Sp, Su.

BUS 215 - Marketing (3)

This course examines marketing principles, strategies, and methods practiced by modern businesses and organizations including product/service distribution, promotion, and pricing. Topics include: evaluating market opportunities; buyer behavior; market segmentation, targeting and positioning; market strategy and planning; development of marketing mix; and marketing organization and control. The role of ethics, corporate social responsibility, and public policy that are intrinsic to marketing efforts will also be explored.

Prerequisite: None. Offered: F, Sp, Su.

BUS 218 - Event Management (3)

This course introduces the student to the underlying theoretical and practical foundations of event management. Students will learn about the historic roots of celebrations, and the four-pillar approach to event leadership (time, finance, technology, and human resources). Students will learn how to determine the target market and niche of an event and how the event connects to a company's strategic mission and goals. Case studies and hands-on experience will further student knowledge and will promote the practice of successful event management.

Prerequisite: None. Offered: F and Su.

BUS 225 - Insurance Software Management (3)

Students will have the opportunity to learn about insurance software management. Students will learn about document management, records management, and business process automation. Students will learn how to streamline processes, reduce costs, increase internal controls, and improve customer service.

Prerequisite: None. Offered: F and Sp.

BUS 226 - Sales and Service III: Advanced Strategies (3)

This advanced course will build on the fundamentals of sales and customer service. It focuses on sales language, verbal visualization, mental visualization, listening skills, follow up and service, prospecting, and using telephone skills to enhance sales success. Students will also develop strategies for dealing with difficult customers. The course will also help students recognize different market segments and how to customize their sales approach to meet the needs and expectations of those various segments.

Prerequisite: BUS 126. Offered: Su.

BUS 230 - Workforce Planning and Staffing (3)

This advanced course will examine strategies for staffing the workplace. Students will study human resource processes used to recruit and retain a workforce that will enable an organization to meet its business objectives. The process of on-boarding through assessment of performance and then to career development are examined in light of the strategic staffing requirements of an organization. Specific duties of developing job descriptions from job analysis, forecasting, and managing work flow are emphasized.

Prerequisite: None. Offered: Sp and Su.

BUS 240 - Current Topics in Management (3)

In this course, students will research, discuss, and analyze current trends and issues in management. A seminar by design, students will explore such contemporary topics as the role of leadership and management in organizations, workplace bullying, and discrimination in the work place. Other "hot" topics include corporate social responsibility, pay equity, and work-life balance.

Prerequisite: None. Offered: F, Sp, Su.

BUS 242 - Financing Principles of Property (3)

This course explores a variety of financing techniques concerning the acquisition or disposal of personal and commercial real estate. Students develop a working knowledge of primary and secondary mortgage markets and review loan programs. Consideration is also given to the various costs involved in property financing, including tax and insurance structures, and closing costs, document and process fees. Federal and state financing legislation is explored. The duties of the mortgagor are included as are strategies for avoiding the default of a mortgage. Maintaining relevant financial documents for business and tax purposes is also featured.

Prerequisite: BUS 142. Offered: F and Su.

BUS 246 - Principles and Practice of Real Estate (3)

This course provides the student with all the skills necessary to buy and sell properties within state and industry specific guidelines. Students will understand various principles of real estate such as real property, home ownership, agency, brokerage, buyer representation, interests, ownership and liens. Students will examine legal descriptions of properties and property titles and differentiate among contracts, titles and leases. Students further learn to evaluate the quality of assessments and appraisals. Laws pertaining to fair housing and environmental issues are explored.

Prerequisite: BUS 142 or Departmental Permission.
Offered: F and Su.

BUS 250 - International Business (3)

This course provides the theory and practice of international business including such topics as the global market place, the role of culture, ethics and corporate social responsibility in international business. The course stresses the study of national trade policies, international monetary systems, managing international business and international marketing and operations management. Students learn to access the global market for their small business enterprise.

Prerequisite: BUS 101, or BUS 107. Offered: Sp.

BUS 257 - Institutional Development and Fundraising (3)

This course explores both the art and science of successful revenue-building through the development of charitable contributions, grants, and sponsorships. It examines the best practices in building sustainable nonprofit organizations through smart development and fundraising. All facets of fundraising are addressed including the structuring of different types of gifts, endowments, capital giving campaigns, donor relations, and special events. The processes for development are also examined, including the use of technology and social networking to advance the sustainability of the organization. The management process of institutional development is also addressed, along with the ethical implications of the profession.

Prerequisite: BUS 107 or Departmental Permission.
Offered: F, Sp.

BUS 265 - Principles of Finance (3)

The focus of this course is the fundamentals of sound financial management. Students will study the time value of money, risk/return analysis, cash flow management, the basics of capital budgeting, working capital management, financial forecasting, inventory management and basic financial ratios.

Prerequisite: OR Corequisites: "C-" OR Better in ACC 1XX or ECN 1XX. Offered: F and Sp.

BUS 299 - Cooperative Work Assignment (3)

During a 150-hour cooperative assignment, students are provided with hands-on training and career-related experience. This course provides extensive on-site experience which utilizes previously studied subjects and related skills. It gives the student the opportunity to put his/her class knowledge to practical use and to practice and enhance acquired skills. It provides students with valuable employment experience, increasing their marketability.

Prerequisite: Completion of all Required Courses.
Offered: By Departmental Permission.

BUS 305 - E-Business (3)

This course explores the conduct of commercial business through the use of the internet and associated technological innovations, as well as the controversies related to social constructs and business. This course helps students design e-commerce strategies based on models and concepts of contemporary e-commerce practices, with an emphasis on business-to-business commerce and collaboration. It stresses the use of mobile devices and applications to extend and engage in electronic business transactions. Students develop the requisite skills to integrate e-business principles and practices into their business plans.

Prerequisite: BUS 101 and BUS 215. Offered: F and Sp.

BUS 310 - Targeted Marketing and Social Media (3)

This course covers important aspects of online marketing in the social media age, with emphasis on developing targeted marketing strategies using social media. Topics include: search engine optimization, online advertising, pay-per-click advertising, e-mail marketing strategies, mobile marketing, online reputation management, web public relations, web development, and how social media works.

Prerequisite: BUS 101 or BUS 107 and ENG 101; or Departmental Permission. Offered: F and Sp.

BUS 320 - Foundations in Organizational Leadership and Management (3)

The effectiveness of service delivery systems and the quality of services depend on the degree to which leaders and managers apply practices that are based on the best available evidence. This course provides coverage of a range of evidence-based leadership and management practices that are essential for effective service delivery and successful organizational performance. Topics include, but are not limited to, best fit models of leadership and management, strategy development and organizational design, human capital

management, budget concepts and techniques, and organizational ethics. Small group analyses of multiple diverse examples, ethical dilemmas, and case studies; role-plays; and student presentations provide opportunities for students to contextualize, apply and integrate key concepts.

Prerequisite: None. Offered: F, Sp.

BUS 330 - Operations Management (3)

This course will lead the student through the concepts, principles, problems, and practices of operations management — an area of management focused on overseeing and designing business operations in the production of goods and services. Participants will examine best practices for the efficient use of resources to meet customer requirements and related activities including purchases, inventory control, quality control, storage, logistics, and evaluation of processes. Understanding the process that turns inputs (design, material and labor) into outputs (goods/services) is central to effective operations management. Participants will learn strategies for adding value to the process in consort with marketing activities.

Prerequisite: OR Corequisites: BUS 101 or BUS 107.
Offered: F and Sp.

BUS 350 - Small Business Finance (3)

This course will cover the various debt and equity financing sources available for new and existing small business ventures. The day-to-day financial decisions of a small business and the development of a financial plan to acquire various financing instruments will be discussed. Avoiding common mistakes in attempting to acquire funds will also be covered. Additionally, various filing options, tax entity, federal and state tax laws, and payroll tax requirements of the federal and state governments will be stressed in this course. Tax implications of managerial decisions will also be discussed.

Prerequisite: BUS 101 or BUS 107, BUS 265, ENG 101.
Offered: F and Sp.

BUS 355 - Financial Management (3)

This course will provide an overview of the skills required for financial planning in organizations. Preparation and use of budgets and financial reports will be covered. Compliance with reporting requirements of federal, state, and local agencies will also be addressed. Interpretation of financial reports and audit results will be discussed as well as how to safeguard assets, manage resources, and ensure financial solvency with adequate cash flow.

Prerequisite: None. Offered: F, Sp.

BUS 410 - Theory and Practice of Business Research (3)

This course brings the student through the research process as it applies to business. Participants learn the process of research in anticipation of entering the business arena or in preparation for advanced degree work. They explore the various research approaches and the review of existing literature. The foundations of research, from data collection to the measurement process and design, help students understand the factors behind business trends and conceptualize new possibilities for future trends and practices through the analysis of data. Reporting of research findings is also critical in the research process.

Prerequisite: BUS 101 or BUS 107, STAT 167 or Equivalent, ENG 101. Offered: F and Sp.

BUS 430 - Small Business in a Global Environment (3)

This course explores the impact of economic issues of global significance on the small business economy. Students will examine financial events and trends in the U.S. national economy and in the local economy as they pertain to small business. Small business connections to the global economy are explored through the management of international supply-chain processes and how small business networks sell in the global market. Additionally, students will study how small businesses engage in emerging markets as they adapt to appropriate customs when doing business with an international client base. Legal, political, and economic issues related to conducting business across national boundaries will be stressed.

Prerequisite: BUS 101 or BUS 107, ENG 101. Offered: F and Sp.

BUS 435 - Auditing Procedures for Managers (3)

This course will introduce auditing practices and procedures to management students. Policies and procedures will be analyzed to determine if they are in compliance with auditing standards. Focus of the course will be on the role of the auditing committee. Internal control, risk assessment, proper documentation, and assurance of proper accounting are discussed.

Prerequisite: BUS 101 or BUS 107, ACC 1XX, BUS 265. Offered: F and Sp.

BUS 490 - Capstone: Strategic Planning (3)

This is a capstone course in which students learn how business leaders formulate strategies for business that are global and dynamic. This course examines the process of developing vision for an organization and defining its goals in light of the organization's mission. Students examine the process of strategic planning for long-term viability of an organization and the dynamics that drive the strategic planning process. Essential to

that process is developing a vision for an organization and defining its goals in light of the organization's mission. Therefore, in this course, students will understand the role each organizational member plays in developing and executing a strategic plan. Developing critical, research-based, decision-making skills, as integral to the strategic planning process, is also a focal element of this course.

Prerequisite: Departmental Permission. Crosslisted as: OS 450. Offered: F and Sp.

CAP - Computer Applications**CAP 115 - Learning and Working Through Digital Technologies (3)**

In this course, students build their knowledge and skills sets for identifying, evaluating, and using digital technologies to achieve their academic and career goals. Course content focuses on critically and ethically integrating digital tools, applications, and software within personal and professional contexts.

Prerequisite: none. Offered: F, Sp, Su.

CAP 205 - Advanced Excel (3)

This course is designed to develop students' expertise managing Excel spreadsheets, leading to preparation to take the related Microsoft certification examination upon completion. Students will apply advanced formulas and functions, create PivotTables to manage large worksheets, and practice applications designed to analyze data to solve business or scientific problems. Students will enhance and integrate worksheets using Microsoft Office features. Learning outcomes include competency in drafting professional budgets, team performance charts, sales invoices, and exercise logs.

Prerequisite: Successful completion of developmental MATH, or Departmental Permission. Offered: F, Sp, Su.

CHEM - Chemistry**CHEM 100 - Introduction to Chemistry (3)**

The course is a survey study of chemistry. Emphasis is laid on the aspects of general, organic, and biological chemistry. The course will provide basic information about the metric system, measurements, conversions, matter and energy, nuclear radiation, chemical reactions, solutions, gas laws, acids and bases, as well as general concepts of organic chemistry, and the major organic compound groups essential for life (carbohydrates, lipids, and proteins). This course does not fulfill the requirements for the Nursing and Respiratory Care programs.

Prerequisite: Successful completion of developmental Math and English. Offered: Su.

CHEM 101 - Chemistry (4)

This course is a survey study of chemistry. Emphasis is on the aspects of General, Organic, and Biological Chemistry. These concepts will include interactions of matter and energy, nuclear radiation, measurement, chemical reactions, solutions, gas laws, acid and bases, as well as general concepts of organic chemistry, and the four major organic compound groups essential for life (Lipids, Carbohydrates, Proteins, and Nucleic Acids). Laboratory sessions are coordinated with the lectures and emphasize experimentation and application of the lecture content.

Prerequisite: Placement in or completion of ENG 101 and completion of MATH 125 or higher with a "C" or better. Offered: F, Sp, Su.

CHEM 110 - General Chemistry I (4)

The first semester of a two-semester sequence that is an introduction to fundamentals and principles of chemistry including, but not limited to atomic and molecular structure, measurement, chemical bonding, stoichiometry, states of matter, chemical reactions, gases and kinetic molecular theory, and chemical thermodynamics.

Prerequisite: Placement in or completion of ENG 101 and completion of MATH 125 or higher with a "C" or better. Offered: F.

CHEM 111 - General Chemistry II (4)

The second semester of a two-semester sequence that is an introduction to fundamentals and principles of chemistry including, but not limited to intermolecular forces, solutions and colligative properties, chemical kinetics, acid-base equilibria, thermodynamics, redox reactions, and nuclear chemistry.

Prerequisite: CHEM 110. Offered: Sp.

CJS - Criminal Justice**CJS 101 - Introduction to Criminal Justice and the Law (3)**

This course provides a general introduction to the Criminal Justice system and the career opportunities that exist in this field. In addition, students will be presented with an overview of the history, purposes, and effectiveness of Federal and State criminal law the various aspects of criminal justice. Topics include identification of the elements of a crime and an examination of specific types of crimes and their assigned penalties.

Prerequisite: None. Offered: F, Sp, Su.

CJS 106 - Investigative Report Writing (3)

This course combines the basics of two disciplines — investigation and report writing — and bridges the gap

between them in order to teach the basics involved in writing an investigative report. Fundamental guidelines for investigative reports are established through a set of rules that are easy to understand and apply to any type of report-writing scenario. Topics include note taking, describing persons and property, crime and arrest reports, search warrants, and issues in writing.

Prerequisite: ENG 101 OR Departmental Permission. Crosslisted as: HSM 106. Offered: F and Sp.

CJS 111 - Contemporary Issues in Crime and Prevention (3)

This course will examine the cause and effect relationship between contemporary problems in our society and how they relate to crime and prevention. Issues such as substance abuse, domestic violence, DNA testing, the ACLU and the widespread use of the Internet will be discussed in their relation to the criminal justice system and Homeland Security.

Prerequisite: None. Crosslisted as: HSM 111. Offered: F and Su.

CJS 112 - Criminal Procedures (3)

This course presents an in-depth look at the United States Constitution as it relates to the rights of victims and offenders. Due process and the procedures to protect guaranteed rights within the criminal justice system are examined.

Prerequisite: None. Offered: Sp.

CJS 115 - Principles of Criminal Investigation (3)

This course examines the investigative process from the initial introduction at the crime scene to the in-court testimony describing the investigation as well as an in-depth study of crime scene procedures including recognition, protection, documentation, and collection of physical evidence, scene documentation, scene search procedures, and reconstructions from evidence and scene patterns.

Prerequisite: None. Offered: Sp.

CJS 125 - Introduction to Law Enforcement (3)

This course presents an overview of law enforcement as a profession. Topics will include: patrol operations, ethics and deviance, civil liability, police-community relations and personnel systems. Students will be exposed to the fundamental aspects and current trends in law enforcement.

Prerequisite: None. Offered: Su.

CJS 130 - Introduction to Computer Crimes and Security (3)

This course offers an introduction to information systems used within the national security system. A framework is provided for understanding the needs,

types, capabilities and applications of management information systems. An overview of existing security information systems is presented with implications for the future requirements. This course will provide an overview of computer crime and the procedures forensic computing specialists, law enforcement investigators, and prosecutors must invoke to prosecute computer criminals successfully. Finally, the impact of science and technology upon security agencies and how information management systems will prepare for the latest challenges will also be analyzed and discussed.

Prerequisite: None. Crosslisted as: HSM 130. Offered: F.

CJS 131 - Data and Information System Security Protection (3)

This course provides a comprehensive introduction to computer security, including computer networks, issues, concepts and technologies. The core technologies of access control, cryptography, digital signatures, authentication, network firewalls and network security services and programs are reviewed. Issues of security policy and risk management are considered.

Prerequisite: None. Crosslisted as: HSM 131. Offered: Su.

CJS 132 - Forensic Science (3)

This course is an introduction to forensic science. Students will have hands-on exposure to crime scene investigation and evidence preparation. Topics will include: fingerprinting, document evidence, blood splatter, firearm evidence and arson evidence.

Prerequisite: None. Offered: F.

CJS 135 - Forensic Photography (3)

This course is an introduction to the basic principles, equipment and techniques of forensic photography. Students will learn the importance of photography and how it is used to document, preserve, and identify evidence. Students will develop skills through practical experiences. Emphasis will be given to skills pertaining to photographing a crime scene and specific areas of a crime scene, such as fingerprints, blood splatter, firearms, people and vehicles.

Prerequisite: None. Offered: Su.

CJS 140 - Introduction to Corrections (3)

This course examines the nature and application of corrections and punishment and provides an overview of criminological, historical, legal, and policy-oriented works. This course discusses the foundations of corrections and relates them to contemporary correctional issues. This course encourages critical thinking about the future direction corrections should take.

Prerequisite: None. Offered: F, Sp, Su.

CJS 150 - Criminology (3)

In this course, students are introduced to major criminological theories that have developed from fields of sociology, psychology, and biology. Emphasis is placed on applying these theories and related research to understand why individuals commit crime, factors associated with criminal behavior, crime prevention, and crime control.

Prerequisite: None. Offered: F.

CJS 210 - Criminal Law (3)

This course provides students with an introduction to the theory, history and purposes of statutory law. Topics will include major elements of statutory and common law offenses. The Federal and State penal code will be discussed.

Prerequisite: CJS 101. Offered: F.

CJS 220 - Victimology (3)

This course presents an overview of victimization, to include patterns of victimization. Topics will include the victim's perspective on crime and its causes and effects. Students will be exposed to the consequences and roles of the victim in today's criminal justice system.

Prerequisite: CJS 101. Offered: Su.

CJS 225 - Basics of Interview and Interrogation Techniques (3)

Students will be provided the study of basic principles of all types of investigations utilized in the criminal justice system. There will be an introduction to specific knowledge in handling crime scenes, interviews, evidence, surveillance, follow-up, technical resources and case preparation.

Prerequisite: CJS 101. Offered: F.

CJS 230 - Cyber Crime: Identity Theft and Internet Vulnerabilities (3)

This course will introduce and discuss the fastest growing crime — theft of a person's identity, and the techniques and various ways criminals use to steal personal information. Prevention and ways to protect one's identity will be discussed. This course will also focus on the theories and techniques for tracking attackers across the Internet and gaining forensic information from computer systems. This course includes case studies of Internet-based computer crimes and addresses limits of forensic techniques.

Prerequisite: None. Crosslisted as: HSM 230. Offered: Sp.

CJS 231 - Information System Threats/Attacks/Defense (3)

This course provides an overview of the actors, motives and methods used in the commission of computer-

related crimes and describes the methods used by organizations to prevent, detect, and respond to these crimes.

Prerequisite: CJS 130 /HSM 130 OR Departmental Permission. Crosslisted as: HSM 231. Offered: Su.

CJS 232 - Computer Crime Forensics and Investigative Procedures (3)

This course presents an introduction to modern criminalistics and investigative techniques to solve crimes. The course includes an examination and evaluation of crime scenes with scientific analysis of physical evidence. Individual and group activities relating to professional practices of forensic science and computer science will be explored throughout the semester.

Prerequisite: CJS 130 OR Departmental Permission. Offered: Sp.

CJS 235 - Principles of Personal and Physical Security (3)

This course will provide the student with a basic knowledge and understanding of personal and physical security to include the definitions, the need, the requirements, and review of the controls, techniques and tools. This course introduces participants to a broad, in-depth look at security planning and procedures. Students will develop skills in intelligence collection, surveillances, perimeter and crime scene security, principles of crowd and riot control, substance abuse recognition, theft, sabotage, and espionage. Additional topics may include computer security, electronic criminal investigations, firewalls and security software, as well as crime prevention techniques.

Prerequisite: None. Crosslisted as: HSM 235. Offered: Sp.

CJS 242 - Probation, Parole, and Community Corrections in the United States (3)

This course offers a comprehensive look at the probation and parole process. It includes discussion of offender needs and risks, a variety of supervision programs, inmate re-entry issues and solutions, and theories of crime and rehabilitation. Controversial issues are addressed and capture the conflict between the need to maximize community safety and the need to control the cost of operating prisons. Additional attention is paid to both the juvenile and adult populations and the book considers how the probation officers work with each.

Prerequisite: CJS 101. Offered: F.

CJS 243 - Juvenile Justice in America (3)

Students will focus on the important issues, emerging trends, contemporary research, and special challenges facing juvenile justice today. This comprehensive

exploration of the American juvenile justice system covers the history and philosophy of juvenile justice, the current practices for processing youthful offenders, the detention of juveniles, and the diversion of youth from the juvenile justice system. This course gives students an up-close and personal view of the fascinating and sometimes tragic world of the juvenile offender, and the personal, psychological and thinking processes that characterize juvenile misbehavior.

Prerequisite: CJS 101. Offered: Sp.

CJS 260 - Constitutional Law (3)

This course provides students with the basic principles of due process, as defined by the U.S. Constitution and Bill of Rights. Students will review landmark decisions from the U.S. Supreme Court and their impact on the criminal justice system throughout history.

Prerequisite: CJS 101. Offered: Su.

CJS 299 - Internship (3)

This course provides a supervised internship of at least 150 hours in order to gain practical field placement experience in the homeland security area including law enforcement, fire service, corrections, public/private sector safety or security, protective services environments, or other Public Safety areas. Transportation to internship sites is the responsibility of the student.

Prerequisite: Departmental Permission. Offered: F, Sp, Su.

COM - Communications

COM 101 - Public Speaking (3)

This course is designed to develop public speaking and listening skills so that students may become more effective communicators. Students will learn research techniques and how to organize, deliver, and adapt their message to an audience. They prepare and deliver several major speeches. Students also apply interviewing and group discussion techniques.

Prerequisite: None. Offered: F, Sp, Su.

COM 105 - Interpersonal Communications (3)

This course introduces students to effective communications in a variety of settings. Topics include exploring personal identity, communicating in one-on-one conversations, understanding workplace interactions, using multiple communication channels, and making presentations. Students learn and practice the skills of active listening, interpretation of body language, and tailoring the message based on audience considerations.

Prerequisite: None. Offered: F, Sp, Su.

DHP - Dental Hygiene Program

DHP 102 - Periodontology (3)

Emphasis on the study of normal and diseased periodontium, from client assessment, etiology and pathology to therapeutic treatment. This course provides fundamental information of periodontal anatomy, immunology and pathogenesis of the periodontal diseases, and an introduction to modern rational periodontal therapy, including preventive, nonsurgical, and surgical methods.

Prerequisite: DHP 110, DHP 202 . Corequisite: DHP 120. Offered: Sp.

DHP 103 - Dental Materials (4)

This course is the study of dental materials used in the dental office and their relationship to the oral environment. The student will be introduced to the terminology, properties, and proper techniques of managing and selecting dental materials. This course incorporates a laboratory component to include hands-on laboratory experiences understanding of the physical and chemical properties of materials. This course is designed to include a major online component. Assignments, lectures, practice tests, simulations, and discussion will be held online. Time spent in laboratory will be on practice, in-class discussion, knowledge evaluation and group work.

Prerequisite: DHP 120, DHP 102. Corequisite: DHP 106. Offered: Su.

DHP 104 - Head and Neck Anatomy and Embryology (4)

This course is a comprehensive study of anatomic structures of the head and neck region, including embryological and histological foundations of the oral facial structures, tooth morphology and occlusion, and study of the associated skeletal, muscular, nervous, and vascular systems. It also includes related study of clinical considerations and developmental disturbances of orofacial and related structures.

Prerequisite: Admission to Dental Hygiene Program. Corequisite: DHP 105. Offered: Su.

DHP 105 - Radiology (3)

Dental Radiology lectures along with the laboratory experience will focus on the introduction and development of technical skills in exposing, processing and mounting digital and film radiographs. Students will develop and perfect intra- and extra-oral exposure techniques, working with dental manikins. Based on the scope of practice, the student will utilize critical thinking and evidence-based decision making skills that will guide them through dental hygiene care. This course is designed to include a major online component. Assignments, lectures, practice tests, simulations, and

discussion will be held online. Time spent in laboratory will be on practice, in-class discussion, knowledge evaluation and group work.

Prerequisite: Admission to Dental Hygiene Program. Corequisite: DHP 104. Offered: Su.

DHP 106 - Pharmacology and Pain Management (4)

The pharmacology segment of this course will provide the student with basic pharmacology knowledge as it pertains to the practice of dental hygiene. The course will guide students to effectively communicate with patients, dentist and other medical professionals regarding medications commonly used in a dental office or medications frequently taken by patients. The pain management segment of this course will provide students with the academic and practical aspects of administration of pain control techniques and local anesthesia. The students will understand the general principles and the indications for administering anesthesia. The laboratory section will expose students to the application of pain management and anxiety for dental patients.

Prerequisite: DHP 120, DHP 102. Corequisite: DHP 103. Offered: Su.

DHP 110 - Principles of Dental Hygiene I (4)

The Principles of Dental Hygiene lectures along with laboratory experience will focus on dental hygiene theory and practice that will provide the student with the necessary knowledge to develop a patient-centered process of care. Students will be introduced to comprehensive assessment of a client's oral and dental health status and needs, and the planning, implementing, evaluating, and documenting of appropriate individualized treatment based on those needs. Based on a dental hygiene scope of practice, the student will utilize critical thinking and evidence-based decision making skills that will guide them through dental hygiene care.

The laboratory sessions of this course will consist of clinical exercises that coordinate with the reading assignments and lectures.

In addition, Radiology lab sessions will be a component of this course. This component will consist of lab exercises that build on both basic technique skills learned in Radiology DHP 105 and basic principles of dental radiography that will coordinate with reading assignments and lecture materials focusing on patient relations, infection control, extraoral panoramic imaging, and interpretation.

This course is designed to include a major online component. Assignments, lectures, practice tests, simulations, and discussion will be held online. Time

spent in laboratory will be on instrumentation practice, in-class discussion, and group work.

Prerequisite: DHP 104, DHP 105. Corequisite: DHP 202. Offered: F.

DHP 113 - General and Oral Pathology (3)

This course will study the fundamentals of the disease process in the human body, underlining the oral cavity and surrounding areas, and analyzing the aspects of prevention, recognition, and treatment; including the causes of inflammation and healing, developmental disturbances, pathology of dental cavities, dental and oral abnormalities, and oral injuries. Premalignant lesions and their differences from common benign conditions are emphasized.

Prerequisite: DHP 102, DHP 120. Corequisite: DHP 103, DHP 106. Offered: Su.

DHP 120 - Principles of Dental Hygiene II (4)

The Principles of Dental Hygiene II lectures along with clinic experience continues to focus on dental hygiene theory and practice that will provide the student with the necessary knowledge to develop a patient-centered process of care. Students will be able to assess, and identify patients' oral and dental status, followed by developing a treatment plan, implementing treatment and evaluate results. Based on the scope of practice, the student will utilize critical thinking and evidence-based decision making skills that will guide them through dental hygiene care. Skills introduced in DHP 110 will be reinforced and applied in more depth. The dental hygiene care plan will be studied in depth and applied in clinic. Instruction in periodontal debridement/scaling instruments will progress with the application of powered instrumentation, use of additional instruments, and advanced techniques. Integrated topics of focus will be medical emergencies management, selective polishing/dental stain management, preventive education, motivational interviewing, tobacco cessation, treatment for special client populations, and the dental hygiene process of care. This course is designed to include a major online component. Assignments, lectures, practice tests, simulations, and discussion will be held online. Time spent in clinic will be on instrumentation practice and patient care. The clinic sessions of this course will consist of exercises that coordinate with the reading assignments and lectures.

Prerequisite: DHP 110, DHP 202. Corequisite: DHP 102. Offered: Sp.

DHP 201 - Community and Public Health Dentistry (4)

Introduction to the concepts of public health and issues in healthcare delivery, with emphasis on access to dental care and the role of the dental hygienist in the

promotion of oral health, as well as, prevention of dental diseases in the community. Students are introduced to the principles of research methodology and biostatistics, epidemiological indices, population needs, and community health-planning methods for dental education of the public. Through this course, students will acquire knowledge, attitudes, skills and behaviors necessary for the promotion of dental health and prevention of disease through community-based dental health programs. The student will have the opportunity to interact with a diversified community performing preventive dental services and giving presentations on oral health.

Prerequisite: DHP 103, DHP 106. Corequisite: DHP 210, DHP 113. Offered: F.

DHP 202 - Nutrition (3)

Fundamentals of nutrition with an emphasis on the relationship of diet and dental health combined with Lipids, Carbohydrates, Proteins, and Nucleic Acids. The application of this knowledge is in the form of nutritional counseling of patients who wish to prevent or control nutritionally-related oral health problems. This course is designed for online instruction. Assignments, lectures, and discussion will be held online.

Prerequisite: DHP 104, DHP 105. Corequisite: DHP 110. Offered: F.

DHP 210 - Principles of Dental Hygiene III (5)

Principles of Dental Hygiene III will enhance clinical techniques and skills, technology and current procedural practices of the dental hygienist with emphasis on self-evaluation, excellence and quality assurance. Students will also gain knowledge about ethics in the professional clinical setting. This course continues clinical development skills necessary to perform dental hygiene care including the principles learned in DHP110 and DHP 120 course work. Implementation of case studies will provide insights into the complex issues of patient care and to stimulate critical thinking. This course is designed to include a major online component. Assignments, lectures, practice tests, simulations, and discussion will be held online. Time spent in clinic will be dedicated to patient care.

Prerequisite: DHP 103, DHP 106. Corequisite: DHP 113, DHP 201. Offered: F.

DHP 220 - Principles of Dental Hygiene IV (5)

This course permits refinement of clinical techniques and skills, technology and current procedural practices of the dental hygienist with emphasis on self-evaluation, excellence and quality assurance. Students will also gain knowledge about ethics in the professional clinical setting. This course continues clinical development skills necessary to perform dental hygiene care

including the principles learned in previous course work. Emphasis is placed on case studies to provide insights into the complex issues of patient care and to stimulate critical thinking. This course is designed to include a major online component. Assignments, lectures, practice tests, simulations, and discussion will be held online. Time spent in clinic will be dedicated to patient care.

Prerequisite: DHP 210, DHP 113, DHP 201. Corequisite: DHP 230. Offered: Sp.

DHP 230 - Dental Hygiene Capstone (3)

Students will gain knowledge about ethics in the professional clinical setting, legal aspects of practice, Connecticut's rules and regulations and occupations code and jurisprudence. Students will prepare for clinical practice by gaining employability skills such as resume and cover letter skills, as well as interviewing skills. This course is designed to assist the dental hygiene student in preparation for their dental hygiene board exams by helping students to become familiar with the format used in the National Board Examination (NBDHE), and the Commission on Dental Competency Assessments, (CDCA) clinical exam and providing simulated exercises for both. Students also will have the opportunity to supplement and review their existing knowledge acquired throughout the academic curriculum.

Prerequisite: DHP 210, DHP 113, DHP 201. Corequisite: DHP 220. Offered: Sp.

ECE - Early Childhood Education

ECE 101 - Introduction to Early Childhood Education (3)

This course is designed to provide students with a thorough overview of the field of early childhood education. Students will be introduced to the history, philosophy, and theoretical frameworks that have shaped the field from its inception until today. This course will provide students with an understanding of all of the elements that go into the running of a high-quality classroom, including the importance of the environment, the social and psychological factors that influence a child, the cycle of intentional teaching, and building relationships with family and community. Using the Connecticut Early Learning and Development Standards and the NAEYC Code of Ethical Conduct will be introduced. Current information on development, research, administration, curriculum, and trends in early childhood education will be covered. This course requires substantial observation hours in an early childhood environment in order to complete assignments.

Prerequisite: Admission to the program or departmental permission. Offered: F.

ECE 102 - Health, Safety and Nutrition for Early Childhood Programs (3)

This course introduces students to the licensing and NAEYC requirements for creating healthy and safe environments, providing guidelines for establishing safe environments, room arrangement, accident prevention procedures, and sanitation. Students will examine the liability issues in childcare. This course provides objectives for developing health policies, controlling disease, solving ethical dilemmas related to health and safety, establishing proper nutrition, and responding to children's special health concerns. This course will examine legal and state guidelines governing licensed childcare programs. Students will explore ways to incorporate cooking activities into curriculum and create warm friendly settings for positive mealtime experiences. This course requires an observation in an early childhood environment in order to complete assignments.

Prerequisite: Admission to the program or departmental permission. Offered: Sp.

ECE 110 - Creativity and the Young Child (3)

This course is designed for students to become aware of the importance of creativity in the early childhood classroom and be able to design and implement activities in the classroom to foster this development. Students will review theories of early childhood education and determine how these theories relate to the development of creativity. Students will explore music and movement, art, sand and water, blocks, dramatic play, and more as they plan developmentally appropriate activities for young children. This course requires an observation in an early childhood environment in order to complete assignments.

Prerequisite: Admission to the program or departmental permission. Offered: F.

ECE 120 - Math and Science for Young Children (3)

This course is designed for students to develop an understanding of early math and science concepts. Students will also explore and develop materials that can be used throughout the early childhood environment. Students will become familiar with the current state standards and the goals and objectives related to early math and science development. Students will design developmentally appropriate math and science explorations for young children. Students

will also explore developmentally appropriate materials and literature for young children that foster early math and science skills and discuss the importance of the teacher as facilitator. This course requires an observation in an early childhood environment in order to complete assignments.

Prerequisite: Admission to the program or departmental permission. Offered: Sp.

ECE 201 - The Exceptional Child and Learner (3)

This course focuses on understanding the needs of young students with exceptionalities, including children who are gifted and talented and those who require special education services. Students will learn strategies for identifying, planning for and working effectively with exceptional learners in the early childhood classroom. Students will learn about the historical background of early childhood special education and gain a basic understanding of the identification of needs and the referral process for special services. Course content will also cover family-based early childhood services. This course requires an observation in an early childhood environment in order to complete assignments.

Prerequisite: Admission to the program or departmental permission. Offered: F.

ECE 210 - Observation and Assessment in the Early Childhood Classroom (3)

This course is designed for students to develop an understanding of the process and importance of observation and assessment of classroom environments and young children. Students will learn how to take appropriate observation notes and explore a variety of methods for collecting and analyzing this data. Students will learn how to create individual portfolios for young children and explore how to use the information contained in these portfolios for individual and group curriculum planning. Students will visit programs and use observation tools presented in class to assess the quality of the assigned early childhood environment. Students will practice using information to develop appropriate action plans and next steps as part of the evaluation process. This course requires substantial observation hours in an early childhood environment in order to complete assignments.

Prerequisite: Admission to the program or departmental permission. . Offered: Sp.

ECE 220 - Multicultural Aspects of Early Childhood (3)

This course introduces multicultural theory as it relates to the early childhood classroom. Students will explore various pioneers in this field including Sonia Nieto and James Banks. Students will create experiences for children that encourage acceptance and promote an

anti-bias climate in the classroom while exploring strategies for implementing various anti-bias approaches in early childhood environments. This course requires an observation in an early childhood environment in order to complete assignments.

Prerequisite: None. Offered: Su.

ECE 221 - Social and Emotional Development in Young Children (3)

This course is designed for students to gain knowledge and understanding of social-emotional development in young children from birth to age 8. Students will explore attachment theory as it relates to children's development and examine how children develop socially throughout early childhood. Assessing children's social-emotional development, creating supportive environments, building relationships, facilitating transitions, and identifying children's feelings will be examined during this course. This course requires an observation in an early childhood environment in order to complete assignments.

Prerequisite: Admission to the program or departmental permission. . Offered: Su.

ECE 231 - Early Language and Literacy Development (3)

This course introduces students to the language and literacy development of children from birth to age 8. Students will examine the importance of adult interaction as a way to facilitate children's early literacy skills consisting of reading, writing, speaking, and listening. Students will explore the various components of language: oral, written, and nonverbal. Students will also learn how to plan purposeful literacy experiences in the classroom using the lens of current state standards. This course requires substantial observation hours in an early childhood environment in order to complete assignments.

Prerequisite: Admission to the program or departmental permission. . Offered: Su.

ECE 251 - Student Teaching I (3)

Students will participate in 113 hours of training at an approved early childhood site. Students will work closely with the mentoring teacher and assume appropriate responsibilities within the classroom. In addition to the 113-hour classroom experience, students are required to attend a 3-hour per week seminar. The completion of 113 hours and attendance at the seminars are required for successful completion of this course.

Prerequisite: Departmental Permission and Minimum CGPA of 2.3. Offered: F.

ECE 252 - Student Teaching II (3)

Student Teaching II is an extension of Student Teaching I. In this course, students will work to complete their 112 hours of student teaching at their approved site. Students will work closely with the mentoring teacher and assume appropriate responsibilities. In addition to the 112-hour training, students are required to attend a 3-hour weekly seminar. The completion of 112 hours and attendance at the seminars are required for successful completion of this course.

Prerequisite: C or Better in ECE 251. Offered: Sp.

ECE 302 - Infant and Toddler Growth and Development (3)

This course is an in-depth study of the growth and development of young children from conception through two years old. Students will examine developmental milestones and educational theory. Students will have an opportunity to connect theory and developmental milestones to curriculum and environmental planning. Students will learn about various approaches to working with infants and toddlers such as the R.I.E. approach and responsive caregiving. This course will also focus on the many ways in which to connect with the families of our youngest children. Students will examine the findings of current brain research that impact their work with infants and toddlers. This course requires an observation in an early childhood environment in order to complete assignments.

Prerequisite: PSY 115. Crosslisted as: PSY 302. Offered: F.

ECE 303 - Infant and Toddler Methods and Techniques (3)

This course is designed to provide students with a solid theoretical foundation of infant and toddler development along with a practical application component for program and curriculum planning. Students will discuss typical and atypical development and plan for inclusive environments. Family involvement is vital to the quality of an infant toddler program and this course will provide students with ways in which to incorporate families into their programs. The ability to qualitatively observe very young children and gain valuable knowledge from observations is an important aspect of working with infants and toddlers. Thus, students will have extensive exposure to the observation process as well as how to turn observations into curriculum and program planning. This course requires an observation in an early childhood environment in order to complete assignments.

Prerequisite: ECE 302. Offered: Sp.

ECE 304 - Infant and Toddler Assessment (4)

This course is designed for students to examine closely the development of infants and toddlers and to gain the

ability to observe and assess infants and toddlers using a variety of methods. Students will use various screening and developmental tools (standardized, criterion-referenced and qualitative), in order to assess children's developmental levels and determine needs. Students will need to work with typically and atypically developing infants and toddlers in order to complete this course. Fieldwork sites will be provided by the program. Students should plan to spend approximately 15 hours throughout the semester in a classroom with infants and toddlers.

Prerequisite: Or Corequisite: ECE 302 and ECE 303. Offered: Su.

ECE 315 - Family-School-Community Partnerships (3)

This course explores the role of relationships between families, schools, and the communities in which families reside. Students will deepen their understanding of the importance of family involvement in the school system and examine creative strategies for including families in the school. Students will also analyze contemporary family patterns and composition in order to more effectively connect with the families in their communities. Students will recognize that children are highly impacted by the environments in which they live. Topics in social studies will be explored as students have opportunities to discuss the importance of involving community partners, culture and diversity in the school system. Major theorists will be studied. This course is designed to meet the Connecticut Director's Credential Category of Family/Community Partnerships.

Prerequisite: None. Crosslisted as: SOC 315. Offered: Su.

ECE 320 - Technology and Education (3)

This course is designed to familiarize students with the technology possibilities in education. Students will identify and locate educational technology options and evaluate their efficiency and purpose. Students will design classroom curriculum where technology is an essential component for both the teacher and the children. Students will have opportunities to observe the use of technology in education programs and will also have opportunities to use technology themselves with young children. Students will become familiar with the National Educational Technology Standards (NETS) as developed by the International Society for Technology Education (ITSE).

Prerequisite: None. Offered: Sp.

ECE 330 - Teaching Social Studies in Early Childhood (3)

This course is designed to expose students to the broad concepts involved in teaching social studies to young children. Social Studies encompasses a wide array of

topics that affect individual's lives, group dynamics and the community at large. It is imperative that early childhood teachers understand the numerous influences that impact social studies in the field of early childhood education. In this course, students will examine many topics, such as but not limited to, people, places and environments, culture, community and individual development while gaining an understanding of how to plan for student learning and creating environments that will enhance children's knowledge of social studies concepts. This course requires an observation in an early childhood environment in order to complete assignments.

Prerequisite: None. Offered: Su.

ECE 340 - Psychology of the Exceptional Child (3)

This course is designed to promote child development and learning by familiarizing students with the characteristics and needs of all exceptional learners. It is a continuation of the introduction of terms and concepts within a more narrowly defined topic area with discussions of videos, case studies, and presentations of the review of related literature pertaining to exceptional children. These activities will add to the emergence of terms and concepts associated with special education. The concept of Inclusion as a means of educating students with special needs will be deeply discussed and students will become familiar with the historical events and social reform that laid the background for this method of instruction. Students will have opportunities to ponder opposing viewpoints on special education issues. Students will investigate the use of drugs as a means of curbing inappropriate conduct of students with special needs and recognize symptoms, modify environments, and plan appropriately so that children can be successful. A large focus of this course will be on community outreach and family involvement. This course requires an observation in an early childhood environment in order to complete assignments.

Prerequisite: PSY 112. Crosslisted as: PSY 340. Offered: F.

ECE 350 - Supervision and Administration in Early Childhood Programs (3)

This course is designed to provide students with an opportunity to understand the importance and application of developmentally appropriate practices and examine the role and responsibilities of the early childhood administrator. The course utilizes national standards (NAEYC Program Standards and Accreditation Criteria) and the NAEYC Code of Ethical Conduct as the underlying framework for the best practice in the administrative realm. This course will explain and discuss the role of the administrator in private, public, and federally funded schools. It will address various program philosophies, comprehensive programs,

methods of managing staff and programs, regulations, facilities, and developing family and community partnerships. This course is designed to meet the requirement for the Connecticut Director's Credential as the introductory survey course. This course requires the student to meet with a Program Director and/or School Principal.

Prerequisite: None. Offered: Sp.

ECE 370 - Leadership in Early Education (3)

This course offers students the opportunity to expand their comprehension of leadership and what it means to be a leader and mentor within education. This course will provide in-depth knowledge and understanding of leadership and advocacy within early childhood education and beyond. The goal of this course is to encourage individual leadership development and to support and nurture each student in developing and achieving their personal leadership goals. This course is designed to meet the Connecticut Director's Credential Category of Leadership.

Prerequisite: None. Offered: F.

ECE 402 - Children's Literature (3)

This course is designed to acquaint students with the variety of literature available for young children. Criteria for selecting books will be reviewed as well as the most appropriate methods for selecting books for young children. Students will review the importance of building books into the classroom curriculum and have opportunities to create lesson plans linked to various forms of children's literature. This course requires an observation in an early childhood environment in order to complete assignments.

Prerequisite: None. Offered: Su.

ECE 406 - Advanced Curriculum Planning (3)

This course is designed for those students who have a high interest in curriculum planning. This course concentrates on individualizing curriculum to meet the needs of all children in the classroom and on building a holistic and creative curriculum using the CT State Common Core expectations for young children and the CT Early Learning and Development Standards. Students will explore methods of curriculum planning while focusing on the Reggio Emilia approach to young children's learning. The course is designed for students to develop an in-depth comprehension of the Cycle of Intentional Teaching and to be able to do so in a variety of early learning settings. Connecting environments with curriculum and providing evidence of their relationship to each other will be a primary focus in this course.

Prerequisite: None. Offered: Su.

ECE 410 - Education Research (3)

This course provides a comprehensive approach to research methods and writing associated with educational practice. It is designed to guide students through a stepwise process using qualitative, quantitative, and mixed methods research designs. Students will learn the language of research, various methods for conducting educational research, and the components and format of research writing. More specifically, students will learn how to identify, analyze, and synthesize peer reviewed, empirical journal articles related to a research topic and how to write a focused, scholarly literature review. The course includes weekly writing assignments and readings, writing workshops with instructor and peer review, major paper assignments, and a culminating presentation.

Prerequisite: None. Offered: F.

ECE 411 - Action Research Project (3)

This course focuses on action research in the field of education. It continues to build on the research concepts and learning outcomes of Education Research (ECE 410), including qualitative, quantitative, mixed methods, and quasi-experimental research designs and methods. Through a step-by-step process, students will learn and apply the components of a research project that culminates in a well-developed, scholarly action research paper. Students will complete this action research project by developing a research question and significance; writing a literature review; detailing methods; and reporting findings, recommendations, limitations, and reflection of practice. Additionally, students will complete a research ethics module and write an Institutional Review Board (IRB) proposal, and seek approval if necessary, prior to completing their action research project. This course will include weekly writing assignments and readings, writing workshops with instructor and peer review, data collection in the field, major writing assignments, and a final presentation of the action research project.

Prerequisite: C- or Better in ECE 410. Offered: Sp.

ECE 430 - Ethical Trends and Issues in Early Education (3)

This course is designed for students to take a deeper look into the field of early childhood education. Students will examine current trends and laws impacting the profession. They will analyze circumstances concerning parents, communities, and schools and discuss the ethical responsibilities and legal aspects of these situations. Students will have opportunities to ponder where the field is headed and what implications it will have on the children in our care.

Prerequisite: None. Offered: Su.

ECE 450 - Capstone: Internship Experience (6)

This course is designed to give students hands-on learning experiences in the field at the culmination of their bachelor's degree. Students will examine issues in education and advocacy during the seminar as well as share their experiences and insight. Students will use reflective practice and critical thinking techniques in this course by reflecting on readings as well as in panel discussions on current issues in education. Students will have the opportunity to choose the type of internship they would like to engage in based upon their career interests.

Prerequisite: Departmental Permission. Offered: Sp.

ECE 451 - Capstone: Student Teaching (6)

This course is designed to give students hands-on learning experiences in the field at the culmination of their bachelor's degree and, if other requirements of the Office of Early Childhood have been met, obtain their bachelor level Early Childhood Teacher Credential. Students will participate in 200 hours of training at an approved site under the supervision of a mentor teacher or field supervisor. In addition to completing 200 hours in an approved early childhood setting, students are required to attend on-campus seminars.

Prerequisite: Departmental Permission. Offered: Sp.

ECN - Economics**ECN 101 - Macroeconomics (3)**

This course covers a broad range of macro-economic topics in American and global economies. Topics focus on aggregate economic activity including gross national and domestic product and national income, price levels and inflation, supply and demand, employment and unemployment, domestic savings and investment, fiscal and monetary policy, and international trade.

Prerequisite: MATH 097 or equivalent. Offered: F.

ECN 102 - Microeconomics (3)

This course examines the segment of the economy which includes individual businesses or industries,

individual consumers, and individual products. It will examine the production, allocation and distribution of goods and services in a world of scarce resources. The course will explore basic concepts of opportunity, cost, supply and demand, taxation, cost theory, perfect competition, monopoly and other types of market structures.

Prerequisite: MATH 097 or equivalent. Offered: Sp.

ECN 110 - Principles of Economics (3)

This course provides an introduction to macroeconomic and microeconomic fundamental principles. Supply and demand, market equilibrium, scarcity and choice, factors of production, unemployment and inflation, gross domestic product and its relationship to business cycles will be covered. Price ceilings, price floors, costs and profit maximization and market structures will also be stressed. Students will understand the influence of economic principles on the domestic and global business environment.

Prerequisite: MATH 097 or equivalent. Offered: F and Sp.

ECN 285 - Managerial Economics (3)

This course covers the study of managerial decision-making using tools and principles of economic analysis. Topics, such as production and cost, market structure, profit maximization, forecasting techniques, consumer behavior, and business behavior will be stressed. Students will be expected to apply managerial economic principles in a course project.

Prerequisite: Or Corequisites: BUS 101 or BUS 107; ECN 110). Offered: F and Sp.

ENG - English

ENG 090 - Introduction to Academic Language (0)

How words, terms, or phrases are used in speech and text is important and situational. In this course, students are guided to think critically about how language is used in academic settings. Students practice critical reading, writing, and thinking while considering language choice in different situations. Varied assignments are used to build students' knowledge and skill in using academic language.

NOTE: This course is offered only in a face-face modality (on-ground, synchronous online, or hybrid). Students must earn a pass to advance to ENG 101.

Offered: F, Sp, Su.

ENG 095 - English Composition Support (0)

ENG 095 is an optional co-requisite to ENG 101 and is not offered as a stand-alone course. This course

supplements the skills and competencies taught in ENG 101. Students meet with their ENG 101 instructor for individualized instruction in a small group setting. Students receive additional help with the ENG 101 course and complete reading, writing, and reflective activities that help build students use of academic language.

NOTE: Students must earn a P in ENG 095 and C or above in ENG 101 to receive college credit.

Corequisite: ENG 101 required to be taken at same time. Offered: F, Sp, Su.

ENG 101 - English Composition (3)

This course is designed to develop effective collegiate writing competencies. Students develop deeper understanding of the stages of the writing process, including generating, revising, proofreading, and editing essays. Using a collaborative approach, students will produce essays in various genres with emphasis on rhetorical effectiveness, focusing on organization, thesis, purpose, and audience awareness. The course emphasizes academic inquiry through focused research, including retrieving, interpreting, and synthesizing sources effectively and ethically.

Offered: F, Sp, Su.

ENG 102 - Composition and Literature (3)

This course provides additional composition skill-building. Students are required to write extensively on topics related to various genres of serious literature and are expected to explain and support their ideas in writing. Focus is on learning how to read, interpret and critically analyze literary selections.

Prerequisite: ENG 101. Offered: F, Sp, Su.

ENG 103 - Writing a Life: Biographies and Personal Narratives (3)

Biographies, autobiographies, diaries, and personal narratives are all ways of telling the narrative of a life. In this course, students will examine how writers take a life lived and turn it into a story. They will read biographies, autobiographies, and biographical narratives. The focus will be on reading widely and on intense engagement with the texts. Students will have the opportunity to create book lists, book talks, and/or web pages to explore their interpretations of biographical materials.

Offered: F, Sp, Su.

ENG 106 - Composition and Medical Literature (3)

This course focuses on the development of writing skills for the healthcare professional, emphasizing writing as an academic skill necessary to prepare students for entering the healthcare field. The course contains a particular focus on cultivating empathy and developing

cross-cultural sensitivity in healthcare environments. In order to prepare students for successful written communication in their chosen field, students will learn to write in a way that targets specific audience members, such as the patient, family members of the patient and fellow healthcare professionals. The course also emphasizes questions and responses that stimulate thought, examine ethics, relate the material to broader universal issues, and necessitate critical interpretation. Students will be required to compile, organize, and logically present scientific and health information in research paper format, using citation and references. In addition, students will be expected to read literature related to healthcare issues and respond in journal and essay format.

Offered: F, Sp, Su.

ENG 225 - Creative Writing (3)

This course explores writing as a creative art. The course emphasizes elements of effective creative writing, including developing plot, theme, dialogue, character, point of view, description, and imagery. Students engage in both writing practice and analysis of readings to develop writing skills and processes and prepare creative works for publication.

Prerequisite: ENG 101 . Offered: F, Sp, Su.

ENG 227 - Writing for Social Media (3)

This course introduces students to the fundamentals of how to compose content for a variety of media platforms. Students will maintain and add content to a website of their own design, updating it with periodic blog entries, PowerPoint presentations, white papers and e-books, podcasts, videos, and other media. Students will study both the technical skills they will need to produce this media as well as strategies for writing effectively and professionally in electronic formats.

Prerequisite: ENG 101. Offered: F, Sp, Su.

ENG 240 - The American Short Story (3)

This course focuses on the American short story through an historical perspective. Students will evaluate short stories considering social themes that reflect cultural shifts, national movements, and the changing identity of the American nation. Students will also learn the elements of short story development, author strategies for building suspense and action, and literary devices that make this writing form profound. Finally, students will compose essays and discussion responses that draw on theoretical models of close reading. Selected authors may include: Irving, Poe, Hawthorne, Ellison, Hughes, Jackson, Welty, Oates, and Diaz.

Prerequisite: ENG 101 . Offered: Sp, S, F.

ENG 245 - Contemporary American Poetry (3)

This course provides an introduction to contemporary poetic voices and reviews the predecessors and progresses to our modern poets: Lowell, Plath, Wilbur, Ginsberg, Bishop, and Brooks. The course culminates in an in-depth survey of some of the newest voices of the exploding Multicultural Renaissance, including Komunyakaa, Ai, Marilyn Nelson, and Lucille Clifton. Students will have discussions on the emergence of poetic movements such as the Beats, Language and Confessional Poetry, Feminism, Multiculturalism and Urban Poetry.

Prerequisite: ENG 101 . Offered: F, Sp.

ENG 265 - Caribbean Literature and Culture (3)

This course will explore the literature of the Caribbean from the nineteenth century to contemporary times. The course will focus on fiction and poetry of writers of the Diaspora and incorporate the history, politics, and culture that have helped shape the literature of the region. Themes addressed are: colonialism, language, migration/immigration, identity, and spirituality.

Prerequisite: ENG 101. Offered: F, Sp.

ENG 300 - Advanced Composition (3)

This course is designed to provide students with opportunities to develop their writing skills across a range of styles of professional and academic writing. Using a process approach to writing, students will develop, draft, and revise a variety of written assignments, including persuasive arguments, formal research essays, and critical evaluations. Students will cultivate an understanding of the manner in which writing clearly and confidently can enrich their personal, academic, and professional lives.

Prerequisite: ENG 101 and 3 Additional Credits in Composition. Offered: F, Sp, Su.

ENG 303 - Film & Literary Adaptation (3)

This advanced English course provides students with a foundation in film studies through an intensive examination of the process of cinematic adaptation using films based on literature. These film and literary narratives will demonstrate a variety of genres and techniques. In addition to further developing reading strategies and academic writing skills, students will engage in scholarship associated with both narrative cinema and cultural studies. This includes an in-depth analysis of narrative, cinematography, composition, and audience as well as the application of critical theories. The class makes use of film screenings and academic research as the basis for critical essays that will allow students to become active readers, spectators, and critics.

Prerequisite: ENG 101 and 3 Additional Credits in Composition. Offered: F, Sp, Su.

ENG 305 - The Modern Novel (3)

For hundreds of years, novels have played an important role in representing the diversity and complexity of modern civilization. In our dynamic and global contemporary world, the power of the novel to bring together different voices is more important than ever. In this course, students will read, analyze, and discuss representative novels from the twentieth and twenty-first centuries by authors such as Laura Esquivel, Khaled Hosseini, Kurt Vonnegut, and Toni Morrison. Course includes a research paper.

Prerequisite: ENG 101 and 3 Additional Credits in Composition. Offered: F, Sp.

ENG 320 - Advanced Writing for Health Professionals (3)

This intensive writing course focuses on the development of writing skills for the healthcare professional, emphasizing writing as a communication skill necessary in the healthcare field. This advanced writing course centers on writing based on reading, interpretation, and discussion of academic and literary texts from personal, literary, scientific, and technological sources. The course also emphasizes questions and responses that stimulate thought, relates the material to broader universal issues, and necessitates critical interpretation. As an advanced writing course, it demonstrates how reading and writing in standardized English assists in enriching one's life and includes vigorous review of grammar, mechanics, paraphrasing, essay structure and development of stylistic strategies and techniques often using group and collegial critiques. The course also includes compiling, organizing, and logically presenting scientific and health information in research paper format, using citation and references. In addition, students will be expected to read literature related to healthcare issues and respond in journal and essay format.

Prerequisite: ENG 101 and 3 Additional credits in ENG. Offered: F, Sp, Su.

ENG 325 - Advanced Writing for the Business Professional (3)

This course is designed to improve the writing competence of the business student for management level communications. It will utilize rhetorical principles and strategies to help students shape their business writing and oral presentations ethically, for multiple audiences, in a variety of professional situations. There is an emphasis on applying these rhetorical tools to on-the-job communications and to the development and editing of documents appropriate to business. Students will examine major forms of business and industrial

writing, including correspondence, memoranda, and reports, such as executive briefs and annual reports.

Prerequisite: ENG 101 . Offered: F, Sp.

ENG 420 - Presentation and Publication (3)

The focus of this course is writing for professional publication and presentation. Students engage in researching, drafting, and revising professional-grade scholarship and disseminating their ideas in submissions to professional conferences and publications. Students critique their own work and the work of others in writing workshops and peer-review sessions as they gain experience in the process of developing content for a professional audience.

Prerequisite: ENG 101 & 3 Additional Credits in ENG. Offered: F, Sp.

FNS - Funeral Service

FNS 202 - Funeral Service Management and Communication (4)

This course provides an introduction to funeral service from first call to final service and disposition. Terminology used in funeral service is presented. Military, religious, fraternal, and governmental regulations and customs are discussed. Topics also include managerial skills, personnel procedures, records management, and accounting procedures. Overall communication techniques, and other tools to conduct funeral arrangements with the bereaved, clergy, other professionals, and the general public is practiced in a workshop setting.

Prerequisite: None. Offered: F, Sp, Su.

FNS 205 - Restorative Art with Lab (4)

This course presents a detailed study of the physiognomy and anatomy of the human body with special emphasis on the skull, face, neck, and hands. The course prepares students for the reconstruction of areas of the body that have been distorted by traumatic injury and postmortem changes. Lecture and laboratory classes are closely correlated. The laboratory incorporates the use of models, synthetic forms, foundation materials, modeling instruments, and color theory and cosmetics.

Prerequisite: BIO 120. Offered: F, Sp, Su.

FNS 209 - Funeral Service Law and Socio-Ethics (3)

This course considers the elements of business law with an emphasis on the funeral service professional. Consideration is given to the liability exposure of the funeral director in matters of tort and contract law. The principles of mortuary law are discussed, as are state/federal statutes, cemetery/crematory rules and

regulations that govern the behavior of funeral directors and embalmers. Emphasis is placed on OSHA, FTC, ADA, wills, estates, probate laws and regulations, as well as the social and ethical impacts and considerations of the funeral service profession.

Prerequisite: None. Offered: F, Sp, Su.

FNS 216 - Funeral Service History and Merchandising (4)

This class covers an in depth history of the funeral service business from ancient to contemporary time. Students build upon their knowledge of historical and cultural practices as it applies to community service in the business operations. The course reviews the marketing, sales, advertisement, and nomenclature of funeral goods, casket urns, outer burial containers, merchandising techniques, demonstration and use of the selection room, FTC Funeral Service Rules, and parameters of merchandising price lists.

Prerequisite: None. Offered: F, Sp, Su.

FNS 218 - Embalming I and Thanato-Chemistry (4)

This course includes the study of thanatology, introduction to thanato-chemistry, as well as the history and need for embalming. The pre-mortem and postmortem changes in the body are discussed, as is cellular decomposition and proteolysis. The chemicals, techniques, and instruments of embalming are introduced. Students will fulfill competencies in OSHA, Bloodborne Pathogen Standard, Hazard Communication Standard, and Medical Waste Tracking Act.

Prerequisite: SCI 124, BIO 120, BIO 235. Offered: F, Sp, Su.

FNS 220 - Embalming II and Cremation (3)

Building upon the foundational theories, exploration of methods of injection, aspiration, cavity treatment and troubleshooting are discussed at length. Various embalming chemicals and special purpose fluids are examined. Embalming procedures for special cases, autopsies, unusual and difficult cases (e.g. gangrene, edema, trauma, jaundice, etc.) are covered. Topics include procedures for handling contagious remains, preparation for casketed and cremated remains for international shipment, and public safety, as well as preparing unembalmed bodies for disposition. The course covers the important considerations when working with those that choose cremation as a form of disposition. Emphasizing cremation history, identification, authorization, forms, cremation merchandise, services, FTC Compliance, and special circumstances.

Prerequisite: FNS 218. Offered: F, Sp, Su.

FNS 297 - Funeral Service Internship (5)

Students experience all of the daily activities of a funeral home. This course is designed to deepen students' understanding of how funeral service is practiced. Exposure to all aspects of funeral service is included, with emphasis on embalming, restorative art, proper identification, removal/transfers, record keeping/funeral-related documentation, crematory/hospital/medical examiner relations and business management. Requirement: minimum of 180 hours which include participation in ten (10) embalmings and participation in a minimum of five (5) funeral services. The student is expected to secure the internship site, with the approval from the Program Director and faculty.

Prerequisite: FNS 218, PD Permission, 2.7 GPA. Offered: F, Sp, Su.

FNS 298 - Funeral Service Seminar (3)

To successfully complete this course, students must pass a programmatic comprehensive exam in Arts and Sciences assessing their knowledge and understanding of all concepts presented during their degree program. This course provides review, preparation and practice for students to take the International Conference of Funeral Service Examining Boards (National Board Exams, NBE). The purpose of the National Board Examination (NBE) is to provide official licensing agencies with a national evaluation of an applicant for licensure in the diverse areas of competency required for the field of funeral service. Students must take and pass the programmatic Arts and Sciences verification exams with at least an 85 combined score. Students who do not take the National Board Exam within four (4) months of the verification by the Funeral Service Program must be re-verified by the Funeral Service Program Faculty. An overall passing grade of a 77 is required to pass the course.

Prerequisite: FNS 218, PD Permission, 2.7 GPA. Offered: F, Sp, Su.

HIS - History

HIS 101 - American History Since 1877 (3)

This course provides a study of America's political, social, intellectual, and diplomatic history from its post-Civil War industrialization to the present. Topics cover Reconstruction and its aftermath, the development of a city-based industrial economy, World War I, the inter-war years, the New Deal, World War II, Vietnam, race relations, social and political conflicts, and later economic changes of the twentieth century. The course provides study of recent Presidential administrations and twenty-first-century domestic and international issues, including the impact of a global economy on

contemporary America. (Formerly Listed as American History Since 1900).

Prerequisite: None. Offered: F, Sp, Su.

HIS 112 - Tracing the African American Experience (3)

The course is an overview of the field of African American Studies. Interdisciplinary in nature, African American Studies embraces history and literature, the arts and material culture, as well as sociological, political, economic, public policy, and philosophical perspectives on the experience of people of African descent in the United States. In acknowledgment of the multiplicity of approaches inherent in African American Studies, this course will feature guest experts from local, national, and international organizations — in order to suggest the range of intellectual and professional study that the discipline embraces.

Prerequisite: None. Offered: F, Sp, Su.

HIS 120 - Introduction to Modern World History (3)

This course examines the political, economic, cultural, and intellectual development of nations across the world in the years since 1900, as well as the emergence of non-governmental centers of power, such as terrorist groups and international corporations. Topics include the Great Power Rivalries and World War I, the increasing importance of the United States in the world, Latin American issues, the roles of Japan, China and India in the Far East, the evolution of Israeli/Arab hostility, the independence movements in Africa, and global interrelations today.

Prerequisite: None. Offered: F, Sp, Su.

HIS 210 - Introduction to African American Studies (3)

This course provides an interdisciplinary survey of the African-American experience from pre-colonial Africa to the present. Topics will focus on key figures, a wide range of contemporary issues, and history of slavery and the struggle for freedom and justice.

Prerequisite: None. Offered: Sp.

HIS 310 - Social History of American Women (3)

This course covers the social history of American women from colonial times through modern times. A diversity of women's and ethnic groups will be studied in terms of their specific experiences and how they have been affected by the cultural ideals and basic institutions of American society, including European Americans, Native Americans, African Americans, Latinos, and Asian Americans. The course also covers the history and present-day trends involved with topics, such as women and work, women and education, alternate gender

orientations/sexualities, and female-headed households.

Prerequisite: ENG 101. Offered: F, Sp, Su.

HIS 330 - Hispanic Culture and History (3)

Students will study how major historical events influenced the evolution of Hispanic culture. Students will also research and discuss relevant literature, music, art, theater, religion, politics and current events. Writing assignments will challenge students to consider the development of Hispanic values in the United States and around the world.

Prerequisite: ENG 101. Offered: F.

HLT - Histology

HLT 102 - Introduction to Histology (3)

Principles and practices of quality management, laboratory safety, professional conduct and laboratory information systems are outlined. This course orients the student to procedures, policies and manuals. Laboratory instruction will include: explanation and demonstration of regulatory agencies, safety procedures in the laboratory setting, an online Safety Training that introduces the student to blood-borne pathogens and infection control practices, glassware, solution preparation, troubleshooting, quality control, care and use of a microscope and basic tissue identification (to include sectioning artifacts). This laboratory experience demonstrates a working knowledge of instrumentation, supplies, and solutions.

Prerequisite: None. Offered: F and Sp.

HLT 110 - Histologic Techniques (3)

This course introduces students to the various methods employed in tissue processing, sectioning of tissue, bone decalcification, mounting media, and embedding in the following media: paraffin, celloidin, and plastic. Students also demonstrate writing proficiency as they are introduced to concepts of leadership and laboratory informatics.

Prerequisite: None. Offered: F and Sp.

HLT 113 - Concepts of Staining and Fixation (3)

This course builds on the foundation of Histologic Techniques I and describes organic and inorganic chemistry in relation to histology. Theoretical and practical methods of basic nuclear and cytoplasmic staining and tissue fixation are presented. Students learn the classification of biological stains and their applications in succession with the principles and concepts that closely coincide with the laboratory content taught in the student lab. Fixation topics include the utilization of primary fixatives, modifiers and mixtures necessary for optimum fixation of tissue

specimens. Artifacts, oxidation, reduction, compatible staining procedures, and instruments employed during tissue fixation are discussed.

Prerequisite: HLT 110. Offered: Sp and Su.

HLT 115 - Histology Laboratory Application (3)

Throughout this laboratory experience, the student acquires a working knowledge of sectioning biopsies, levels, serial and step sections, processing schedules, paraffin embedding of tissue, paraffin sectioning techniques, routine staining, mounting techniques, troubleshooting, cryostat use, and Mohs Techniques.

Prerequisite: HLT 102 and HLT 110. Offered: Sp and Su.

HLT 209 - Special Staining Lab (3)

This course is offered concurrently with Staining II Lectures and offers hands-on application of dyes and microscopic evaluations demonstrating special staining and immunohistochemistry techniques.

Prerequisite: HLT 102 and HLT 110. Offered: F, Sp and Su.

HLT 210 - Staining II (3)

This staining course closely coincides with chemistry and anatomy topics. Subject matter covers staining of: carbohydrates, connective tissue, microorganisms, nerve tissue, lipids, pigments, and hematopathology specimens. Additional subject matter covers primary reagents and dyes, mechanisms of actions and source of error in staining with appropriate corrections, microincineration, and immunohistochemistry and enzyme histochemistry techniques.

Prerequisite: HLT 102 and HLT 110. Offered: F, Sp and Su.

HLT 230 - Histology Capstone and Seminar (3)

Principles and methodologies for all major areas commonly practiced in a modern histopathology laboratory are presented and performed. The capstone is a seminar detailing the students' progression at the clinical site, and skills developed throughout the program. Students prepare to sit for the HT (ASCP) Certification Exam through their participation in simulated practice exams.

Prerequisite: Departmental Permission. Offered: F, Sp and Su.

HLT 290 - Histology Clinical Experience (7)

Students master the procedures and hone their technical skills at a clinical site under the supervision of an experienced, certified (HT/HTL, ASCP) technician and in the equipped student laboratory under the guidance of the course professor. Clinical significance of laboratory procedures in diagnosis and treatment is applied. Students perform various routine duties

(processing, sectioning, staining, decalcification, coverslipping, and gross tissue handling, etc.). This practical experience combined with techniques acquired in the student lab enables the student to become accustomed to applying histologic procedures to a scheduled arrangement of duties with established deadlines.

Prerequisite: Departmental Permission. Offered: F, Sp and Su.

HSC - Health Science

HSC 101 - Introduction to Healthcare (3)

This course introduces concepts that are fundamental to all healthcare occupations. Topics will include the structure of the healthcare system and current trends in healthcare. A variety of healthcare careers, including qualifications, educational requirements and personal characteristics will also be discussed. Finally, communication with patients and other professionals, lifestyle choices and ethical-legal issues will also be emphasized.

Prerequisite: None. Offered: F, Sp, Su.

HSC 105 - Medical Terminology (3)

This course teaches medical terminology through the presentation of root words, prefixes and suffixes. Correct spelling and pronunciation of these terms is stressed throughout. Introduction to common medical abbreviations, symbols and body systems will also be presented.

Prerequisite: None. Offered: F, Sp, Su.

HSC 111 - Medical Law and Ethics (3)

This course addresses medical ethics, medical practice acts, legal responsibilities of the health professional, professional liability and the civic duties of the health professional. The class makes use of the Internet, newspapers and other publications for the discussion of current events related to medical law and ethics.

Prerequisite: None. Offered: F, Sp, Su.

HSC 120 - Health and Wellness (3)

This introductory course covers health and wellness models. It includes healthy life style goals, such as diet, nutrition, weight control and exercise. Additionally, risk factors to poor health such as alcohol, illegal drugs, drug abuse, and smoking will be discussed. The course also covers mental health issues and the special needs of this patient population, along with patient education techniques.

Prerequisite: None. Offered: F, Sp.

HSC 210 - Writing in the Sciences (3)

This course is a writing-intensive class that is centered on the types of writing required of professionals in the Health and Environmental Sciences fields. Writing in a scientific voice requires the ability to access, evaluate, and interpret information and arguments in the sciences. Students develop skills in paraphrasing and summarizing written communication, as well as the ability to analyze experiments. This course will make extensive use of collaboration, peer review, and of repeated revision of drafts until a satisfactory level of writing is achieved. Students work throughout the course to develop an independent perspective on a scientific topic of interest. Writing projects include a lab report, an article written for a general audience, and a review paper that incorporates all of the skills amassed during the course.

Prerequisite: Successful completion of ENG 101 and any college level science course. Offered: F, Sp, Su.

HSC 240 - Introduction to Alternative and Complementary Medicine (3)

This course will examine the theory, philosophy and applications of complementary and alternative medicine within today's healthcare system. Students will learn about the many alternatives to traditional Western or allopathic medicine, and how these various models, systems and therapies impact on the delivery of healthcare in the United States. Students will become aware of the vast array of resources available and the type of training involved in license/certification.

Prerequisite: None. Offered: F, Sp, Su.

HSC 310 - U.S. Healthcare Delivery Systems (3)

This course will explore the U.S. Health System focusing on its historical development, current configuration and future direction. Included will be the study of health system development, key influencers, accessibility, financing, changing components and the effects the system has on patients, providers, financiers, employers, government and insurers. Particular attention will be paid to the future direction of healthcare and what parts are likely to change.

Prerequisite: ENG 101 and 3 Additional credits in Composition. Offered: F, Su.

HSC 312 - Organization and Administration of Long-Term Care (3)

This course will include discussions of types and functions of long-term care facilities and related providers. Students participate in critical analysis of long-term care administration relating to reimbursement, resource use, quality assurance and ethical and legal issues.

Prerequisite: ENG 101 and 3 Additional credits in Composition. Offered: F, Su.

HSC 350 - Continuous Quality Improvement (3)

This course provides basic principles associated with Total Quality Management (TQM) and Continuous Quality Improvement (CQI). The concepts covered in this course will allow students to identify and solve issues surrounding quality management in healthcare organizations utilizing CQI tools and techniques. Through the use of case studies, current events, and textbook materials, students will learn how to identify problems, recommend improvements, and collect data to demonstrate process improvement.

Prerequisite: ENG 101 and 3 Additional credits in Composition. Offered: F, Sp, Su.

HSC 410 - Epidemiology (3)

This course introduces epidemiology and its uses. It will introduce the basic methods for infectious disease epidemiology and case studies of important disease syndromes. This course provides discussion of epidemiologic topics, methods, measure of disease occurrences, common types and sources of data, problems unique to the study of health and the environment, education on issues of environmental exposures and their human health effects.

Prerequisite: ENG 101, 3 Additional credits in Composition, and STAT 167. Offered: F.

HSC 450 - Senior Capstone (3)

As part of the completion of the B.S. in Health Science each student will be required to complete a capstone, or culminating experience, prior to graduation. A capstone experience is defined as one that requires a student to synthesize and integrate knowledge acquired in course work and to his/her learning experiences and to apply theory and principles in a situation that approximates some aspect of professional practice. This course provides an opportunity to study a practical and current issue selected by the students. Students will apply critical thinking, analytical abilities, and communication skills that integrate the core academic areas of public health including biostatistics, epidemiology, health education, health policy, and environmental health. The final course report acts as the official written comprehensive examination, the fulfillment of the culminating experience requirement.

Prerequisite: Departmental Permission. Corequisite: PSY 420. Offered: F, Sp, Su.

HSC 460 - Senior Internship (3)

This course provides at least 150-hours of an internship in a health service organization. Under the supervision of a full-time faculty member and an approved preceptor, students who are in their final 9 credits of

coursework will work on a project related to management, development or administration in health science. This course allows students to demonstrate professional competency in health sciences. The internship is an integral part of the Health Science curriculum as it is intended to broaden students' perspectives and provide experience in applying the theory and content learned in their didactic course work.

Prerequisite: Departmental Permission. Offered: F, Sp, Su.

HSM - Homeland Security

HSM 101 - Introduction to Homeland Security (3)

This course provides a general introduction to the field of Homeland Security. In addition to an examination of the events leading up to and occurring on 9/11, the effectiveness of the Homeland Security system and theories related to the topic are presented. Special emphasis is placed on the role of the U. S. Department of Homeland Security.

Prerequisite: Placement in ENG 099 or Higher. Offered: Sp.

HSM 102 - Introduction to Weapons of Mass Destruction (WMD) (3)

This course will provide a study of WMD to include the definition, the identification, the analysis, the threats (international and domestic) and a review of risk assessment issues. There will be a general recognition of chemical, biological, radiological, nuclear, and explosive agents, and defensive considerations and control issues associated with criminal incidents. This course explores the different types, features, and limitations of commercially-available detection instruments for Weapons of Mass Destruction chemicals and materials. This course also covers decontamination options and requirements for victims and responders to a WMD incident. Hospital and personnel resources will be some of the main topics reviewed and discussed for activity, responsibility and requirements.

Prerequisite: None. Offered: Su.

HSM 103 - Emergency Planning: Response, Preparedness and Testing for Critical Incidents (3)

This course addresses the special needs of emergency planners whether they be in response to natural disasters such as flooding, hurricanes, tornadoes, earthquakes, or volcanoes as well as planning and preparedness issues to address man-made terrorist threats. The concepts of mitigation, preparedness, response and recovery will be addressed as well as Continuity of Operations Planning (COOP), Continuity of Government (COG), and Business Continuity Planning

(BCP) as well as many other aspects of emergency planning and management.

Prerequisite: None. Offered: F.

HSM 104 - Domestic and International Terrorism (3)

This course introduces students to various aspects of international terrorism. Included will be the basic principles of terrorist investigation, Federal and state terrorism laws, prosecution of international terrorists, domestic security threats, malicious religious extremists, drug cartels, and the motivational factors and tactics that drive these organizations. **G/US G/W**

Prerequisite: None. Offered: F.

HSM 105 - Contemporary Ethical Perspectives (3)

This course will examine ethics and professional responsibility. Due to the power given to those in the criminal justice system, society has come to expect a higher standard of behavior and responsibility from those individuals. This course will discuss and examine how the work environment and a sense of ethics and professional responsibility can mutually exist. The concept of Just War and the ethical concepts associated with terrorism will also be discussed.

Prerequisite: None. Offered: Sp.

HSM 106 - Investigative Report Writing (3)

This course combines the basics of two disciplines — investigation and report writing — and bridges the gap between them in order to teach the basics involved in writing an investigative report. Fundamental guidelines for investigative reports are established through a set of rules that are easy to understand and apply in any type of report-writing scenario. Topics include note taking, describing persons and property, crime and arrest reports, search warrants, and issues in writing.

Prerequisite: ENG 101 or Departmental Permission. Crosslisted as: CJS 106. Offered: F, Sp.

HSM 111 - Contemporary Issues in Crime and Prevention (3)

This course will examine the cause and effect relationship between contemporary problems in our society and how they relate to crime and prevention. Issues, such as substance abuse, domestic violence, DNA testing, the ACLU, and the widespread use of the Internet will be discussed in their relation to the criminal justice system and Homeland Security.

Prerequisite: None. Crosslisted as: CJS 111. Offered: F, Su.

HSM 112 - Introduction to School Safety and Security (3)

This course is designed as an introductory course covering school safety and security for law enforcement, security professionals, educators, and education administrators. Topics include: understanding and managing school safety, fundamentals of proactive school security, and readiness and emergency management for schools.

Prerequisite: None. Offered: F.

HSM 118 - Introduction to Fire Technology (3)

This course introduces students to the many areas of fire protection, using a systems approach. It overviews the system components of modern fire department responsibility and features the latest incident command system information. This course explores such cutting-edge issues as homeland security, goal setting and accomplishment, life safety initiatives, recent laws affecting firefighters, and more. Progressive information on fire protection in the community from both the planning and application standpoints offers a well-rounded view of the fire service's function in community risk reduction. The course provides an understanding and tools for individuals seeking a career in the fire service.

Prerequisite: None. Offered: Su.

HSM 120 - First Responder Training (3)

Students will be introduced to the knowledge and skills necessary to function as a trained First Responder and identify and manage the most common types of injuries and illnesses encountered in the pre-hospital setting. Students will also be exposed to concepts on responding to fire, hazmat, and evacuation operations and be given an overview of the incident command system.

Prerequisite: None. Offered: Sp.

HSM 122 - Emergency Management (3)

This course is designed to help first responders as well as healthcare management professionals (including physicians and nurses with management responsibility) to assess, mitigate and deal with the medical, physical and economic risks and challenges associated with terrorism involving Weapons of Mass Destruction (WMD). Topics to be discussed include: risk analysis, OSHA and other regulatory standards, integration of hospital and community emergency management, special aspects of hazardous materials emergencies, and business and financial recovery planning.

Prerequisite: None. Offered: Sp.

HSM 130 - Introduction to Computer Crimes and Security (3)

This course offers an introduction to information systems used within the national security system. A framework is provided for understanding the needs, types, capabilities and applications of management information systems. An overview of existing security information systems is presented with implications for the future requirements. This course will provide an overview of computer crime and the procedures forensic computing specialists, law enforcement investigators, and prosecutors must invoke to prosecute computer criminals successfully. Finally, the impact of science and technology upon security agencies and how information management systems will prepare for the latest challenges will also be analyzed and discussed.

Prerequisite: None. Crosslisted as: CJS 130. Offered: F.

HSM 131 - Data and Information System Security Protection (3)

This course provides a comprehensive introduction to computer security, including computer networks, issues, concepts and technologies. The core technologies of access control, cryptography, digital signatures, authentication, network firewalls and network security services and programs are reviewed. Issues of security policy and risk management are considered.

Prerequisite: None. Crosslisted as: CJS 131. Offered: F.

HSM 142 - Intelligence Analysis and Security Management (3)

This course examines intelligence analysis and its indispensable relationship to the security management of terrorist attacks, man-made disasters and natural disasters. It also explores vulnerabilities of our national defense and private sectors, as well as the threats posed to these institutions by terrorists, man-made disasters, and natural disasters. Students will discuss substantive issues regarding intelligence support of homeland security measures implemented by the United States and explore how the intelligence community operates. Students will be able to identify important components of Intelligence Analysis and Security Management.

Prerequisite: None. Offered: Sp.

HSM 143 - Transportation and Border Security (3)

This course provides an in-depth view of modern border and transportation security. Topics of study will include: aircraft and airports; trains, ground transportation and related terminals; ships and seaports; and major border-crossing control points. Existing and emergent technologies needed to detect terrorists, their weapons, and inherent vulnerabilities in infrastructure will be a special emphasis of the course. Additional topics will include: legal, economic, political and cultural aspects of

transportation safety and border security. The course will provide students with an understanding of the variety of challenges inherent in transportation and border security.

Prerequisite: None. Offered: Su.

HSM 220 - National Incident Management System (NIMS) (3)

This course is designed to illustrate how effective coordination, integration, communications and planning among local, state and federal response agencies are critical to effective response to mass-casualty, Weapons of Mass Destruction (WMD) or terrorist incidents. This course will focus on the special challenges faced by senior level incident managers in dealing with a WMD or terrorist incident. In addition, the National Incident Management System (NIMS), Incident Command, basic medical and law enforcement terminology will be discussed.

Prerequisite: CJS 101/ HSM 101. Offered: Sp.

HSM 230 - Cyber Crime: Identity Theft and Internet Vulnerabilities (3)

This course will introduce and discuss the fastest growing crime — theft of a person's identity and the techniques and various ways criminals use to steal personal information. Prevention and ways to protect one's identity will be discussed. This course will also focus on the theories and techniques for tracking attackers across the Internet and gaining forensic information from computer systems. This course includes case studies of Internet-based computer crimes and addresses limits of forensic techniques.

Prerequisite: None. Offered: Sp.

HSM 231 - Information System Threats/Attacks/Defense (3)

This course provides an overview of the actors, motives and methods used in the commission of computer-related crimes and describes the methods used by organizations to prevent, detect, and respond to these crimes.

Prerequisite: CJS 130/HSM 130. Crosslisted as: CJS 231. Offered: Su.

HSM 232 - Computer Crime Forensics and Investigative Procedures (3)

This course presents an introduction to modern criminalistics and investigative techniques to solve crimes. The course includes an examination and evaluation of crime scenes with scientific analysis of physical evidence. Individual and group activities relating to professional practices of forensic science and computer science will be explored throughout the semester.

Prerequisite: HSM 130. Crosslisted as: CJS 232. Offered: Sp.

HSM 235 - Principles of Personal and Physical Security (3)

This course will provide the student with a basic knowledge and understanding of personal and physical security to include the definitions, the need, the requirements, and review of the controls, techniques and tools. This course introduces participants to a broad, in-depth look at security planning and procedures. Students will develop skills in intelligence collection, surveillances, perimeter and crime scene security, principles of crowd and riot control, substance abuse recognition, theft, sabotage, and espionage. Additional topics may include computer security, electronic criminal investigations, firewalls and security software, as well as crime prevention techniques.

Prerequisite: None. Crosslisted as: CJS 235. Offered: Sp.

HSM 240 - Strategic and Tactical Considerations on the Fireground (3)

This course gives students a real-life approach to the topic of fire strategies and tactical considerations using a systems approach to guide them through the process of problem identification and solution response. From planning to incident scene control, this course provides knowledge that can be applied to a variety of complex fire situations including new material on healthcare and high risk populations and commercial, technical operations, and industrial occupancies as well as scenarios and case studies to enhance student learning.

Prerequisite: HSM 118. Offered: Sp.

HSM 241 - Principles of Fire Prevention (3)

This course addresses our nation's efforts at fire prevention and the importance of reducing fire loss; and it helps students understand the value of fire prevention, protection and associated programs. Coverage includes the origins of our national, state, and local fire prevention efforts as well as current examples that emphasize the need for stronger programs. In addition, the course discusses the elements of plan review, inspection and investigation, as well as the logistics of staffing and financial management of fire prevention.

Prerequisite: HSM 118. Offered: Sp.

HSM 290 - Internship (3)

This course provides a supervised internship of at least 150 hours in order to gain practical field placement experience in the homeland security area including law enforcement, fire service, corrections, public/private sector safety or security, protective services environments, or other homeland security career fields.

Transportation to internship sites is the responsibility of the student.

Prerequisite: Departmental Permission. Offered: F, Sp, Su.

HSR - Human Services

HSR 101 - Introduction to Human Services (3)

This course provides a comprehensive introduction to the theory, knowledge, attitudes, values and skills necessary for one to become an effective human service professional. Topics include human services in the United States, historical perspectives in human services, populations served and needs addressed in human services. Students will also examine social policy and how various human services emerged and the forces that influenced their development. Human service careers, self-development and caring for oneself as a professional will also be addressed.

Offered: F, Sp, Su.

HSR 105 - Community Organization and Advocacy (3)

This course focuses on the practice of advocacy in human services. Students will learn key principles, strategies, and hands-on skills that are commonly used in advocacy in multiple settings. The course highlights strategies and tactics used in advocacy, and the challenges and dilemmas organizers face in the field. Emphasis will be on agency, legislative, legal and community advocacy. Students will have an opportunity to design and execute an advocacy strategy within their areas of interest.

Prerequisite: . Offered: F, Sp, Su.

HSR 200 - Personal Growth and Development (3)

This course provides students with an exploration into the bio-psycho-social events that have shaped their lives thus far and the enhancement of personal development. Emphasis is placed on self-esteem and self-worth, relationships, cultural values, embracing diversity, meeting challenges of adulthood and autonomy, and pathways to personal growth. Course assignments, readings, journaling, and group work are designed to promote student's oral and written skills, social interaction, and personal development.

Prerequisite: None. Offered: F, Sp, Su.

HSR 210 - Introduction to Research in Human Services (3)

This course will provide an overview of quantitative and qualitative research methodologies used in human services. Students will gain the knowledge and competencies necessary to evaluate existing research and to plan and conduct their own research in human

services. Students will learn to prepare, plan, utilize research methods, organize and compose research papers on significant human service issues. The role of previous research and theory, experience, observation and related literature that leads to the formulation of a hypothesis will also be explored. This knowledge will be applied to create a written research paper that will be presented in class.

Prerequisite: ENG 101. Offered: F, Sp, Su.

HSR 222 - Foundations of Helping and Service Delivery (3)

Competent human services professionals serve as change agents. They develop client relationships that are culturally sensitive, grounded in equality, and focused on facilitating independence. This course emphasizes the application of evidence-based approaches to service delivery and the development of autonomy-oriented helping skills. Autonomy-oriented professionals assume the client is capable and apply person-centered and strength-based approaches to service delivery. The skilled helping professional creates learning opportunities that support clients in building skills, gaining knowledge, and using tools to independently identify and implement solutions to clients self-identified problems.

Prerequisite: HSR 101 or Corequisite. Offered: F, Sp, Su.

HSR 240 - Disability, Society, and the Individual (3)

This course provides students with a life-span perspective of disability. Students will examine the broad similarities and differences across a wide range of disabilities. They will analyze personal, historical, political, economic, and societal perspectives of individuals with disabilities in our society. Emphasis will be placed on the interaction among these perspectives.

Prerequisite: HSR 101 or Corequisite. Offered: F, Sp, Su.

HSR 250 - Studies in Alcohol and Drug Abuse (3)

This course provides students with an opportunity to explore the causes and consequences of addiction as they relate to individuals, families, communities and society. Topics will include drug classifications, physiological and psychological effects of alcohol and other drugs, treatment, education and prevention. Students will explore the skills and techniques utilized by those working with individuals involved in drug abuse. The use of guest speakers and analysis of common treatment modalities will provide a further exploration of alcohol and drug abuse. Formerly listed as HSR 120.

Prerequisite: HSR 101. Offered: F.

HSR 297 - Human Services Internship I (3)

This course is a 90-hour practical field experience and is the first of two Human Service Internship experiences. The course is based on the theories and learning outcomes associated with the overall human services curricula. It provides an opportunity for students to blend theory and practice through an actual supervised field experience at a human services organization. Students will be supervised in selected human service settings under the direction of the staff of the host organization and university faculty. Specific learning objectives for the experience will be developed through a collaboration of the student, host organization representative and faculty member. The 90 hours of field experience must be completed during the semester when the student is registered for this course, so students should plan their schedule accordingly.

Prerequisite: HSR 101, HSR 105, HSR 210, HSR 222 or Departmental Permission. . Offered: F, Sp, Su.

HSR 298 - Human Services Internship II (3)

This course is a 90-hour practical field experience and is a continuation of HSR 297. The course is based on the theories and learning outcomes associated with the overall human services curricula. It provides an opportunity for students to blend theory and practice through an actual supervised field experience at a human services organization. Students will be supervised in selected human service settings under the direction of the staff of the host organization and university faculty. Specific learning objectives for the experience will be developed through a collaboration of the student, host organization representative and faculty member. The 90 hours of field experience must be completed during the semester when the student is registered for this course, so students should plan their schedule accordingly.

Prerequisite: HSR 101, HSR 105, HSR 210, HSR 222, HSR 297 or Departmental Permission. Offered: F, Sp, Su.

HSR 325 - Case Management: Principles and Practices (3)

This course covers the range of functions associated with case management in human services settings. Topics include service planning, needs assessment, referral procedures and follow-up and integration of services. Upon completion, students should be able to effectively manage the care of the whole person from initial contact through termination of services. Students will learn to integrate and utilize information obtained through intakes, assessments, and from other service providers to determine client needs and develop service plans. Emphasis will be placed on designing interventions based on the goals of those receiving

services and evaluating the outcomes of the service provided. Organizing and documenting information will be covered as well as the written and oral presentation of that information to all relevant stakeholders. Students will develop skills in managing multiple aspects of human service interventions in dual roles of coordinator and provider of direct services. Coordination with and referral to other service providers will be addressed and the role and importance of professional ethics will also be incorporated.

Prerequisite: HSR 222. Offered: F, Sp, Su.

HSR 330 - Rehabilitation Counseling (3)

This course provides the student with an understanding of the field and practice of rehabilitation counseling. It is designed to help students understand and work to overcome the barriers to full participation of people with disabilities in the community and society. The major elements encompassing the rehabilitation service system will be explored including the federally-legislated state/federal program, the not-for-profit community, rehabilitation programs, and the private, for-profit rehabilitation counseling business. The course will address the disability rights movement and the history of significant disability-related legislation as well as the scope of practice in rehabilitation counseling. Students will study the professional issues related to the role of the rehabilitation counselor, the process of rehabilitation, and develop an understanding of a wide-range of techniques and methodologies utilized by professional rehabilitation counselors.

Prerequisite: HSR 101. Offered: Sp.

HSR 335 - Social Welfare Policy (3)

This course investigates the historical and philosophical roots of social welfare from ancient cultures to contemporary America. Students will experience an in-depth analysis of current social and public policies that impact community, state, and federal agencies and organizations. This course will generate student knowledge related to design and management of service programs and situations within a constantly changing political and social environment.

Prerequisite: HSR 101 and HSR 105. Crosslisted as: SOC 335. Offered: F, Sp, Su.

HSR 345 - Veterans: Service and Services (3)

This course provides students with an understanding of the experience of citizens who have served in our nation's armed forces. Students will study the experiences, challenges, and needs of United States military veterans, active duty military personnel and their families. Among the issues explored are the human impact of war; Veterans Administration, benefits and services available to veterans; service-connected disabilities such as Post Traumatic Stress Disorder

(PTSD), Traumatic Brain Injury (TBI), mental health issues, drug and alcohol abuse, and amputation; unique needs of and services for minority veterans; homelessness; and available support services. Students will conduct research in various topics related to veterans, active military personnel and their families. In addition, representatives from various organizations serving veterans and active military personnel will be invited to speak to students in the course.

Prerequisite: HSR 101 . Offered: F, Sp, Su.

HSR 350 - Crisis Prevention and Intervention (3)

This course provides an introduction to the theories, principles, concepts and techniques of crisis theory and practice carried out in a variety of human service environments. The range of cognitive, emotional, and behavioral responses of those experiencing crises will be explored. Effective crisis management is explored to learn how people feel, think, and behave during periods of crisis, and what strategies and resources are available to them. Specific types of crises are reviewed (e.g. developmental, crises of abuse, trauma, grief and loss) and the student will learn typical intervention strategies for various crisis situations. Finally, the student will learn about professional challenges associated with conducting crisis intervention work and issues such as compassion, fatigue and stress management.

Prerequisite: HSR 101. Offered: F, Sp, Su.

HSR 355 - Domestic Violence (3)

This course provides a comprehensive introduction to the history of domestic violence, research related to issues of family violence, intake, interviewing and assessment skills, and theories of family violence. In the literature, the terms "family violence" and "domestic violence" are often used interchangeable. Students will gain knowledge of domestic violence as it relates to children, adolescents, partners, the elderly, and individuals with disabilities. This course will examine populations that include cross-cultural, ethnic, racial, rural, same-sex, and military groups. Students will explore strategies, interventions, and resources to meet the needs of individuals in a domestic violence situation. Finally, students will be required to research various topics related to family and domestic violence.

Prerequisite: HSR 101. Crosslisted as: SOC 355.
Offered: F, Sp, Su.

HSR 493 - Human Services Capstone I (3)

The Human Services Capstone I is the first of two in-depth, student-centered field experience courses. This course requires the student to perform a 120-hour fieldwork experience at a human service organization where they will integrate the knowledge, theory, skills and professional behaviors that they have learned in the

classroom. The 120 hours of field experience must be completed during the semester when the student is registered for this course, so students should plan their schedule accordingly.

Prerequisite: HSR 297, HSR 298, PSY 420 or Departmental Permission. Offered: F, Sp, Su. .

HSR 494 - Human Services Capstone II (3)

The Human Services Capstone II is an in-depth, student-centered course that requires the student to perform a 60-hour fieldwork experience where they will integrate the knowledge, theory, skills, and professional behaviors that they have learned in the classroom. Utilizing this experience, students will identify and conduct a final research project. The student will explore, research, evaluate, and theorize a focused area of his/her interest within the human services field. Topics many include a specific population issue, current problem, information gap, culturally diverse client populations or a student/organization identified service need. The 60 hours of field experience must be completed during the semester when the student is registered for this course, so students should plan their schedule accordingly.

Prerequisite: HSR 297, HSR 298, PSY 420, HSR 493 or Departmental Permission and Enrolled in Final Semester of BSHS Degree. . Offered: F, Sp, Su.

HUM - Humanities

HUM 100 - Introduction to the Humanities (3)

This course provides a multi-disciplinary introduction to a global view of the arts and humanities. The emphasis of the course is on the interaction of art, poetry, literature, philosophy, music, and dance with the social issues of all cultures considered.

Prerequisite: None. Offered: F, Sp, Su.

HUM 160 - Introduction to Popular Music (3)

This course covers the basic musical and lyrical building blocks of American popular music. Students examine the musical elements of American "roots" music, namely blues, gospel, jazz, and country and relate those early styles to modern and contemporary styles of popular music. Students consider issues of multiculturalism, race, ethnicity, gender, social class, and commercialism as they relate to the production and promotion of popular music.

Prerequisite: None. Offered: Su.

HUM 200 - Multicultural Issues (3)

This course focuses on heightening awareness and appreciation of diversity; considers political, religious, sexual and cultural identities; and explores lifestyle

differences, problems of race, nationality, regions and language patterns. Students will examine myths concerning group differences and assumptions regarding ethnicity and culture of the economically deprived, senior citizens, and children. This course looks at political and social oppression of minorities and their status in the U.S.

Prerequisite: None. Crosslisted as: SOC 201. Offered: F, Su.

HUM 201 - Music History and Appreciation (3)

This course intensively covers development of classical orchestral music, vocal music, opera, and ballet. Topics include modern dance, musical theater, jazz, and hip-hop. This course employs recordings, visual presentations, lectures, and discussions. Students are exposed to a wide variety of music forms, develop their own critical judgment and tastes in music, and evaluate the impact of music on culture and their own lives.

Prerequisite: None. Offered: Su.

HUM 202 - Art History and Appreciation (3)

This course introduces students to the arts, especially painting, sculpture, and architecture, from antiquity to the present. Students will develop their own aesthetic and humanist values, understand the elements and principles of design, and appreciate the arts.

Prerequisite: None. Offered: F.

HUM 204 - Modern Popular Music: America and the World (3)

This course covers the development of contemporary music from its roots in early jazz to swing, bebop, rock, blues and country, rap, pop, and music of the new millennium. It considers 20th Century music from a musical as well as a social, cultural, economic, and political perspective in American and world society. Finally, it examines the relationship of specific issues of race, gender, ethnicity, and age as they relate to contemporary music.

Prerequisite: None. Offered: Sp.

HUM 320 - Exploring the World's Diverse Cultures (3)

This course focuses on themes and concepts in Cultural Anthropology that have been used to understand people of the world and cultural diversity, with an emphasis on social change and globalization. Students will read and analyze case studies on different societies in the world in addition to conducting an observational fieldwork project.

Prerequisite: None. Offered: F.

IS - Independent Study

IS 110 - Portfolio Review for Experiential Credit (1)

This course provides students with the opportunity to organize, assess, and articulate their knowledge and skills acquired through work and life experiences. Students will develop a Credit for Experiential Learning Portfolio to demonstrate their prior knowledge and relate that learning to specific college-level curricula. Students interested in completing a portfolio should meet with their program director to identify courses that are appropriate for this process. Students must meet with the portfolio review instructor to complete a portfolio review agreement in order to register for the course. Portfolios will be reviewed by an Assessment Committee for possible award of experiential college credit.

Prerequisite: Permission from Portfolio Review Instructor. Offered: F, Sp, Su.

IS 150 - Career Planning and Development (3)

This course presents practical strategies that prepare students to confirm an appropriate career, to conduct a successful job search, and to lay the foundation for successful career development. Emphasis is on Career Action assignments to assess your skills and interests, to research prospective employers, to learn about current application requirements, to prepare resumes and cover letters, to practice meeting with business people in your targeted career field, and to practice interviewing. These assignments polish job search and career management skills so students can apply them directly to achieving immediate and future career goals.

Prerequisite: None. Offered: F, Sp, Su.

IS 160 - Service Learning (3)

In this course, students will engage in public service in partnership with agencies or organizations in the Greater Hartford area. Through written work and class discussions, they will reflect on both the purposes of that work and also on how that work responds to specific needs within the community and within the more general context of social justice. Students will also explore issues of social responsibility and citizenship in the professions and business world in relation to the social problems they encounter through their community work. Class may be either online or on ground.

Prerequisite: None. Offered: F, Sp, Su.

IS 289 - 389 or 489 Independent Study (1-12)

This course provides students with the opportunity to design and conduct an in-depth study/project within their major field of study under the guidance of a faculty mentor and with permission of the department

chairperson. The faculty and chair determine the appropriate level of the Independent Study. Independent Study Contracts are available from the Registrar's office. Students should meet with their faculty mentor to discuss the proposed study and to obtain approval prior to registering for the course. Independent Studies must meet all the requirements outlined in the Goodwin University Catalog.

Prerequisite: Departmental Permission. Offered: F, Sp, Su.

LUE - Education

LUE 601 - Social Foundations of Education (3)

Having a broad understanding of the historical, philosophical, and sociological foundations of education informs how educators design curricula, adjust instructional strategies, interact with learners, families, and communities, and determine solutions to ethical problems. Students will examine school as a social institution, significant educational innovations, and how each of these informs educating a diverse population in an urban context.

Offered: Fa, Sp, Su.

LUE 605 - Contemporary Issues in Urban Education (3)

Across the United States, urban educators face a myriad of inextricably linked challenges to and opportunities for effectively educating students. Broad challenges include social and economic inequities, outdated pedagogical approaches, inexperienced staff, perceptions of race and class, and failed educational reforms among others. Opportunities are evident in family, school, and community partnerships; critical praxis embodied in the work of educators; culturally relevant and sustaining pedagogy, and more. Students will engage in careful reflexive analysis of both the challenges and opportunities and their roles and responsibilities as teacher leaders in urban settings.

Offered: Fa, Sp, Su.

LUE 610 - Teacher Leadership: Theory and Practice (3)

Teacher leaders fulfill many roles—resource provider, curriculum specialist, instructional coach, mentor, and more. Working alongside the school principal and other administrators, teacher leaders often facilitate and provide support for the implementation of evidence-based practices and instructional improvements designed to yield better student learning outcomes. Students will examine ways to develop a culture of collective responsibility in the schools and expand their spheres of influence beyond the walls of the classroom. Topics include building a data-rich ecosystem for monitoring teaching and learning, supporting

professional learning for continuous improvement, fostering a collaborative culture and healthy school climate, partnering with families, and advocating for students and the profession.

Offered: Fa, Sp, Su.

LUE 615 - Curriculum Theory (3)

Curriculum is multi-dimensional. It encompasses the content to be taught, the outcomes to be achieved, the interactions between learners and teachers and among learners, and the dynamic relationship between theory and action. Students will analyze major historical, sociological, philosophical, and psychological perspectives in curriculum theory. Contemporary curriculum issues including common models of curriculum development and adoption will be emphasized.

Offered: Fa, Sp, Su.

LUE 620 - Effective Learning Environments (3)

Effective learning environments foster social, emotional, and academic development. Emphasis is placed on creating a culture that uses an equity lens based in evidence. Social emotional learning, culturally-relevant teaching, restorative justice practices in school discipline, and trauma-informed systems approaches will be explored. Students will consider ways to eliminate barriers across systemic, institutional, and individual levels that contribute to inequitable access to learning.

Offered: Fa, Sp, Su.

LUE 625 - Classroom-Based Assessment (3)

Classroom-based assessment is an essential component of teaching and learning. Students will learn how to design formative and summative assessments of learners' knowledge and skills that are aligned with educational outcomes. Students will also create and revise quality assessment rubrics and coding schemes that work with the assessments they design.

Offered: Fa, Sp, Su.

LUE 630 - Instructional Coaching (3)

The goal of instructional coaching, a form of job-embedded professional learning, is improvement in teaching practices that lead to better student outcomes. Students will explore theories that shape the work of coaches and a variety of coaching models. The primary tasks and activities of coaches, how the work is structured, and knowledge, skills, and dispositions that coaches need to do their jobs effectively will be examined. Students will apply what they are learning about coaching by engaging in a mini-coaching cycle of goal setting, planning, observation, and reflection.

Offered: Fa, Sp, Su.

LUE 635 - Leading Professional Learning (3)

Ongoing professional learning is a primary means for enhancing teaching practices and improving student outcomes and overall school success. Students will critically review current research on professional learning and supporting adult learners. Emphasis will be placed on designing, implementing, and evaluating long term job-embedded professional learning that supports specific teacher development needs at their schools.

Offered: Fa, Sp, Su.

LUE 640* - Appreciative Inquiry Capstone (6)

The Capstone course is designed for M.Ed. students to demonstrate the depth and breadth of their growth as reflective practitioners and the knowledge and skills gained through their coursework. During this course, students design and carry out a project in which they apply Appreciative Inquiry, a Participatory Action Research approach, to identify positive, strength-based organizational practices. Project topics are relevant to students' professional practice and center on the intersection of the three pillars of the M.Ed. program—Universal Design for Learning; teacher leadership; and diversity, equity, and inclusion.

Prerequisite: Director Permission (Taken as a final course in the program). Offered: Fa, Sp, Su.

MATH - Mathematics

MATH 097 - Topics in Arithmetic (0)

In this course, students build essential study and mathematical skills required for all subsequent career-related mathematics courses. Meaningful time is devoted to making connections between mathematics and professional careers and to daily life. Students engage in guided instruction, collaborative learning, online practice, and regular exams. Emphasis is placed on learning fundamental mathematical operations, selecting a technique to solve real-world problems, and estimating the reasonableness of solutions. Math 097 does not count towards credit requirements for any certificate or degree programs.

Prerequisite: None. Offered: F, Sp, Su.

MATH 125 - Mathematical Applications for the Health Sciences (3)

This course is designed for individuals who are pursuing careers in health-related professions. Emphasis is placed on becoming proficient at arithmetic, algebra, converting measurements, interpreting data, and applying mathematical concepts to address professional problems within context.

Offered: F, Sp, Su.

MATH 135 - Viewing Life Mathematically (3)

This course is a survey of a wide range of topics that gives students the opportunity to apply mathematics to the solution of everyday problems. Students become proficient at arithmetic, algebra, converting measurements using dimensional analysis, graphing and solving linear equations in two variables, working with formulas, collecting and interpreting data, measures of central tendency, and translating real world situations into math to make decisions. A scientific calculator is required for this course.

Offered: F, Sp, Su.

MATH 254 - Introductory Calculus (4)

This course is for students who are interested in continuing their study of advanced mathematics. It is especially appropriate for those interested in any of the math-related fields including any of the sciences, engineering, pharmacy, business, economics, or technologies. Topics included are limits, continuity, and the derivative and its applications including optimization. A graphing calculator is required for this course.

Prerequisite: Completion of MATH 186 with a "C" or better. Offered: F.

MCD - Medical Billing and Coding

MCD 213 - CPT ®-4 Coding I (3)

This course teaches the student to translate medical services, treatments, and procedures into a uniform numerical language to facilitate communication among healthcare providers and third-party payers. This course will concentrate on the 5-digit CPT codes and descriptors nomenclature in the areas of Evaluation and Management, Anesthesia, and Surgical Procedures. Healthcare Common Procedural Coding (HCPCS) and modifiers will also be emphasized.

Prerequisite: BIO 101 and HSC 105. Offered: Sp, Su, Fa.

MCD 214 - CPT ®-4 Coding II (3)

This course teaches the student Radiology, Laboratory/ Pathology, and Medicine Coding. Emphasis will be on accuracy in coding diagnostic and therapeutic procedures.

Prerequisite: BIO 101 and HSC 105. Offered: Sp, Su, Fa.

MCD 216 - ICD-10-Coding (3)

Healthcare in America has undergone tremendous change and a major change is progressing to ICD-10-CM. This course is designed to give the student the skills to be able to translate a medical diagnosis into

alpha-numeric codes in the outpatient setting. Students will learn to read medical documents and convert the medical terms into a diagnostic ICD-10-CM code.

Prerequisite: MED 115, BIO 101, HSC 105. Offered: Sp, Su, Fa.

MCD 220 - Medical Coding Capstone (3)

This course is designed to prepare the student to sit for the Certified Professional Coding exam given by the American Academy of Professional Coders (AAPC). The course enables the student to conduct an in-depth study of diagnoses (ICD-10) and procedural (CPT-4) coding. The emphasis will be on accurately coding medical and operative reports using ICD-10-CM and CPT-4 coding guidelines and conventions.

Prerequisite: Departmental Permission. Offered: Sp, Su, Fa.

MCD 299 - Medical Billing and Coding Internship (3)

Students may elect to enroll in this 3-credit internship with permission of the department chair. Students will gain hands-on training in a billing and coding environment. This course provides students with the opportunity to utilize previously studied subjects and related skills. This opportunity provides the student with valuable employment experience and increased marketability.

Prerequisite: Departmental Permission. Offered: Sp, Su, Fa.

MED - Medical Assisting

MED 115 - Introduction to Medical Insurance and Coding (3)

This course will introduce students to insurance terminology, types of insurance, and the eligibility and benefit structure of the insurance plan. The student will then utilize this knowledge to analyze and calculate patient medical insurance benefits for a variety of insurance types. In addition, this course will introduce the student to International Classification of Disease, 10th Edition, Clinical Modification (ICD-10-CM) and Current Procedural Terminology 4th Revision, (CPT(r)-4). Students will also gain an appreciation of the relationship between coding and financial reimbursement. Topics discussed include the Health Insurance Portability and Accountability Act (HIPAA), Medicare compliance issues, billing forms and applications.

Prerequisite: None. Offered: F, Sp, Su.

MED 151 - Medical Assisting: The Medical Office and Patient Care (3)

This course is designed to introduce the student to basic medical procedures; the student will gain an understanding of the cycle of infection, principles of medical asepsis, and importance of Universal Precautions. The student will also be taught how to create and maintain a medical record, including requirements for documenting in a medical record. The student will learn to accurately obtain and record vital signs, common mensurations, and patient information. The proper documentation in the medical record of these measurements will also be emphasized. Lastly, the student will learn to assist the physician with both an adult and pediatric history and physical exam, as well as establishing and maintaining the examination room.

Prerequisite: None. Offered: F, Sp, Su.

MED 152 - Medical Assisting: Diagnostic Procedures (3)

This course is designed to teach the student about various medical specialties and procedures; including Obstetrics and Gynecology, Ophthalmology, and Otolaryngology. In addition, students will become familiar with electrocardiography, radiology, and introduced to various first aid procedures. Students also learn various minor office procedure techniques.

Prerequisite: MED 151. Offered: F, Sp, Su.

MED 153 - Medical Assisting: Laboratory Procedures (3)

This course is designed to fully acquaint the student to the clinical laboratory. The curriculum will focus on laboratory safety and skills. Occupational Safety and Health Administration (OSHA) and Clinical Laboratory Improvement Amendments (CLIA) regulations will be introduced. Guidelines for handling, transporting, and recording of lab specimens will be reviewed. The analysis of urine and its significance in total patient care will be theorized and applied. The student will learn and apply the theory of venipuncture and the various methods of performance. An overview of Hematology, Chemistry, and Microbiology will complete the curriculum.

Prerequisite: MED 151. Offered: F, Sp, Su.

MED 212 - Pharmacology (3)

This course, students will gain an understanding of drug sources, legislation relating to drugs, and drug references. Forms of drugs, drug classification and actions, and schedules of controlled drugs will also be covered. The medication order, identifying commonly prescribed medications and basic principles for the administration of medications will be emphasized. The laboratory component of the course provides practical application of the student's knowledge. Basic

mathematical skills necessary for the safe preparation and administration of medications to adult and pediatric patients will be reviewed.

Prerequisite: None. Offered: F, Sp, Su.

MED 250 - Medical Office Management (3)

This course is a medical office simulation where students will be able to successfully manage a mock medical practice. Students will have the opportunity to complete all aspects of the billing process from registration to filing of the insurance claim. Medical office procedures, including scheduling appointments, accounting, mail processing, and confidentiality regulations are also covered.

Prerequisite: None. Offered: F, Sp, Su.

MED 299 - Medical Assisting Internship (3)

The Medical Assisting Internship course is the culminating course of the Medical Assisting Program. During a 160-hour internship students are provided with hands-on training and career-related experience. This course provides an extensive on-site experience in a physician's office, clinic, or other appropriate healthcare setting that allows the medical assisting student to utilize previously studied subjects and related skills. It gives the student the opportunity to put his/her class knowledge to practical use and to practice and enhance acquired skills. It provides students with valuable online certification exam preparation and job placement assistance.

Prerequisite: Completion of all Medical Assisting classes, aside from PSY112. Offered: F, Sp, Su.

NUR - Nursing

NUR 100 - Nursing Skill Development (6)

This initial course provides the student with the fundamental skills for nursing practice. Concepts focus on human beings and their responses to the environment. The continuum of wellness is introduced in Nursing 100. Foundational concepts related to the nursing process are identified and defined. Special emphasis is placed on the development of basic communication skills, client physical and psychosocial assessment and specific nursing skills related to nursing interventions. Clinical experiences are provided in the nursing skills laboratory and in non-acute client care settings. Fee required.

Prerequisite: BIO 212. Offered: F, Sp, Su.

NUR 110 - Adults and the Wellness Continuum I (6)

This course provides the student with experiences in the care of adults with alterations in health status related to basic physical and psychological function. Emphasis is

on care of adults with health problems related to nutrition, fluid and electrolyte balance, oxygenation, elimination, cardiac function and surgical procedures. Nutrition, pharmacotherapy, client teaching and ethico-legal issues are integrated throughout the course. Clinical experiences are provided in the nursing skills laboratory and in acute care settings.

Prerequisite: NUR 100 and BIO 235. Offered: F, Sp, Su.

NUR 195 - LPN Bridge Course (1)

This course is taken by Licensed Practical Nurses (LPN) who have been accepted into the Associate Degree Nursing Program and have completed the 3-credit NUR 190 course through Charter Oak College. This one credit course covers the key concepts of NUR 100 and NUR 110 and validates nursing skills. Taking this course is part of the state's articulation process and enables the student to advance place to NUR 200.

Prerequisite: NUR 190 AT Charter Oak State College.

NUR 200 - Adults and the Wellness Continuum II (7)

This course fulfills the general education learning competency of the care of adults with alterations in health status related to sensorimotor, muscular skeletal, protective, endocrine, renal and reproductive function. Blood disorders, including human immunodeficiency disease will also be covered. The focus is on care of adults experiencing disruptions in health status associated with both acute and chronic health conditions. Students learn to apply the nursing process to maintain wellness levels, restore clients to previous levels of wellness and prevent further alterations in health status. Nutrition, pharmacology, culture, client teaching and ethical-legal issues are integrated throughout the course. Clinical experiences are provided in the nursing skills laboratory and in acute and chronic care settings.

Prerequisite: NUR 110. Offered: F, Sp, Su.

NUR 205 - Health Assessment & Skills Development (6)

This initial nursing course provides the student with fundamental knowledge and skills for nursing practice. Concepts focus on human beings and their responses to the environment. The continuum of wellness is introduced. Foundational concepts related to the nursing process are identified and defined. Special emphasis is placed on the development of basic communication skills, client physical and psychosocial assessment and specific nursing skills related to nursing interventions. Experiential learning is provided in the nursing skills laboratory and in non-acute client care settings.

Corequisite: NUR 301, NUR 309, and NUR 375. Offered: F.

NUR 210 - Families and the Wellness Continuum (7)

This course introduces the student to the concept of family-centered care. It focuses on nursing care provided through the childbearing and childrearing stages. Physiological, psychosocial and spiritual dimensions of developmental stages of clients and families are explored and community-based resources are emphasized. Students learn to use the nursing process to promote and maintain health, prevent alterations in healthcare status and restore clients to previous levels of wellness. Nutrition, pharmacotherapy, client teaching and ethico-legal issues are integrated throughout the course. Clinical experiences are provided in acute and non-acute settings as well as public schools.

Prerequisite: NUR 200. Offered: F, Sp, Su.

NUR 215 - The Wellness Continuum for Adults I (6)

This course provides the student with experience in the care of adults with alterations in health status related to basic physical and psychological function. Emphasis is on care of adults with health problems related to nutrition, fluid and electrolyte balance, oxygenation, elimination, cardiac function and surgical procedures. Nutrition, pharmacotherapy, client teaching and ethical-legal issues are integrated throughout the course. Clinical experiences are provided in the nursing skills laboratory and in acute care settings.

Prerequisite: NUR 205, NUR 301, NUR 309 and NUR 375. Corequisite: NUR 320 and NUR 311. Offered: Sp.

NUR 220 - Integration of Nursing Practice: Adults with Complex Health Problems (9)

This culminating nursing course provides students with experiences designed to promote the integration of nursing methods in the care of adults experiencing complex alterations in physical and psychological health function. Students use the nursing process to promote restoration and rehabilitation and assist clients in achieving optimal levels of wellness. Emphasis is on care of clients with alterations in health related to neurological health, sepsis, cancer, multi-system failure, mental health and trauma. Nursing responsibilities in bio-terrorism and emergency preparedness are included. All nursing skills, including application of therapeutic and pharmacological modalities, psychomotor skills, teaching and communication are included and critical thinking and ethico-legal considerations are integrated. Clinical experiences are provided in acute medical-surgical settings.

Prerequisite: NUR 210. Offered: F, Sp, Su.

NUR 300 - Foundations of Professional Nursing (3)

This initial nursing course introduces and orients the BSN student to the Nursing Conceptual Framework at Goodwin University, to the baccalaureate nursing education, and the role of the nurse as a health promoter and care provider. The role and expectations of the baccalaureate-prepared RN are explored and integrated into personal professional practice.

Prerequisite: Current unencumbered RN license in the state where the student practices nursing; acceptance into the RN-BSN Program. Offered: F, Sp, Su.

NUR 301 - Foundations of the Nursing Profession (3)

This nursing course introduces and orients the ABSN student to the Nursing Conceptual Framework at Goodwin University; to baccalaureate nursing education, and nursing as a profession. The role and expectations of the baccalaureate-prepared RN are explored and integrated into personal professional practice. Various aspects of nursing as a profession are explored including ethics, law, communication, quality and safety, informatics, critical thinking and clinical judgment. Additionally, core competencies of the Nurse of the Future including improving access to care, fostering interprofessional collaboration, promoting nursing leadership, transforming nursing education, increasing diversity in nursing, collecting workforce data and building healthier communities will be studied and applied throughout the course.

Corequisite: NUR 205, NUR 309 and NUR 375. Offered: F.

NUR 305 - The Wellness Continuum II (7)

The focus of this course is on care of adults experiencing disruptions in health status associated with both acute and chronic health conditions. Specifically, the care of adults with alterations to sensorimotor, muscular skeletal, protective, endocrine, renal, and reproductive function are addressed as well as blood disorders. Students learn to apply the nursing process to help clients maintain wellness levels or restore them to previous levels of wellness and prevent further alterations in health status. Nutrition, pharmacology, culture, client teaching and ethical-legal issues are integrated throughout the course. Clinical experiences are provided in the nursing skills laboratory and in acute and chronic care settings.

Prerequisite: NUR 215, NUR 311, and NUR 320 . Corequisite: NUR 335 and NUR 430. Offered: Su.

NUR 309 - Principles of Pathophysiology (3)

Principles of pathophysiology emphasize the cellular and organ changes that occur with disease and the effects of these changes on total body function.

Pathophysiology also focuses on the mechanisms of the underlying disease and provides the background for preventive as well as therapeutic health care measures and practices in diverse clients across the lifespan.

Corequisite: NUR 205, NUR 301 and NUR 375. Offered: F.

NUR 310 - Health Assessment (3)

This course builds on the professional nurse's theoretical knowledge and skills necessary to perform a comprehensive health assessment and physical examination on clients across the life span. Students will build skills in history taking and physical examination. Students will use Shadow Health, a computer software program allowing them to perform individual system assignments as well as performing their final practical exam on digital standardized patients. The Goodwin University Nursing Theoretical Framework and the Nursing Process will provide the basis to promote health and prevent/manage illness of the client. The cost for Shadow Health will be paid through students' tuition.

Prerequisite: NUR 300. Corequisite: NUR 300. Offered: F, Sp, Su.

NUR 311 - Nursing Research and Evidence-Based Practice (3)

This course introduces the research process and its application to scholarship and evidence-based nursing practice. Qualitative and quantitative methods are reviewed. Emphasis is placed on critical thinking. This course enhances the student's ability to apply and integrate nursing conceptual frameworks, clinical research, and evidence-based practice. The student will be prepared to be an informed consumer of nursing research.

Prerequisite: NUR 205, NUR 301, NUR 309, and NUR 375. Corequisite: NUR 215 and NUR 320. Offered: Sp.

NUR 320 - Mental Health Nursing (5)

This course examines mental health across the lifespan from a holistic caring framework. Content builds on concepts introduced in NUR 205 and NUR 301 by focusing on the client's responses to mental health issues and patient centered care. Emphasis is placed on understanding the complexities of the brain and human behavior with a focus on the origin of psychiatric disorders, including biological determinants and environmental factors. Students will learn about people who experience psychiatric disorders and how to provide them with quality nursing care in a variety of settings.

Prerequisite: NUR 205, NUR 301, NUR 309 and NUR 375. Corequisite: NUR 215 and NUR 311. Offered: Sp.

NUR 335 - The Wellness Continuum for Children and Families (3)

This course introduces the student to the concept of child and family-centered care. It focuses on infants, children and families through adolescence. Physiological, psychosocial, and spiritual dimensions of developmental stages of patients and families are explored and community-based resources are emphasized. Students learn to use the nursing process to promote and maintain health, prevent alterations in health care status, and restore patients to previous levels of wellness. Nutrition, pharmacotherapy, patient teaching, and ethical-legal issues are integrated throughout the course. Clinical experiences are provided within acute, non-acute, community and long-term care settings.

Prerequisite: NUR 215, NUR 311, and NUR 320. Corequisite: NUR 305. Offered: Su.

NUR 351 - Introduction to Nursing Research (3)

This course introduces the research process and its application to scholarship and evidence-based nursing practice. Qualitative and quantitative methods are reviewed. Emphasis is placed on critical thinking. This course enhances the student's ability to apply and integrate nursing conceptual frameworks, clinical research, and evidence-based practice. The student will be prepared to be an informed consumer of nursing research.

Prerequisite: STAT 167, NUR 310. Offered: F, Sp, Su.

NUR 361 - Public and Community Health Nursing (3)

This course focuses on the client as a healthcare consumer and member of a community. The student will apply the Goodwin University Nursing Theoretical Framework to meet the needs of the client as well as the needs of the community. This course will focus on the role the nurse has in establishing partnerships with the public health care system in customizing therapeutic care in order to protect, promote and restore optimal public and community health within the local, national and international domains. This course requires 45 clinical hours in doing an independent clinical of the student's choice.

Prerequisite: NUR 351. Offered: F, Sp, Su.

NUR 363 - Clinical Nursing Leadership (3)

The focus of this course is on the professional nurse as a change agent in the clinical setting. This course will explore the healthcare system from multiple perspectives and how it affects the practice of nursing and patient outcomes. Utilizing the criteria from Quality and Safety Education for Nurses (QSEN), students will

develop an evidence-based practice change project. This course allows the nurse to apply and integrate previously learned skills in research, leadership, management, and nursing to transition into a proficient change agent.

Prerequisite: NUR 351. Offered: F, Sp, Su.

NUR 375 - Pharmacology for Nurses (3)

This course is designed to provide the student with the knowledge, skills and attitudes about pharmacology and pharmacotherapeutics required for professional nursing practice. Course content includes the historical context of drug prescriptions and public safety related to pharmacology and pharmacotherapeutics. There will be an exploration of special populations and genomics related to drug therapy. Through the lens of professional nursing, this course will use the human body systems as a guidepost to explore drugs and other therapies related to common human conditions. A review of medication and nutritional calculations expected of a professional nurse will be included.

Corequisite: NUR 205, NUR 301, and NUR 309. Offered: F.

NUR 380 - Pharmacotherapeutics Across the Lifespan (3)

This elective course is designed to provide the student with the knowledge of pharmacotherapeutics across the lifespan. The course content includes the historical context of drug prescriptions and public safety related to pharmacotherapeutics. There will be an exploration of special populations and genomics related to drug therapy. This course will use the human body systems as a guidepost to exploring drugs and other therapies related to common human conditions. This course will review medication and nutritional calculations expected of a professional nurse. Students will use Shadow Health, a computer software program allowing them opportunity work virtually with pharmacotherapeutics. The cost of Shadow is covered in tuition fees.

Prerequisite: NUR 310. Offered: F, Sp, Su.

NUR 430 - Community and Public Health Nursing (5)

This course focuses on the client as a health care consumer and member of a community. The student will apply the Goodwin Nursing Conceptual framework to meet the needs of the client as well as the needs of the community. This course will focus on the role the nurse has in establishing partnerships with the public and community health care system in customizing therapeutic care to protect, promote, and restore optimal public and community health within the local, national and international domains.

Prerequisite: NUR 215, NUR 320, and NUR 311.
Corequisite: NUR 305 and NUR 335. Offered: Su.

NUR 435 - The Wellness Continuum for Women, Newborns and Families (4)

This course introduces the student to the concept of family-centered care as it relates to the Maternal Newborn population. It focuses on care of childbearing families. Physiological, psychosocial, and spiritual dimensions of developmental stages of patients and families are explored and community-based resources are emphasized. Students learn to use the nursing process to promote and maintain health, prevent alterations in health care status, and restore patients to previous levels of wellness. Nutrition, pharmacotherapy, patient teaching, and ethical-legal issues are integrated throughout the course. Clinical experiences are provided in acute care settings.

Prerequisite: NUR 320, NUR 335, and NUR 430.
Corequisite: NUR 450 and NUR 457. Offered: F.

NUR 450 - Caring for Adults with Complex Health Alterations (9)

This culminating nursing course provides students with experiences designed to promote the integration of nursing methods in the care of adults experiencing complex alterations in physical and psychological health function. Students use the nursing process to promote restoration and rehabilitation and assist clients in achieving optimal levels of wellness. Emphasis is on care of clients with acute alterations in health related to respiratory and cardiovascular status; neurological status; sepsis, shock, and multi-system failure; trauma and burns; musculoskeletal and gastrointestinal status; and cancer. All nursing skills, including application of therapeutic and pharmacological modalities, psychomotor skills, teaching and communication are included and critical thinking and ethical-legal considerations are integrated. Clinical experiences provide opportunity for establishing priorities, decision-making, achieving increased independence and care management in the provision of client care and are provided in acute in-patient medical-surgical settings.

Prerequisite: NUR 305, NUR 335, and NUR 430.
Corequisite: NUR 435 and NUR 457. Offered: F.

NUR 454 - Nursing of the Geriatric Population (3)

This elective addresses the role and responsibilities of the professional registered nurse in addressing the care of the aging population. The course covers concepts which include the normal aging process, the effects of aging on individuals in terms of physiologic, psychosocial, and spiritual effects and the impact of culture and ethnicity on healthcare beliefs. Additionally, considerable focus will be placed on the impact of polypharmacy on the aging client. Participants will develop skill sets to become leaders in the field of geriatric care, facilitating the creation of innovative care

systems for the delivery of healthcare to the aging population.

Prerequisite: none. Offered: F, Sp, Su.

NUR 457 - Nursing Leadership (3)

This nursing course gives the student an opportunity to promote self-awareness as a nurse leader of their knowledge, skills and behaviors through analysis of their ethical and professional role development. Building on experiences with the concepts, research and theories in the nursing program; the student will evaluate and share the variations of providing complex care and advocacy in health care and professional nursing practice. Ultimately the student will share their commitment to the nursing profession through continuous learning.

Prerequisite: NUR 305, NUR 335, and NUR 430.
Corequisite: NUR 435 and NUR 450. Offered: F.

NUR 459 - Introduction to Healthcare Policy and Advocacy (3)

Political advocacy is a major part of the role and responsibility of the professional nurse. This course examines the basic principles of social, political, and economic policies and how they impact healthcare delivery and nursing practice. The course provides a basic understanding of government influence, policy-making organizations, healthcare finance, and issues in global and population health, as well as their incorporation into the nurse's daily practice. The skills of effective political advocacy, activism and empowerment are explored.

Prerequisite: NUR 351. Offered: F, Sp, Su.

NUR 460 - Seminar in Professional Nursing Leadership (3)

This final nursing course gives the student an opportunity to promote self-awareness as a nurse leader of their knowledge, skills and behaviors through analysis of their ethical and professional role development. Building on experiences with the concepts, research and theories in the nursing program, the student will evaluate and share the variations of providing complex care and advocacy in healthcare and professional nursing practice. Ultimately, students will share their commitment to the nursing profession through continuous learning.

Prerequisite: NUR 351, NUR 361, NUR 363, and Departmental Permissions. Offered: F, Sp, Su.

NUR 461 - Leadership and Management in Nursing (3)

The focus of this course is on the professional nurse as a change agent in the clinical setting. This course will explore the healthcare system from multiple perspectives and how it affects the practice of nursing

and patient outcomes. Utilizing the criteria from Quality and Safety Education for Nurses (QSEN), students will develop an evidence-based practice change project. In addition, this nursing course gives the student an opportunity, as a nurse leader to gain awareness of their knowledge, skills and behaviors through self-assessment and reflection. This course allows the nurse to apply and integrate previously learned skills in research.

Prerequisite: NUR 351, NUR 361/NUR 380, and Department Permission. Offered: F, Sp, Su.

NUR 470 - Nursing Study Abroad (3)

This elective independent study provides the student with the opportunity to have a short-term study abroad experience. The student will study healthcare and professional nursing in an international environment. This course is intended for the student who is volunteering for a medical mission to another country. The course requires daily journals of the experience, a paper of publishable quality demonstrating application of the Goodwin University Theoretical Framework and a presentation of the experience to the Goodwin University Community. Students should obtain departmental permission one semester in advance.

Prerequisite: NUR 351, NUR 361 and Departmental Permission. Offered: By arrangement, one semester in advance. F, Sp, Su.

NUR 500 - Theoretical Basis for Advanced Nursing Practice and Leadership (3)

This course provides the theoretical foundation for advanced professional nursing practice. Emphasis is placed on analyzing the theoretical basis for decision-making in leadership and advanced practice in nursing roles. This scholarly analysis includes concepts of morality, social justice, self-awareness, creativity, vision, critical decision-making, consensus building, and collaboration. This course will explore leadership and ethical strategies for advanced nursing practice and the future of the nursing profession.

Prerequisite: Acceptance to MSN program or departmental permission. Corequisite: None. Offered: F, SP.

NUR 505 - Pathophysiology for Advanced Nursing Practice (3)

Principles of pathophysiology including biopsychosocial science and genomics are the focus of the course. Emphasis is on the understanding of pathophysiology as an alteration in normal physiological functioning of an individual's subsystems. Selected pathophysiology and subsequent symptomatology are explored. Advanced nursing's practice role in management of chronic and acute onset illness is examined.

Prerequisite: NUR 500 . Corequisite: none. Offered: Sp, Su.

NUR 510 - Pharmacology for Advanced Nursing Practice (3)

Pharmacotherapeutics for advanced nursing practice is the focus of this course. Principles of pharmacokinetics, pharmacodynamics, pharmacogenomics, and pharmacoeconomic are explored. Analysis of given scenarios related to common illnesses and rationale for the use of pharmacotherapeutics will be examined. Consideration of the culture, ethnic, and socioeconomic nuances when providing guidance and counseling on the use of pharmacotherapeutics are discussed. Students will use Shadow Health, a computer software program allowing them opportunity work virtually with pharmacotherapeutics. The cost of Shadow is covered in tuition fees.

Prerequisite: NUR 500. Corequisite: None. Offered: Sp, Su.

NUR 520 - Neuropsychopharmacology (3)

This course is a specialty course for the Psychiatric Mental Health Nurse Practitioner (PMHNP) Program. Principles of neuropsychopharmacology, which includes neurobiology, indication, mechanisms of action, common side effects, adverse reactions, and safety issues of psychiatric drugs are examined. Antidepressants, antipsychotics, anxiolytics, cholinesterase inhibitors, hypnotics, mood stabilizers, and stimulants are discussed. Algorithms are presented in understanding best evidence-based pharmacological interventions. Regulatory legalities of the prescriptive role are explored.

Prerequisite: NUR 510, or with departmental permission. Corequisite: None. Offered: F.

NUR 540 - Physical Assessment for Advanced Nursing Practice (3)

This course builds upon health assessment skills developed by the professional nurse in the student's basic education program. It provides the student with the knowledge and proficiency to conduct a health assessment across the life span in diverse populations. This course places an emphasis on acquisition of relevant data facilitating the nurse's ability to develop a comprehensive and holistic assessment of the client. The analysis of this data allows the nurse to develop an appropriate care plan for the client and family with relevance to differential diagnoses. Students will use Shadow Health, a computer software program allowing them opportunity work virtually with concepts of advanced health assessment. The cost of Shadow is covered in tuition fees.

Prerequisite: NUR 505 and NUR 510. Corequisite: None. Offered: Su, F.

NUR 605 - Current Concepts and Professional Roles in Advance Nursing Practice (3)

Current Concepts and Professional Roles in Advance Nursing Practice explores contemporary concepts integral to the role of the advance practice nurse. Emphasis is placed on concepts such as evidence-based practice, population health, quality, safety and informatics. Factors influencing transition, licensure and future role(s) of the professional advance practice nurse at the local, and national levels are analyzed.

Prerequisite: Admission into FNP or PMHNP track, or with departmental permission. Corequisite: NUR 500 or with departmental permission. Offered: F, Sp.

NUR 610 - Seminar in Nursing Research (3)

This course develops the graduate students' proficiency in utilization of research-based evidence for professional nursing practice. Quantitative and qualitative research studies are reviewed and critiqued. An integrative review of the literature is accomplished to effect change, improve outcomes, and ultimately contribute to the advancement of nursing knowledge. Emphasis is placed on collaboration and communication culminating in a project/presentation. Dissemination of research findings is explored.

Prerequisite: NUR 505 and NUR 510. Corequisite: None. Offered: F, Su.

NUR 620 - Policy, Politics and Organization of Healthcare (3)

This course enhances the knowledge and understanding of the political and policy making process, in order to serve as change agents in the healthcare system. It explores the principles of policy development, political engagement, and advocacy in the context of issues and trends in the healthcare system. Emphasis is on the role and power of nurse activists committed to improving the health of the world citizens.

Prerequisite: NUR 505 and NUR 510 or with departmental permission. Corequisite: None. Offered: F, Su.

NUR 630 - Theoretical Foundations of Population Health (3)

This course examines the theoretical foundation of population based nursing as an area of advanced professional practice. The focus includes population health in a variety of health care settings; and its effects on costs and quality of health care. Key concepts to be explored are population health, identification of target populations, intervention design, data collection and outcome analysis. Emphasis is placed on the design and planning of a population health focused project or program to be further developed and/or implemented.

Prerequisite: NUR 610. Corequisite: None. Offered: F.

NUR 640 - Healthcare Quality: Communication and Informatics (3)

This course provides an introduction and exploration of concepts and theories relevant to quality health care for diverse populations in relation to families, community and population health nursing. Quality improvement systems and strategies in health care transformation are explored. Point-of-Care technology, information exchanges in health care systems, data management and analytics are focal points in examining the advanced nursing role in producing positive health outcomes for populations.

Prerequisite: NUR 620 and NUR 630. Corequisite: NUR 695. Offered: Sp.

NUR 650 - Advanced Reasoning and Differential Diagnosis (3)

This course is a focused Family Nurse Practitioner (FNP) didactic course with an emphasis on assessment, diagnosis, treatment planning, and evaluation across the life span. Advanced Reasoning and Differential Diagnosis will prepare the family nurse practitioner student to evaluate and critically analyze complex patient health assessment data to determine appropriate differential diagnosis for common health disorders across the lifespan. The course explores the comprehensive physical and psychological assessment of signs, symptoms and pathophysiological changes of the patient across the lifespan from a holistic nursing perspective considering cultural, ethnic, social, family and community influence. The focus of the course is to develop diagnostic reasoning skills through analysis of physical assessment findings, present and past histories, and diagnostic studies that contribute to the formulation of differential diagnoses of major health problems. Students will use Shadow Health, a computer software program allowing them opportunity work virtually with concepts of differential diagnosis. The cost of Shadow is covered in tuition fees.

Prerequisite: NUR 540 or with departmental permission. Corequisite: NUR 540 or with departmental permission. Offered: F.

NUR 655 - Assessment, Diagnosis, and Treatment of Mental Health Disorders (3)

This course is a focused psychiatric mental health nurse practitioner (PMHNP) didactic course with an emphasis on psychiatric assessment, diagnosis, treatment planning, and evaluation across the life span. A broad theoretical understanding of psychopathology from an individual descriptive symptom perspective as presented in the DSM-5, including a systematic perspective related to developmental milestones, familial patterns, and socio-cultural factors are explored. Diagnostic understanding of various categories of

mental health disorders which lay the foundation for effective and optimal treatment planning are analyzed.

Prerequisite: NUR 505, NUR 510 or with departmental permission. Corequisite: None. Offered: Sp.

NUR 660 - FNP I: Advance Practice through the Lifespan: Primary Care of the Adult Client (7)

FNP I: Advance Practice through the Lifespan: Primary Care of the Adult Client is the first in a sequence of three primary care courses through the lifespan for the family nurse practitioner student with an emphasis on the adult. Family theory will be discussed. The course will explore health promotion, disease prevention and wellness in the adult population. Building upon NUR 650, the family nurse practitioner student will learn principles of assessment, diagnosis, treatment and evaluation of common and chronic illness in the adult population. Interdisciplinary collaboration, the role of the family nurse practitioner as an advanced practice nurse as member of the health care team will be incorporated. The course will also explore regulatory principles and scope of practice when providing care to the adult client.

This course includes 180 hours of a precepted clinical component where the family nurse practitioner student engages with the adult client in approved primary care settings.

Prerequisite: NUR 650 or with departmental permission. Offered: Sp.

NUR 665 - PMHNP I: Advance Practice Psychiatric Mental Health Care for the Adult (7)

This course is the first in a sequence of three mental health clinical courses through the lifespan for the psychiatric mental health nurse practitioner student with an emphasis on health promotion, disease prevention and wellness with the adult psychiatric client. Individual, family, and group therapy are examined. Principles of assessment, diagnosis, treatment, and evaluation of common and chronic disorders are explored. Interdisciplinary collaboration, regulatory principles and scope of practice are discussed. This course includes 180 hours of a precepted clinical component in approved mental healthcare settings.

Prerequisite: NUR 655, NUR 540 or with departmental permission. Corequisite: None. Offered: Su.

NUR 670 - FNP II: Advance Practice through the Lifespan: Primary Care of the Pediatric and Women's Health Client (7)

FNP II: Advance Practice Through the Lifespan: Primary Care of the Complex Client is the last, in a sequence of three primary care courses through the lifespan for the family nurse practitioner student with an emphasis on the complex client. This course will explore health promotion, disease prevention and wellness in the complex patient population. Building upon NUR 650,

NUR 660, and NUR 670 the family nurse practitioner student will continue to learn principles of assessment, diagnosis, planning, treatment and evaluation of common and chronic illness in more complex patient populations. Interdisciplinary collaboration, the role of the family nurse practitioner, as an advanced practice nurse, referrals and consultations will be reinforced. The course will include care of the more complex patient, those with multiple comorbidities, common mental health disorders, chronic pain, addictions, common office procedures and emergencies, care of specific populations with unique needs such as the LGBTQ client, and the role of the family nurse practitioner in specialty practices. The course explores regulatory principles and scope of practice when providing care to the complex patient and in specialty settings.

This course includes 240 hours of a precepted clinical component where the family nurse practitioner student engages with the complex client in approved healthcare care settings and specialty practices.

Prerequisite: NUR 660, NUR 670 or with departmental permission. Offered: Su.

NUR 675 - PMHNP II: Advance Practice Psychiatric Mental Health Care for Children and Older Adults (7)

This course is the second in a sequence of three mental health clinical courses through the lifespan for the psychiatric mental health nurse practitioner student with an emphasis on health promotion, disease prevention and wellness with the pediatric and the older adult psychiatric client. Individual and family therapy are examined. Principles of assessment, diagnosis, treatment, and evaluation of common and chronic disorders are explored. Interdisciplinary collaboration, regulatory principles and scope of practice are discussed. This course includes 180 hours of a precepted clinical component in approved mental healthcare settings.

Prerequisite: NUR 665 or with departmental permission. Corequisite: None. Offered: F.

NUR 680 - FNP III: Advance Practice Through the Lifespan: Primary Care of the Complex Client (7)

FNP III: Advance Practice through the Lifespan: Primary Care of the Pediatric and Women's Health Client is the second in a sequence of three primary care courses through the lifespan for the family nurse practitioner student, with an emphasis on pediatric primary care and women's health care. The course will explore health promotion, disease prevention and wellness in the pediatric and women's health populations. Building upon NUR 650 and NUR 660, the family nurse practitioner student will learn principles of assessment, diagnosis, planning, treatment and evaluation of common and chronic illness in these populations.

Interdisciplinary collaboration, the role of the family nurse practitioner as an advanced practice nurse as member of the health care team will be incorporated. The course will also explore regulatory principles and scope of practice when providing care to the pediatric and women's health clients.

This course includes 180 hours of a precepted clinical component where the family nurse practitioner student engages with the identified populations in approved healthcare care settings.

Prerequisite: NUR 650, NUR 660 or with departmental permission. Offered: F.

NUR 685 - PMHNP III: Advance Practice Psychiatric Mental Health Care of the Complex Patient (7)

This course is the last in a sequence of three mental health clinical courses through the lifespan for the psychiatric mental health nurse practitioner student with an emphasis on health promotion, disease prevention and wellness with the complex psychiatric client, which may include those with multiple comorbidities and psychiatric emergencies. Specific populations will include care of the LGBTQ, Intellectually Disabled, and Chemically Dependent client. Principles of assessment, diagnosis, treatment, and evaluation of common and chronic disorders are explored. Interdisciplinary collaboration, regulatory principles and scope of practice are discussed. This course includes 240 hours of a precepted clinical component in approved mental healthcare settings.

Prerequisite: NUR 675 or with departmental permission. Corequisite: None. Offered: Sp.

NUR 695 - Capstone: Clinical Applications in Population Health (3)

This course builds on the population health theoretical foundations provided in Nursing 630. The course includes concepts of interprofessional collaboration, leadership, evidenced-based clinical practice, fiscal planning, computer information systems, healthcare system navigation, and resource management. The population focus identified in NUR 630 will be further refined into a comprehensive population health focused project. Students will develop a project or program aligned with an area of interest. A master's or doctorally prepared clinical preceptor will be contracted by the student for mentorship prior to the initiation of class. Ninety clinical hours with a mentor are required.

Prerequisite: NUR 630. Corequisite: NUR 640. Offered: Sp.

NUR 698 - Advance Practice Capstone: Clinical Applications on Population Health (2)

This course includes concepts of quality improvement, leadership, and advanced critical thinking. Students will choose a population health problem within their PMHNP or FNP specialty. A Critically Appraised Paper (CAP) and presentation based on critique of scholarly peer reviewed articles will be the focus of their project. Students will analyze study design, sample, setting, objectives, strengths/limitations, results, and conclusions. Hypothetical interventions to potentially improve outcomes will be presented.

Prerequisite: NUR 670 for FNP or NUR 675 for PMHNP, or with departmental Permission. Corequisite: None. Offered: F, Sp.

OL - Organizational Leadership

OL 500 - Foundations of Leadership (3)

This course explores leadership across organizational entities of business, government, and nonprofits where management and supervision intersect. Topics also include problem-solving, conflict resolution, leadership styles, cross-cultural and cross-generational challenges and stakeholder engagement. This exploration engages the learner in the ethical expectations of leadership and the practice of reflection.

OL 510 - Leadership Practices in Organizational Communications (3)

This course focuses on the persuasive techniques and strategies for effective communication to internal and external stakeholders by leadership. Case studies are used to examine communication successes and failures. The role of ethics in communications is integrated as part of the leaders' understanding and practice of sharing information with stakeholders.

Prerequisite: OL 500 or departmental permission.

OL 520 - Data-Driven Decision-Making for Executives (3)

This course provides a foundation for data-driven decision-making practices for managers at the mid-level and strategic apex of the organization. The use of metrics to guide decision-making and improve performance is central to the learner experience. Essential measurement tools and resources are explored, such as a balanced scorecard.

OL 525 - Special Topics in Leadership (3)

This course explores current leadership issues on the forefront of organizations given the present socio-economic status of the environment. Participants also engage in the presentation of key issues for stakeholders, including an understanding of followership, human resource obligations and practices,

innovative management strategies, leading project managers and the business of leadership concerning finances and culture.

OL 540 - Talent and Performance Management (3)

More than an evaluation training piece, participants in this course explore and use relevant strategies to develop their workforce from onboarding through career development planning. Strategies around efficiencies incorporate previous learning to create productive workplaces and identify future talent for development within the organization. Talent development through coaching, mentoring, and shadowing are among the strategies explored.

OL 620 - Negotiating & Conflict Response (3)

This course focuses on exposing students to negotiation and conflict response. Students practice negotiating on a range of topics, including negotiating in difficult situations. Through the use of readings, discussions and simulations, students develop an appreciation of conflict dynamics and the art and science of negotiation. Though the course emphasizes both theoretical and practice, the reflective elements of how this impacts leadership are integrated into a true examination of the student's relationship to conflict and negotiation.

OL 650 - Sustainability of Innovation and Strategic Advantage (3)

This course develops the requisite skills for understanding and implementing systemic planning within a variety of organizations. Strategic goal-setting, mission-driven plans, managing constrained resources, and monitoring and modifying strategic plans in a dynamic environment are emphasized for the sustainability of innovation and keeping the organization at a strategic advantage.

OL 660 - Leading Organizational Change (3)

Participants learn the art and science of leading change within an organization to ensure success in the change process. The dynamics and effects of change on the workforce are explored and then participants develop change plans for an organization to ensure the building blocks of successful change are complete and implemented.

OL 665 - Applied Research Skills for Organizational Leaders (3)

This course provides students with basic competency using quantitative, qualitative, and mixed methods commonly found in the workplace. The course thereby offers the student the opportunity to study research methodology as it relates to the needs and goals of the organization. Fundamental statistics are covered. Students apply research methods to work-related

problems using statistical software, and they learn to make accurate interpretations of data, as well as to recognize specious ones or poor methodology/results.

OL 680 - Engaging with Senior Executives (3)

This course provides students with insight into how decisions are made at the executive level and how the students can influence those decisions. Students will assess and further develop their ability to create and sustain relationship with senior executives. Topics include: The Politics of Leadership, Influencing Skills, Building a Business Case, and Critical Issues for Senior Executives. Students will interact with senior executives in guided simulations and receive feedback directly from these senior executives.

OL 685 - Leadership Training and Development (3)

This course delves into the design and execution of leadership training programs. Students will be exposed to elements of design and execution by exploring existing programs. Students will be introduced to a community organization they will work with in this course and through their capstone experience. Students in groups will begin the process of development and execution of a training program that aligns with the community organization's mission and purpose. Students will use the ADDIE model to analyze, design, develop, implement and evaluate the training. Students will critique the process and deliverables through engagement with the assigned community organization. Students who successfully complete this course will go on to continue to refine and conduct a leadership training program for their assigned community organization in Capstone OL 695.

OL 690 - Portfolio Required for Graduation (0)

Each MSOL student is responsible to complete a successful portfolio as a condition of graduation. a portfolio is an examination of the six Program Outcomes through the student's work in the program and their real-life experiences. The portfolio elements present the student's appreciation of each foundation of the program and explain what each program outcome means to them. The student submits the portfolio outcome essay. The portfolio is graded by a reviewer anonymously. Each student must achieve a rating of proficient to graduate. Students who do not achieve a proficient rating may work with the Program Director to pass the portfolio requirement and officially graduate from the MSOL program.

Prerequisite: Registration for this course occurs towards the end of the program at the direction of the Program Director.

OL 695 - Leadership Capstone (3)

Students have the option of a leadership research project integrating the leadership competencies learned and apply them to a case study or simulation; OR, students may engage in a group or individual leadership consultancy project with an external organization where a real leadership issue is present and needs to be addressed through the lens of prior learning and leadership best practices. Participants work closely with a faculty advisor for either course project. This is a 15-week course.

Prerequisite: Satisfactory completion of Comprehensive Exam.

OS - Organizational Studies

OS 101 - Team Dynamics and Individual Skills (3)

This course focuses on the organizational structure as it relates to individual and team contributions. The role of teams and their functions are explored to develop team-based skill sets for contemporary organizations. This course looks at team processes, development, diversity and conflict management within the team. Students will learn and practice techniques for setting group goals, creating safe environments, managing groups effectively and encouraging the formation of group identity. Students will identify ethical concerns relating to teams.

Prerequisite: None. Offered: F, Sp, Su.

OS 160 - Leadership Theory and Practice in the Organization (3)

The focus of this course is on contemporary leadership theories and the dual role organizational personnel find themselves in as followers, team members and leaders. This course explores the dynamics and responsibilities of each role and the situational and ethical applications that may be encountered. Students will explore personal inventories and assessments to enhance self-awareness and personal leadership style. The leader's role in the organization's culture and ethics is examined.

Prerequisite: None. Offered: F.

OS 180 - Organizational Supervision and Administrative Roles (3)

This course focuses on the organizational essentials of supervising personnel and the connections with Human Resources, unions and the organizational mission. Topics include supervisory principles, the role of discipline, motivation and the practice of coaching, teambuilding and mentoring. Ethical concerns of supervision are discussed in case studies. Monitoring and assessing performance to detect and correct substandard performance is also examined. It further looks at management's role in the supervisory process and develops good decision-making approaches to

supervisory challenges. Supervisory ethical considerations are explored.

Prerequisite: None. Offered: F.

OS 210 - Organizational Communications (3)

The focus of this course explores the variety of ways communications are carried out in the organization and the meanings and effects of those communications. The course provides an overview of contemporary communications theory, principles and practices that drive organizational effectiveness. Students will examine effective communication planning for the organization as well as identify communication skills necessary to build their personal communication competencies such as persuasion, influence, negotiation and instructing. Students will explore the ethical considerations around the sharing of information and the communication process. Students will develop a communication plan.

Prerequisite: None. Offered: F, Sp, Su.

OS 230 - Organizational Ethics (3)

This course focuses on the role of ethics in the organization and includes the study of ethical paradigms, the ability to make value judgments, think critically and apply sound problem-solving models to address ethical dilemmas within organizations.

Prerequisite: None. Offered: F, Sp, Su.

OS 250 - Understanding Worker Behaviors (3)

This course is designed to explore the variety of workplace structures that employees encounter and allows the participant to understand their worker preferences in structuring their work environment, whether as individual or team member, leader or follower. Developing a social perceptiveness to others' actions in the work place fosters more effective responses to workplace challenges, allows finding better fits between worker styles and tasks, and creating positive work environments. Participants also explore several personality traits of the worker as well as emotional intelligence in the workplace. Students examine the ethical aspects of worker behaviors and their impact on the organization. This course includes the development of a written analytical piece on worker hindering behaviors and solutions via the use of case studies and student observations.

Prerequisite: BUS 101 or Departmental Permission.
Offered: F, Sp.

OS 270 - Business Analytics: Data Analysis and Decision Making (3)

This course is designed as an introduction to business analytics. Students will learn to utilize data, methods, and fact-based management to support and improve decision making in data driven organizations. Students

will explore the capabilities and challenges of data-driven business decision making. The course also discusses the benefits of employing analytics and a structured approach to problem-solving in management situations. Hands-on work with data and software is an important part of the course. Topics to be covered include data manipulation, predictive analytics, decisions under uncertainty, and decision analytics tools.

Prerequisite: All Foundational Coursework or Equivalents. Offered: F, Sp, Su.

OS 310 - Positive Mentoring (3)

This course is designed to assist students in understanding the foundational knowledge and skills in being effective mentors or mentees in any occupational setting. Students will review best practices for specific mentoring strategies, develop effective communication skills for ensuring success of knowledge/skill transfer, understand the importance and benefits of diversity in a mentoring relationship given generational, cultural, and gender differences, and explore effective means for conflict resolution through teachable moments. Throughout the course, students will gather useful strategies and resources for both themselves and their potential mentees for effective relationship development and sustainability. Students will develop a mentor resource manual for an organization (for-profit or nonprofit) that includes: potential policies/procedures, communication strategies for mentors, assessment initiatives to gauge mentoring success, conflict management strategies, how to address mentorship within a diverse organization, and a guide to effective strategies for developing teachable moments. This resource manual will serve as a foundational guide for mentors and mentees as they work to develop and foster relationships within an organization.

Prerequisite: None. Offered: Su.

OS 315 - Organizational Theory (3)

This course explores classical and neoclassical theories of organizations along with the traditional and contemporary structures of organizations and provides insights into the dynamics of modern organizational structure. It further considers the interaction of personnel and organizational characteristics as they relate to job performance and attitudes in Human Resource Theory. Students also examine the effects of active learning and listening within the organization and the process of making the organization a learning organization through the lens of culture and environment.

Prerequisite: None. Offered: F, Sp, Su.

OS 320 - Cross-cultural Competencies in Organizations (3)

This course examines the diversity of the workplace and its connection to local and global communities. It develops a social perceptiveness and explores the realities of cultural differences across boundaries in the modern workplace and examines those implications. Strategies for effectively building diverse workplaces are explored as are the ethical implications that arise in areas of diversity.

Prerequisite: None. Offered: F, Sp.

OS 330 - Talent Development and Performance Assessment (3)

This course focuses on processes and approaches to ensure that organizational goals are met effectively and efficiently, building on the KSA's of OS 180 (p. 173). Emphasis is placed on how to affect behavior and results, through a positive performance assessment process and develop personal development plans for career advancement within an organization or career field. Developing skills in personal planning needs assessment and developing one's own talent within the organization is included. Students learn how behaviors and competencies support the organization's vision and mission and how their productivity supports organizational goals. Students are also introduced to a holistic approach to understanding stakeholders in an organization that includes both internal and external factors and focuses on the methods and tools necessary to develop the commitment and relationships with stakeholders to solidify the organization's structure and mission. The ethical standards of performance assessment are also discussed.

Prerequisite: None. Offered: F, Sp.

OS 355 - Project Management (3)

This course introduces students to the complexities of designing, initiating and managing workplace projects. Skills such as time management, resource management, problem identification, budgeting and finance, and coordinating group efforts are integrated into a semester-long project. Use of project management software is also introduced.

Prerequisite: None. Offered: Su.

OS 425 - Facilitating Groups (3)

This course is designed to develop the competencies of participants to work in groups effectively and produce results in a timely fashion. Leading groups or teams through facilitation takes a special set of competencies in communication, listening, group dynamics, coaching, problem-solving and conflict resolution.

Prerequisite: None. Offered: Su.

OS 430 - Organizational Change (3)

This course focuses on the change process within an organization and examines that change through a variety of change models. Students learn about the mechanical side of change along with the human side. It also examines change behaviors and coping strategies for personnel engaged in organizational change, such as overcoming resistance. Students learn to identify critical elements of organizational change and the importance of excellent communications to facilitate sustainable change.

Prerequisite: None. Offered: F, Sp, Su.

OS 450 - Capstone: Strategic Planning for Organizations (3)

Designed as a capstone course for the BSOS degree, this course examines the process of strategic planning for long-term viability of an organization, and the dynamics that drive the strategic planning process. Essential to that process is developing a vision for an organization and defining its goals in light of the organization's mission. Therefore, in this course, students will understand the role each organizational member plays in developing and executing a strategic plan. Developing critical, research-based, decision-making skills, as integral to the strategic planning process, is also a focal element of this course. The student must obtain a grade of B- (2.7) or better to successfully complete this course. Cross-referenced with BUS 490.

Crosslisted as: BUS 490. Offered: F, Sp, Su.

OTA - Occupational Therapy

OTA 100 - Occupational Therapy Foundations and Fieldwork IA (3)

This course is an introduction to the profession of occupational therapy. This course is a combination of lecture-based teaching within the classroom and 30 hours of fieldwork 1A with a primary focus on psychological and social factors that influence participation and engagement. The history and philosophy of the profession is presented with a focus on professional roles and responsibilities and standards of practice within a variety of treatment settings. Students are introduced to the Official Documents of the American Occupational Therapy Association and legislative acts that influence the practice of occupational therapy. Students are introduced to the Occupational Therapy Practice Framework and its practical use during OT service delivery. Activity analysis and occupational activities are defined and explored. Students in this class explore the foundations of OT process and engagement that has as its focus on

psychosocial and social factors that influence engagement in occupation.

Prerequisite: None. Offered: F, Sp.

OTA 101 - Foundations of Movement and Function (3)

This course provides students with an understanding of human movement as a vital component to occupational therapy. The course presents the active and passive structures involved in movement. Students explore biomechanical analysis, neurodevelopment foundations to movement and function. Initial exposure to evaluation and intervention techniques used by occupational therapy practitioners.

Prerequisite: Or Corequisite: "C+" or Higher in BIO 120 or BIO 211, OTA 100. Offered: F, Sp.

OTA 105 - Foundations of Behavioral Health in OTA (1)

This course presents the pathophysiology, etiology, diagnostic criteria, clinical signs and implications for evaluation and intervention of various psychological disorders commonly seen in occupational therapy practice. The impact of social, psychological, environmental, and cultural influences will be explored. Initial exposure to methods of evaluation and intervention techniques used by occupational therapy practitioners. The purpose of this course is to understand behavioral health diagnoses, and content and they relate to OT Process. This class is offered only online.

Prerequisite: PSY 212. Offered: Fa, Sp.

OTA 214 - Principles of Adult Populations and the Occupational Therapy Assistant (4)

This course presents the pathophysiology, etiology, clinical signs and implications for intervention of various conditions seen in adult disabilities across practice settings, in a problem-based learning approach with didactic and hands-on activities. Students study the principles and practices of occupational therapy for adults with physical and psychosocial disabilities. Students are provided with an overview of various practice models employed in working with adults with disabilities. The student will explore the therapeutic intervention process utilizing the occupational therapy practice framework. The methods of adult treatment and reimbursement available to the occupational therapy practitioner within the context of healthcare and the community are addressed.

Prerequisite: OTA 101. Offered: Sp, Su.

OTA 215 - Principles of Pediatric Populations and the Occupational Therapy Assistant (4)

This course presents the principles and practices of occupational therapy for services provided for infants, children and adolescents. Student identification of the impact of social, environmental and cultural influences in development and delivery of services. Students study provision of occupational therapy services in medical, educational and community-based settings. Additionally, this course presents management aspects of occupational therapy practice in addition to reimbursement models. Lecture and lab.

Prerequisite: OTA 101. Offered: Sp, Su.

OTA 216 - Principles of Geriatric Populations and the Occupational Therapy Assistant (4)

This course presents the pathophysiology, etiology, clinical signs and implications for intervention of various conditions seen in geriatric disabilities across practice settings, in a problem-based learning approach with didactic and hands-on activities. Students will learn to identify geriatric physical and psychological diseases common to occupational therapy practice and exploration of the therapeutic intervention process utilizing the occupational therapy practice framework. This course addresses the impact of environmental, cultural and community influences on the older individual, focusing on an ever-changing occupational status through the influences of component skills; as well as the impact of social, environmental and cultural influences in geriatric service delivery. The methods of geriatric evaluation, treatment and outcomes, as well as reimbursement available to the occupational therapy practitioner within the context of healthcare and the community are addressed. Lecture and Lab.

Prerequisite: OTA 101. Offered: F, Su.

OTA 217 - Principles of Group Dynamics in OTA (2)

This course presents a theoretical basis and practical application of group treatment within the context of occupational therapy. Emphasis is on understanding, analyzing, applying and creating group interventions across practice settings and diagnostic categories.

Prerequisite: PSY 212. Corequisite: OTA 216. Offered: Su, Fa.

OTA 218 - Case Studies Across the Lifespan with FW1B (4)

This course presents problem-based learning cases to allow students to apply the *Occupational Therapy Practice Framework* to simulated practice situations. Students complete activity analyses to determine and demonstrate proper occupational therapy service delivery related to the *OT Process* using various case study examples throughout the lifespan

and through observations during Fieldwork 1B which is incorporated within this course. The FWIB component of this course is didactic and onsite for 30 hours across the semester. Students are placed in selected settings to observe individual and group sessions as applicable to ensure a connection between integrating fieldwork experiences and didactic coursework. FWIB further develops essential clinical reasoning skills and professional behaviors. Students address the clinical relevance of the *OT Domain* and *OT Process*, health and wellness, safety procedures, interdisciplinary collaboration, and documentation across various contexts through the integration of course content and FWIB. This is a hybrid course.

Prerequisite: or Corequisite: OTA 216. Offered: Fa, Su.

OTA 220 - Occupational Therapy Assistant Seminar (1)

This course provides for discussion of Level II fieldwork experiences and opportunity to apply logical thinking, critical analysis, problem solving and creativity to application problems. It addresses preparation for registration and licensing as well as preparation for the role of professional on the job site. This is a hybrid course.

Corequisite: OTA 250. Offered: F, Sp, Su.

OTA 250 - Advanced Fieldwork Level IIA (5)

This course is the first of two eight-week, full-time supervised emerging practice or traditional clinical fieldwork to develop professional behaviors consistent with the profession's standards and ethics, and apply previously learned academic knowledge as an OTA team member. A part time option for completion is not available.

The student will gain experience in application of the Occupational Therapy Practice Framework: Domain and Process as it applies to the context of the fieldwork. Students will apply this to clients from a variety of socio-cultural backgrounds and across the lifespan in a variety of practice areas. Practice areas may include but not be limited to health and wellness, behavioral health, pediatrics, geriatrics, and adult populations.

Prerequisite: All OTA courses. Corequisite: OTA 220. Offered: F, Sp, Su *program permission.

OTA 260 - Advanced Fieldwork Level IIB (5)

This course is the second of two eight-week, full-time supervised emerging practice or traditional clinical fieldwork to further develop professional behaviors consistent with the profession's standards and ethics, and apply previously learned academic knowledge as an OTA team member. A part time option for completion is not available.

The student will gain experience in application of the Occupational Therapy Practice Framework: Domain and Process as it applies to the context of the fieldwork. Students will apply this to clients from a variety of socio-cultural backgrounds and across the lifespan in a variety of practice areas. Practice areas may include but not be limited to health and wellness, behavioral health, pediatrics, geriatrics, and adult populations.

Prerequisite: All OTA classes. Offered: Fa, Sp, Su *program permission.

PBH - Public Health

PBH 110 - Introduction to Public Health (3)

This course focuses on individual, community and institutional healthcare needs and issues from both the biomedical and socio-cultural points of view. The course explores issues regarding healthcare insurance, the uninsured and underserved, managed care and changes in healthcare marketplace; and provides an overview of major diseases, including epidemics, chronic and acute illness. Discussion of the role of health promotion and prevention will also be explored.

Prerequisite: ENG 101 (may be taken concurrently). . Offered: F, Sp, Su.

PBH 210 - Health Behavior and Chronic Disease (3)

This course examines the behavioral factors that influence health, with particular emphasis on chronic disease outcomes. Students will be introduced to behavioral science theory, and examine behavioral health research methods and interventions for chronic disease.

Prerequisite: None. Offered: F, Sp, Su.

PBH 212 - Public Health Informatics (3)

Coursework includes organizational change issues in healthcare and public health environments, resource management (inventory, tracking and acquisition) and the role of policy formulation. Consumer issues, standards and security, and the provision of health information resources to healthcare workers will also be covered. Relevant applications and issues related to health services will also be explored.

Offered: F, Sp, Su.

PBH 252 - Human Health in the Environment (3)

This course studies the relationship of people to their environment, how it affects their physical well-being and what they can do to influence the quality of the environment and to enhance the protection of their health. Emphasis on environmental factors involved in transmission of communicable diseases and hazards due to exposure to chemical and physical materials in our environment. Topics include environmental pollutants; physical, chemical, and biological agents of environmental contamination through air, water, and soil; solid and hazardous waste, susceptible populations and risk analysis; the scientific basis for policy decisions; and emerging global environmental health problems.

Prerequisite: BIO 121. Offered: Su.

PBH 280 - Introduction to Global Health (3)

This course will explore the unequal distribution of health and disease in the world. Students will understand the burden of disease, disease epidemiology, and interventions used to address global health issues. Public Health approaches used in the U.S. compared to global health interventions and strategies.

Prerequisite: PBH 110. Offered: Su.

PBH 300 - Introduction to Public Health Policy (3)

This course introduces students to the fundamentals of public health policy development, implementation and evaluation. Students will examine existing public health systems in the United States including governmental, private and nonprofit based services. Students will understand the fundamental issues in modern public health policy and explore the role of public health advocacy in setting health policy priorities.

Prerequisite: ENG 101, PBH 110. Offered: F, Sp, Su.

PBH 301 - Leadership in Health (3)

This course focuses on leadership development of the healthcare professional. Hospitals and health systems are challenged to respond to the rapidly changing health care environment. As leadership behaviors are more likely to be spread across disciplines within an organization, the response to these challenges must consider the capabilities of all healthcare professionals. Students will explore leadership theories, case studies, and ethics in health leadership to strengthen their own style of leadership in the healthcare environment.

Prerequisite: ENG 101 and 3 Additional credits in Composition. Offered: F, Sp, Su.

PBH 302 - Public Health Personnel and Administration (3)

This course covers selection and management of personnel in healthcare; effects and development of

review systems and assessment. It includes discussions of accountability and productivity of healthcare employees.

Prerequisite: None. Offered: Su.

PBH 305 - Ethics in Public Health (3)

This course will introduce students to ethical considerations in public health including the design of research and public health interventions. Through a series of case studies, students will reflect on historical issues in public health research ethics and their impact on the modern practice of public health and public health research. The course will introduce students to health equity and social justice issues in public health.

Prerequisite: ENG 101. Offered: F, Sp, Su.

PBH 310 - Occupational Health in the United States (3)

Students will explore occupational health and safety issues including an introduction to occupational health issues in special populations such as the aging workforce. Students will compare and contrast occupational safety and health in the United States and globally including the use of laws and regulations to keep workers safe. Landmark occupational health and safety case studies will be examined including the evolution of major Occupational Health organizations such as OSHA and NIOSH.

Offered: F, Sp, Su.

PBH 315 - Injury Prevention and Public Safety (3)

This course explores the incidence and prevalence of injury across populations. The course will introduce students to epidemiologic methods to investigate injury and assess safety in communities. Students will be introduced to intervention strategies used in public health injury prevention.

Offered: F, Sp, Su.

PBH 322 - Health Administration (3)

This course provides the knowledge and skills to management functions, tasks, and roles as they are carried out in the health service organizations. Discussion of emerging issues affecting the management of health services organizations is provided. This course uses the case methods of analysis to develop critical thinking skills.

Prerequisite: ENG 101 and 3 Additional credits in Composition, STAT 167. Offered: F, Sp, Su.

PBH 400 - Community Health (3)

This course will introduce students to public health interventions in community settings. Students will gain an understanding of the role of community health workers, particularly their evolving role within the

context of healthcare reform. Students will get hands-on experience with community health education methods and strategies including culturally appropriate educational materials and presentations, community organization and public health advocacy.

Prerequisite: None. Offered: F, Sp, Su.

PBH 500 - Foundations of Public Health (3)

This course examines a broad range of topics in Public Health research and practice. Students will understand the 10 Essential Public Health Services, the history of Public Health, research that shaped Public Health policy, the evolving Public Health workforce and the future of Public Health.

PBH 520 - Biostatistics (3)

This course will teach students to apply the different types of data and statistical tools used in Public Health. Students will apply statistical methods to Public Health problems and understand the role of statistics in conducting sound Public Health research and investigation. Coursework will focus on descriptive statistics including the mean, median and standard deviation. Upon completion of this course, students will understand the basic concepts of statistical inference, probability theory and bivariate analysis. Students will learn techniques for hypothesis testing including analysis of variance, t-tests and regression.

PBH 540 - Epidemiology (3)

Students will learn to apply epidemiologic methods to the investigation of disease in populations. Students will explore the fundamentals of descriptive and analytic epidemiology, including the various epidemiologic study designs used to assess risk factors for disease and health outcomes in populations.

PBH 550 - Emerging Infectious Diseases (3)

This course will introduce students to the application of epidemiologic methods to the investigation of emerging infectious diseases in populations. Students will explore the fundamentals of descriptive and analytic infectious epidemiology, including the various epidemiologic study designs used to assess risk factors for emerging infectious diseases in populations. Students will compare and contrast infectious trends in the United States with those of developing countries. The course will also examine the role of Public Health policy in infectious disease control.

PBH 560 - Social and Behavioral Sciences (3)

This course examines and applies the social, behavioral, psychological, cultural and economic factors that influence health. Students will delve into behavioral science theory, and explore behavioral health research methods and interventions.

PBH 570 - Methods in Research and Practice (3)

This course develops students' skill in research design, data collection and research methods. Students will examine the existing body of Public Health research literature and critically examine the methodologies used. Students will explore various Public Health research approaches and understand the advantages and drawbacks of each approach. Students will gain practical quantitative and qualitative research skills through the development of a research proposal.

Prerequisite: PBH 500, PBH 520.

PBH 580 - Public Health Policy (3)

This course provides students with an understanding of the how Public Health goals are met using Public Health policy. It will highlight the major policies that have shaped modern Public Health. The course will also examine the Public Health infrastructure necessary to support health policy including the role Public Health and healthcare administration play in enforcing health policy at the local, state and federal level.

PBH 590 - Occupational and Environmental Health (3)

This course teaches students to understand and apply the scientific basis for occupational and environmental health. This will include an understanding of the tools used to assess environmental and occupational hazards. Students will learn to define, identify and assess environmental and occupational health hazards and the resulting health outcomes. Students will explore the history of environmental and occupational health in the United States including Public Health incidents that shaped environmental and occupational health policy. Students will evaluate case studies and historical scenarios involving environmental and occupational health exposures and outcomes.

PHIL - Philosophy

PHIL 100 - Introduction to Philosophy (3)

This course introduces students to a broad range of philosophical issues; readings include major philosophers of the Western tradition: Plato, Aristotle, St. Augustine, St. Thomas Aquinas, Descartes, Hume, Kant, Hegel, Marx, Kierkegaard, Schopenhauer, and Sartre. Students will consider issues of ethics, the nature of reality, religious philosophy and the nature of God, the limits of human knowledge, freedom and predestination, and the nature of the good life.

Prerequisite: None. Offered: F, Su.

PHIL 101 - Introduction to Logic and Critical Thinking (3)

This course teaches how to identify, understand, and evaluate arguments by developing critical thinking and

logic skills. The course emphasizes the distinction between fact and opinion, inductive and deductive reasoning, logical fallacies, and critical analysis of controversial social, political, and ethical issues with an emphasis on implications for business management and leadership.

Prerequisite: None. Offered: Sp.

PHIL 103 - Ethical & Legal Issues (3)

This course addresses both ethical theory and contemporary controversial issues that confront students and citizens today through readings and essays on current issues, such as euthanasia, abortion, sexual morality, equality, economic justice, the environment, and ethical considerations in science and technology.

Prerequisite: None. Offered: F, Sp.

PHIL 105 - Ethics, Values, and Cultural Competence in Practice (3)

In this course, students will examine the critical importance of ethical behavior, civility, and values in the helping professions. Codes of ethics from various professional organizations will be analyzed and used as lenses to examine issues of practice. Students will develop an understanding of cultural competence and the need to reflect it in practice. Related topics include conscious use of self; clarification of values; awareness of diversity; recognition of the worth and uniqueness of individuals; choosing the least intrusive intervention in the least restrictive environment; client self-determination; confidentiality of information; and belief that individuals, services systems and society can change.

Prerequisite: None. Offered: F, Sp, Su.

PHIL 301 - Contemporary Perspectives in Philosophy (3)

This course provides students with the opportunity to investigate a number of timeless and more recent philosophical issues through contemporary readings chosen to stimulate individual reflection, as well as classroom discussion and debate. Students will be encouraged to refine their critical thinking, logic, and argumentation skills.

Prerequisite: ENG 101. Offered: F, Sp.

PHY - Physics

PHY 110 - Medical Physics (3)

This course introduces students to the basic principles of respiratory care physics. Topics include work, energy, fluid dynamics, the mechanics of ventilation, and Starling's Law. Dimensional analysis, the kinetic theory

of matter, the gas laws, associated chemical laws, and temperature scales will also be explored.

Prerequisite: MATH 125. Offered: F, Sp.

PRO - Professional Studies

PRO 495 - Professional Studies Capstone (3)

This course is a culminating experience, providing students with an opportunity to apply theoretical knowledge and acquired skills to an organizational or community issue. Students will also explore current career options, strengthen job search strategies, complete a detailed five-year career plan, and identify opportunities for furthering their education. Course assignments challenge students to demonstrate and strengthen critical thinking and analytical skills. The final outcome of this course is the completion of a major action/service-learning research project.

Prerequisite: None. Offered: F, Sp, Su.

PSS - Public Safety and Security

PSS 310 - Organized and White Collar Crime (3)

Students will examine the history and development of organized crime. The course will examine the structure and organization of traditional organized crime entities and street gangs within a national and global perspective. The theories and development of white collar crime will be evaluated. Students will examine the development of white collar crime and describe its relationship to corporate crime, state crime and political corruption.

Prerequisite: Completion of a concentration in CJS or HSM or Departmental Permission. Offered: F.

PSS 315 - Drugs and American Society (3)

The course provides a contemporary look at drug use and its impact on public safety and security professionals and their environment. Students will examine the effects of drugs as they related to ethnicity, social class, gender and age.

Prerequisite: Completion of a concentration in CJS or HSM or Departmental Permission. Offered: Su.

PSS 320 - Cyber Hate: Bullying, Hate Groups and Terrorism (3)

The course will examine the social, legal and psychological implications of cyber bullying and cyber hate. Students will gain insight into the high risk behaviors of youths and their vulnerabilities. Students will also discuss cyber threats, cybercrime and cyber terrorism, as a national and international trends. Students will examine the relationships between various

forms of cyber hate and the strategies to prevent cyber hate.

Prerequisite: CJS 130/HSM 130 or CJS 131/HSM 131 and CJS 230/HSM 230 or CJS 231/HSM 231 or CJS 232/HSM 232. Offered: Sp.

PSS 330 - Advanced Theories of Criminology and Justice (3)

Students will gain an in-depth knowledge of various criminological theories for criminal behavior. Students will examine theories as they developed through history and how they impact social policy and the criminal justice system. The course will discuss various theories of crime and contemporary theories of 'justice' and peacemaking, both in the United States and internationally.

Prerequisite: Completion of a concentration in CJS or HSM or Departmental Permission. Offered: F.

PSS 340 - Business Continuity (3)

The course will examine the application and value of business continuity plans. Students will design a hypothetical, all-hazards, business continuity plan. Students will gain an understanding of the business continuity cycle, to include: plan design, plan development, exercise planning and assessing and revising the plan. Students will be exposed to case studies and conduct business impact analysis.

Prerequisite: Completion of a concentration in CJS or HSM or Departmental Permission. Offered: Sp.

PSS 350 - Multiculturalism in Public Safety and Security (3)

This course will examine the importance of multiculturalism within public service as well as the relationship of public service and a multicultural society. Students will identify differences between specific cultures and how to address stereotypes and related issues. Students will examine how cultural differences impact perceptions and relationships. The course will identify barriers to communication and issues related to discriminatory activities. National and international trends will be identified and compared.

Prerequisite: HSM 105, PHIL 103 or PHIL 105 or Departmental Permission. Offered: Sp.

PSS 360 - Risk Reduction through Environmental Design (3)

This course will give students an in-depth understanding of the historical, theoretical, legal and practical development of reducing security threats through environmental design. Environmental design has become an important part of infrastructure protection and crime prevention. Students will be able to assess and identify potential protective measures and apply design strategies.

Prerequisite: Completion of a concentration in CJS or HSM or Departmental Permission. Offered: F.

PSS 410 - Human Trafficking (3)

This course introduces students to contemporary human trafficking and related issues. Topics include various types of human trafficking and the scope of the problem, both domestically and globally. Students will also learn about the physical, emotional, and psychological trauma experienced by victims of human trafficking and the methods that are used to recruit and control them. The roles that government, the media, faith-based organizations, organized crime, and culture play in this complex issue will also be explored.

Prerequisite: ENG 101. Offered: F, Sp, Su.

PSS 450 - Public Policy Analysis (3)

Students will examine the process of designing and implementing a public policy. Students will research and develop a policy addressing a current public issue, including researching and analyzing data. The development of the policy will include theoretical and statistical analysis. The course will prepare students for designing new policy and analyzing existing policy.

Prerequisite: PSY 420. Offered: Su.

PSS 490 - Capstone: Seminar in Public Safety and Security (3)

This is a capstone course in which students will research and analyze a contemporary Public Safety and Security issue. Students will integrate qualitative and/or quantitative data to support the research and analysis. The course will challenge students as they defend the research and conduct an oral presentation of the findings to faculty and peers. Students will practice the skills critical to program management, research and problem analysis.

Prerequisite: PSY 420. Offered: Su.

PSY - Psychology

PSY 101 - Professionalism and The College Experience (3)

In this course, students are introduced theories of human motivation and learning and their relationship to professionalism and the college experience. Students examine how they learn, how they think and make judgments, what motivates them, and how they can apply this information in their professional and college experiences. Course content and assignments are designed to support students' identification and the alignment of an academic and career direction that is consistent with their goals, strengths, values, and interests.

Prerequisite: None. Offered: F, Sp, Su.

PSY 112 - Introduction to Psychology (3)

This course introduces the fundamental concepts of psychology, including physiological psychology, neuropsychological principles, sensation and perception, cognition, learning, child and adult development, social psychology, personality, and abnormal psychology. Students will focus on understanding human behavior and its application to everyday life.

Prerequisite: None. Offered: F, Sp, Su.

PSY 115 - Child Development (3)

This course addresses the developmental characteristics, developmental processes, and developmental issues that have been identified as being of importance and/or typical for children in general and children with special needs from conception through age eight. It employs both theoretical and applied strategies in the study of the social, emotional, cognitive, physical, and psychological development of the young child.

Prerequisite: Successful completion of developmental ENGLISH and MATH. Offered: Su.

PSY 205 - Organizational Behavior (3)

This course provides theoretical and practical knowledge for understanding motivation, leadership, managerial decision making, group processes, and conflict resolution within the context of organizational design and culture. Students will examine the complexities of human interactions, including individual and group behavior and human relations skills needed to succeed in social and work environments. Topics include communications, ethics, personal and organizational values and attitudes, social structures, and customs and taboos.

Prerequisite: None. Offered: F, Sp, Su.

PSY 207 - Psychosociological and Ethical Issues of Death (3)

This course will explore the psychological impact of death as it pertains to the bereaved at various stages of their lifespan as well as how it affects the funeral service practitioner. The various concepts of many Death Theorists will be explored in detail. Contemporary societal changes toward death and bereavement will be extensively examined, as well as its impact on the funeral service profession. Complex ethical issues exclusive to funeral service will be studied. Course material will follow strict guidelines regarding for professional standards for Psychology, Sociology, and Ethics.

Offered: F, Sp, Su.

PSY 210 - Psychology of Learning (3)

This course provides a study of human behavior in learning situations, including theories of development and learning, individual differences, conditions for learning, and dynamics of achieving learning outcomes. Students will focus on working with individuals in a variety of educational and agency settings.

Prerequisite: PSY 112. Offered: Su.

PSY 212 - Lifespan Development (3)

This course presents the basic theories and concepts used in the study of the human lifespan, including physical, cognitive, personality, and social development from conception through death. Students will examine the cultural nature of human development and relevant socio-emotional processes. Topics will emphasize the understanding of human development from personal, theoretical and professional perspectives.

Prerequisite: PSY 112. Offered: F, Sp, Su.

PSY 215 - Abnormal Psychology (3)

Abnormal psychology focuses on an examination of abnormal or maladaptive behaviors among the diversity of human behavior. Emphasis is placed on the theoretical, clinical, and experimental perspectives of the study of psychopathology. Topics will cover etiology, prevalence, diagnostic features, assessment, and treatment of major disorders.

Prerequisite: PSY 112. Offered: F.

PSY 218 - Adolescent Development (3)

The physical, cognitive and social-emotional development of adolescents, with special emphasis on major theories and research methods are examined in this course. Students will consider the influence of heredity, family, peers, school, media and community as contexts within which adolescents develop. Discussion will focus on diversity issues such as culture, socio-economic class, ethnicity, gender, and sexual orientation, as well as common adolescent problems.

Prerequisite: PSY 112. Offered: Sp.

PSY 300 - Health Psychology (3)

This course serves as a comprehensive introduction to the field of health psychology. Students will address both theoretical and applied aspects of health psychology. Topics include stress, pain and coping; behavioral factors in disease; health promotion; and research methods in health psychology.

Prerequisite: PSY 112. Offered: Sp.

PSY 305 - Psychology of Personality (3)

This course provides an overview of the major personality theories and contributing research evidence. Students will examine the theoretical differences in the

motivation and dynamics of behavior, analyze and critique the major approaches to personality theory (psychodynamic, learning, dispositional, humanistic/existential), and study research strategies specific to the study of personality.

Prerequisite: PSY 112. Offered: F, Su.

PSY 310 - Psychology of Motivation and Emotion (3)

Our motivation for learning, school, work, recreation, relationships, and our overall well-being is grounded in our emotional processes. In this course, you will use diverse theoretical perspectives (e.g., humanistic, behavioral, social, cognitive, biological, environmental) to examine emotions and motivation. Research in which these theories are applied to how emotions affect our self-control, self-regulation, cognition, and drive to achieve our academic, professional, and personal goals will be explored.

Prerequisite: PSY 112. Offered: Sp.

PSY 315 - Psychology of Death and Dying (3)

In this course, students use multiple perspectives to examine the human processes of death, dying, and bereavement across the life course. The psychological complexities of human responses and related legal and ethical issues are considered. Students actively engage in reflection on the personal meaning of death and their assumptions, biases, attitudes, and reactions to death, dying, and grief. The points of view of dying persons, their families and friends, human services providers, and policy makers are also explored.

Prerequisite: PSY 112 or Departmental Permission.
Offered: F, Sp, Su.

PSY 320 - Group Counseling (3)

This course addresses the use of groups in the practice of counseling. Its purpose is to help students become more effective group leaders, whether leading a therapy or a training group, and to be able to influence the process of groups in which they are members. To this end, students will participate on several levels of involvement: (1) Principles, theories, concepts, and techniques of group leadership will be investigated; (2) Group dynamics will be discussed and observed in external groups and in the class interaction; (3) Students will lead a group session with a co-leader; and (4) Students will be group members. Students will not be asked to self-disclose.

Prerequisite: PSY 112. Offered: Sp.

PSY 340 - Psychology of the Exceptional Child (3)

This course is designed to promote child development and learning by familiarizing students with the characteristics and needs of all exceptional learners. A continual introduction of terms and concepts within a

more narrowly defined topic area with discussions of videos, case studies, and presentations of the review of related literature pertaining to exceptional children will be covered. These activities will add to the emergence of terms and concepts associated with special education. The concept of Inclusion as a means of educating students with special needs will be deeply discussed and students will become familiar with the historical events and social reform that laid the background for this method of instruction. Students will have opportunities to ponder opposing viewpoints on special education issues. Students will investigate the use of drugs as a means of curbing inappropriate conduct of students with special needs and recognize symptoms, modify environments, and plan appropriately so that children can be successful. A large focus of this course will be on community outreach and family involvement.

Prerequisite: PSY 112. Crosslisted as: . Offered: Su.

PSY 350 - Cross-Cultural Psychology (3)

This course is an introduction to culture's influence on human behavior and mental processes. Topics begin with an examination of theoretical definitions of culture, and cover a broad range of theories and research findings regarding cultural influences on human behavior and cognitive processes (lifespan development, abnormal behavior and mental health, self-concept, emotion, motivation, learning, intelligence, perception, memory, communication, social cognition, and social behavior). Students will examine the diversity of human expression in contexts ranging from everyday modes of functioning to family and work relationships. Students are provided with a non-judgmental understanding of how culture influences human behavior and are better equipped to interact in a world where there is increasing contact among different cultures. Students will also gain knowledge in cross-cultural research methodology.

Prerequisite: PSY 112. Offered: F.

PSY 365 - Advanced Child Development (3)

This course is designed to deepen students' knowledge of the physical, cognitive, social-emotional, and neurodevelopmental stages from prenatal through the adolescence life cycle. Child development theories and evidence-based research will provide the foundation for this course with an overarching lens of the ecological model. Family, agency, and community partnerships that foster child development will be examined. Psychological, sociocultural, and environmental influences on child development will be explored through case studies and cooperative learning activities. Diversity, equity, and inclusivity issues related to identity formation, sexuality, and life experiences will inform course topics. Students will translate theory and

research to best teaching and learning approaches and professional reflective practice throughout the course.

Prerequisite: PSY 212. Offered: Su.

PSY 401 - Applied Behavioral Analysis (3)

This course focuses on basic principles and procedures of applied behavior analysis including reinforcement, extinction and punishment; identifies factors that contribute to behavioral problems and improved performance; and introduces procedures that can be used to minimize behavioral problems, improve performance, teach new behaviors, and increase probability of behaviors occurring under appropriate circumstances.

Prerequisite: PSY 112 Introduction to Psychology.
Offered: F, Sp.

PSY 420 - Research Methods (3)

This course provides students pursuing careers in a variety of professions with a general introduction to the language and logic of research with an emphasis on becoming informed consumers of empirical research. The primary aims are to (a) learn how research is conducted and (b) apply that knowledge into practice. Students will acquire fundamental knowledge of the ethics of research, basic terminology, and essential concepts; including research designs, sampling strategies, methods for data collection, and techniques for data analysis. Students will critically read peer-reviewed reports of empirical research, identify knowledge gaps in existing scholarship, synthesize research findings across multiple studies, and describe implications for practice in their respective fields.

Prerequisite: ENG 101 English Composition. Offered: F, Sp, Su.

RSP - Respiratory Care

RSP 110 - Cardiopulmonary Anatomy & Physiology (3)

An in-depth study of the anatomy and physiology of the pulmonary and cardiac system. Topics include: the circulatory system, applied physiology and physical principles of the respiratory system and gas exchange.

Prerequisite: BIO 212. Offered: F.

RSP 112 - Principles of Respiratory Care (4)

This course introduces students to basic principles of clinical respiratory care. Topics include: medical gas therapy, patient assessment, OSHA and infection control standards, oxygen therapy, aerosol therapy, humidification, bronchial hygiene therapy, hyperinflation therapy, ethics and professionalism, and medical documentation. This course includes a skills practice lab.

Prerequisite: BIO 212. Offered: F.

RSP 120 - Applied Pharmacology (3)

This course includes the study of the composition, dosage, modes of action, indications and contraindications for and effects of medication administered to patients treated in the field of respiratory care. Emphasis is placed on drugs prescribed for the cardiopulmonary, renal, and neurological system.

Prerequisite: RSP 110, RSP 112. Offered: Sp.

RSP 124 - Respiratory Diagnostics and Therapeutics (3)

A study of diagnostic and therapeutic procedures used by a respiratory care practitioner. Topics include patient assessment, arterial blood gas and pulmonary function test analysis, chest x-ray interpretation, and advanced airway management.

Prerequisite: RSP 110, RSP 112. Offered: Sp.

RSP 133 - Principles of Mechanical Ventilation (4)

A study of mechanical ventilators used in respiratory care with an in-depth explanation of function and clinical application. Indications, desired outcomes, hazards and complications of mechanical ventilation will be emphasized. This course includes a skills lab.

Prerequisite: RSP 120, RSP 124. Offered: Su.

RSP 153 - Clinical I (1)

Supervised clinical application of principles learned in the classroom. Students will be scheduled for clinical rotations at various healthcare facilities. Topics include: medical gas therapy, patient assessment, aerosolized medication delivery documentation and chart research.

Prerequisite: RSP 110, RSP 112. Offered: Sp.

RSP 154 - Clinical II (2)

Supervised clinical application of principles learned in the classroom. Students will be scheduled for clinical rotations at various health care facilities. Topics include: bronchial hygiene therapy, noninvasive positive pressure ventilation, introduction to mechanical ventilation, and radiographic and laboratory assessment of the respiratory patient.

Prerequisite: RSP 120, RSP 124, RSP 153. Offered: Su.

RSP 223 - Fundamentals of Critical Care (3)

A study of current issues in critical care medicine, including the assessment and treatment of critically ill patients. Topics include: hemodynamic monitoring, EKG interpretation, capnography, and pharmacologic and mechanical support of circulation.

Prerequisite: RSP 133. Offered: F.

RSP 231 - Cardiopulmonary Pathophysiology I (3)

This course focuses on the etiology, pathophysiology, clinical manifestations, diagnosis, and treatment of cardiopulmonary abnormalities and diseases of the adult patient.

Prerequisite: RSP 133. Corequisite: RSP 223. Offered: F.

RSP 234 - Respiratory Capstone (3)

This course is designed to prepare the student to sit for the Certified Respiratory Therapist (CRT) and Registered Respiratory Therapist (RRT) exams administered by the National Board of Respiratory Care (NBRC). The course provides an in-depth review of the content areas and competencies assessed on the exams. Other topics covered include career counseling, transitioning from student to professional, and workshops in professionalism and patient-centered care.

Prerequisite: RSP 223, RSP 231. Offered: Sp.

RSP 253 - Clinical III (2)

Supervised clinical application of the principles of mechanical ventilation and adult critical care.

Prerequisite: RSP 133, RSP 154. Offered: F.

RSP 254 - Clinical IV (3)

Supervised clinical application of the principles of mechanical ventilation as well as critical care monitoring of adult, pediatric and neonatal patients. Students will be scheduled for clinical rotations at various healthcare facilities.

Prerequisite: RSP 153, RSP 223, RSP 231. Offered: Sp.

RSP 262 - Neonatal and Pediatric Respiratory Care (3)

An in-depth study of respiratory care modalities used in the care of neonatal and pediatric patients. Topics include: diagnostic and therapeutic procedures, fetal cardiopulmonary development, airway and ventilator management and neonatal and pediatric critical care.

Prerequisite: RSP 223, RSP 231. Offered: Sp.

SCI - Science**SCI 100 - Investigating Science Through Forensics (4)**

Through a hands-on survey of forensic science, this course illustrates the fundamentals of scientific inquiry and basic concepts in biology, chemistry and physics. Through intensive interactive learning, students will cover topics, such as the history of forensic science, hair and fiber analysis, fingerprint analysis, document analysis, serology, and DNA typing. **NOTE:** Designed for non-science majors, this course fulfills a lab science requirement. Although it will expose students to modern

forensic techniques, this course is not intended to train professionals in forensic science.

Prerequisite: Successful completion of developmental ENGLISH and MATH or departmental permission.

Offered: F, Sp, Su.

SCI 124 - Humans and Disease (3)

The course is designed to provide the student with a fundamental understanding of the concepts and processes in disease physiology. The course will review normal human physiology and then examine the alterations which occur in response to disease as well as the systemic manifestations, etiologies and treatments of major diseases.

Prerequisite: BIO 120. Offered: F, Sp, Su.

SOC - Sociology**SOC 101 - Introduction to Sociology (3)**

This course examines the theoretical perspectives, origins and history of sociology. Students will be challenged to do research and to think critically in examining cultural issues in American society and the world. Topics include: human socialization, macro- and micro-sociological perspectives of social structure, class, status, stereotypes, groups, norms, and deviance. It examines the impacts of technology, mass media, social inequality, gender, marriage, family, and social change.

Prerequisite: None. Offered: F, Sp, Su.

SOC 110 - Contemporary Social Problems (3)

This course considers contemporary social problems and their implications for human services from historical, sociological, political and economic perspectives. Students will focus on the development of critical-thinking skills. Topics will cover poverty, educational underachievement, crime and violence, and emerging problems of under-resourced communities. Students will consider the impact of race, ethnicity, and gender as variables in contemporary social problems.

Prerequisite: None. Offered: F, Sp.

SOC 201 - Multicultural Issues (3)

This course focuses on heightening awareness and appreciation of diversity; considers political, religious, sexual and cultural identities; and explores lifestyle differences, problems of race, nationality, regions and language patterns. Students will examine myths concerning group differences and assumptions regarding ethnicity and culture of the economically deprived, senior citizens, and children. This course looks at political and social oppression of minorities and their status in the U.S.

Prerequisite: None. Crosslisted as: HUM 200. Offered: F, Su.

SOC 220 - Sociology of Gender (3)

The sociology of gender introduces students to thinking about the world around them in a sociological way. Gender provides a starting point for examining how social inequalities are structured. Students will assess the complex interactions among gender and multiple social identities such as race, class, sexuality, disability, age, nationality, and religion. Emphasis will be placed on how our individual experiences are shaped by the institutions and cultures around us, and how we shape institutions and culture through our individual and collective actions.

Prerequisite: SOC 101. Offered: Sp.

SOC 301 - Sociology of Aging (3)

This course examines demographic changes, role shifts, age stereotyping, age norms, stratification, retirement and institutionalization from a sociological perspective, and their implications for the treatment and status of older adults. Students will explore the processes of aging in the later years and the impact of the same on people's lives. The focus of this course is on aging in American society.

Prerequisite: None. Offered: Sp, Su.

SOC 312 - Youth: Challenges and Interventions (3)

This course examines the range of crises confronting today's youth and strategies to help them overcome those challenges. Students will explore the impact of drug and alcohol abuse, sexual and physical abuse, bullying, neglect and abandonment, pregnancy, gangs, peer pressure and other issues confronting youth. Particular focus will be on identifying issues, building effective relationships, implementing positive interventions, advocating for needed services, connecting with community resources, promoting positive behavior, and helping youth to develop self-esteem and self-advocacy skills.

Crosslisted as: HSR 312. Offered: Su.

SOC 315 - Family-School-Community Partnerships (3)

This course explores the role of relationships between families, schools, and the communities in which families reside. Students will deepen their understanding of the importance of family involvement in the school system and examine creative strategies for including parents and families in the school. Students will also analyze contemporary family patterns and composition in order to more effectively connect with the families in their communities. Students will recognize that children are highly impacted by the environments in which they live. Topics in social studies will be explored as students

have opportunities to discuss the importance of involving community partners, culture and diversity in the school system. Major theorists will be studied. This course also includes a 20-hour community volunteer project of the student's choice.

Prerequisite: Departmental Permission. Crosslisted as: ECE 315. Offered: F.

SOC 320 - Health and Social Issues in Aging (3)

This course will explore health issues of the aging adult, including biological and environmental factors that may impede upon one's quality of life and also investigates the socialization of the aging population in the 21st century. This course provides the student with an understanding of health issues, social interactions, relationships, and cognitive functions of the aging population.

Offered: F, Sp, Su.

SOC 335 - Social Welfare Policy (3)

This course investigates the historical and philosophical roots of social welfare from ancient cultures to contemporary America. Students will experience an in-depth analysis of current social and public policies that impact community, state, and federal agencies and organizations. This course will generate student knowledge related to design and management of service programs and situations within a constantly changing political and social environment.

Crosslisted as: HSR 335. Offered: F, Sp, Su.

SOC 355 - Domestic Violence (3)

This course provides a comprehensive introduction to the history of domestic violence, research related to issues of family violence, intake, interviewing and assessment skills, and theories of family violence. In the literature, the terms "family violence" and "domestic violence" are often used interchangeable. Students will gain knowledge of domestic violence as it relates to children, adolescents, partners, the elderly, and individuals with disabilities. This course will examine populations that include cross-cultural, ethnic, racial, rural, same-sex, and military groups. Students will explore strategies, interventions, and resources to meet the needs of individuals in a domestic violence situation. Finally, students will be required to research various topics related to family and domestic violence.

Crosslisted as: HSR 355. Offered: F, Sp, Su.

SPAN - Spanish**SPAN 101 - Elementary Spanish I (3)**

This course introduces students to spoken and written Spanish. In addition to the material in the text, a substantial focus is on Hispanic culture, including

literature, music and art. Students will be provided with a foundation in speaking and writing the Spanish language and understanding Hispanic culture. No previous knowledge of the Spanish language is required.

Prerequisite: None. Offered: F, Sp, Su.

SPAN 102 - Elementary Spanish II (3)

This course continues to expand students' understanding and practice of spoken and written Spanish. Topics will emphasize building progressively complex grammar and conversational skills. Students will be exposed to Hispanic literature and culture with increasingly advanced scope and depth.

Prerequisite: C- or better in SPAN 101 or Proficiency Exam. Offered: Sp.

SPAN 103 - Spanish for Health Care Professionals (3)

This course focuses on teaching Spanish to students entering or currently in the medical field. Students will learn the terminology, phrases and information relevant to the medical work environment. This course includes an intensive study and practice of communication skills required in "real world" medical work situations and provides the fundamentals of the Spanish language.

Prerequisite: None. Offered: F, Sp, Su.

SPAN 206 - Spanish for Heritage Speakers (3)

This course is designed to specifically promote Spanish proficiency in Native/Heritage Spanish-for speakers who plan to use their language in a Human Services setting. Students, who are looking to write grammatically-correct Spanish, improve reading comprehension and expand their vocabulary in order to express themselves formally, are encouraged to take this course. These tools will help students become more proficient in the Spanish language and be able to use these skills in Spanish-speaker interactions. *Students who are interested in taking this course will be directed to talk with the Spanish Course Coordinator before signing up for the course. Please note: This course will be taught in Spanish.

Prerequisite: Native to Near Native Spanish. Offered: F, Sp, Su.

STAT - Statistics

STAT 167 - Principles of Statistics (3)

This course introduces students to the basic concepts and processes of descriptive and inferential statistics. Topics include the collection, organization, and graphical representation of data, measures of central tendency and dispersion, probability, the normal distribution, sampling distributions, confidence intervals

and hypothesis testing for population means, and linear regression and correlation.

Offered: F, Sp, Su.

MPH - Master in Public Health

MPH 501 - Introduction to Public Health (3)

Introduction to Public Health is a graduate level course that provides graduate and professional students, with foundational knowledge of public health's historical contributions; the ethical bases; key terms and concepts; system organization; and the social, behavioral, environmental, and biological factors that contribute to specific individual and community health outcomes through interactive learning strategies and the application and integration of concepts to understand and prevent current public health problems and those facing public health in the 21st century.

MPH 502 - Principles of Epidemiology (3)

In this introductory course, students will learn and apply basic concepts of epidemiology to multiple domains of public health. We will illustrate and practice using epidemiology to better understand, characterize, and promote health at a population level. The class will engage the students in active and collaborative learning through team activities, individual projects, case studies, group discussion, and individual projects.

MPH 503 - Biostatistics (3)

This course is an introduction to statistical methods used in biological and medical research. Elementary probability theory, basic concepts of statistical inference, regression and correlation methods, analysis of variance, and study design are covered. Emphasis on applications to medical problems.

MPH 504 - Public Health Policy (3)

This course presents an introduction to health policy, i.e., the various ways in which the government plays a role in health and in the provision of health care. Health policies can have a profound effect on quality of life. Accessibility, cost, quality of health care; safety of food, water, and environment; the right to make decisions about our health; these issues are vitally tied to health policies

MPH 505 - Research Methods (3)

This course will provide students an opportunity to establish an understanding of research through critical exploration of research language, ethics, and approaches. The course introduces the language of research, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approaches. Participants will use these theoretical underpinnings to begin to critically review literature relevant to their field

or interests and determine how research findings are useful in forming their understanding of their work, social, local and global environment.

MPH 506 - Social and Behavioral Aspects of Health (3)

The course is designed to help students develop basic literacy regarding social concepts and processes that influence health status and public health interventions. The course also hopes to help students develop insight into populations with whom they have worked in the past or will work in the future, and to develop one kind of effective writing tool (the narrative) for communicating about psychosocial issues in public health. These overall aims are approached through lectures, discussion, readings, workshopping, individual compositions, and group discussion of student writings.

MPH 507 - Introduction to Environmental Health (3)

Examines health issues, scientific understanding of causes, and possible future approaches to control of the major environmental health problems in industrialized and developing countries. Topics include how the body reacts to environmental pollutants; physical, chemical, and biological agents of environmental contamination; vectors for dissemination (air, water, soil); solid and hazardous waste; susceptible populations; biomarkers and risk analysis; the scientific basis for policy decisions; and emerging global environmental health problems.

MPH 508 - Global Public Health (3)

This course examines major global health challenges, programs and policies. You will be introduced to the world's vast diversity of determinants of health and disease. You will analyze current and emerging global health priorities, including emerging infectious diseases, poverty, conflicts and emergencies, health inequity, health systems reforms, and major global initiatives for disease prevention and health promotion.

MPH 510 - Emergency Management Health Issues (3)

This course is a study of the concepts of medical and healthcare issues in emergency management in mass-casualty and high-impact incidents. The student will learn about the planning and coordination— from the national to the local levels—necessary to respond to disasters that are natural (such as earthquakes, floods, tornadoes and heat waves); industrial, technological and transportation (such as hazardous materials, air crashes and mass gatherings); conflict-related (such as terrorist attacks and mass shootings); as well as the education, training and research done before, during and after these events.

MPH 512 - Infectious Disease (3)

Global Infectious Disease Epidemiology is part of the interdisciplinary Public Health Leadership Program, which prepares public health professionals for leadership positions. Global Infectious Disease Epidemiology covers the interaction between an infectious agent, host, and environment, modes and dynamics of transmission, the role of immunity in infectious disease epidemiology, and disease elimination strategies, focusing on issues affecting a global society.

MPH 520 - Global Health Issues (3)

This course explores contemporary issues, problems, and controversies in global health through an interdisciplinary perspective; examines the complex tapestry of social, economic, political, and environmental factors that affect global health; analyzes global health disparities through a social justice and human rights lens; and exposes students to opportunities in global health program and research.

MPH 521 - Program Planning for Public Health (3)

This course will familiarize students with concepts and methodologies required for effective public health program planning and evaluation in a variety of settings, domestic and global. Students in this course will develop a program plan while learning the essential competencies for planning, implementing and evaluating sustainable programs for the maternal and child health population. Given the importance of public health planning and evaluation occurring within the context of interdisciplinary teams, students will also discuss and practice skills for building highly functional teams and accomplishing individual and group objectives through team work.

MPH 522 - Essential of Economics and Finance for Global Health (3)

This course examines economics and finance principles as they apply to global health. Students will study issues in the organization, delivery and financing of health care in developing countries. The course first provides students with a 'toolkit' for analyzing issues related to global health economics and finance and then asks the students to apply this 'toolkit' to a variety of a global health issues including demand for health, policy tools to increase demand for health, healthcare financing, social insurance, pharmaceuticals and HIV/AIDS.

MPH 530 - Community Health Issues (3)

Community-based health interventions are a major public health strategy for promoting population health. This course provides an introduction to the foundations of community-based health interventions and the factors influencing their design,

implementation, evaluation, and outcomes. Using social ecological and community-based participatory frameworks, key principles and strategies underlying community-based health interventions are examined. Successful community-based strategies for addressing various public health issues are assessed. Challenges to implementing, evaluating and sustaining successful community-based health interventions, and implications for promoting health equity are discussed.

MPH 531 - Program Planning, Research, and Evaluation for Community Health (3)

Careful planning and evaluation of public health programs are essential competencies for public health professionals. Through this course students will gain a basic understanding of how to implement public health programs and evaluate their effectiveness. As this course is designed to be grounded in public health practice, you will complete the course with the skills necessary to develop both a program and evaluation plan. Given the importance of public health planning and evaluation occurring within the context of interdisciplinary teams, students in this course will also discuss and practice skills for building effective teams and accomplishing individual and group objectives through team work.

MPH 532 - Urban Health and Social Policy (3)

This course will provide students with a foundation for understanding how history, power, privilege and structural inequality interact to produce urban health disparities. An advanced sociology course, Disparities in Urban Health will introduce students to the impact of city life on health and health care in the U.S. and internationally. We will look at the advantages and disadvantages of urbanization on both physical and mental health and the root causes of racial and ethnic disparities in health. We will trace the interaction between specific aspects (e.g., housing, transportation, food outlets, crime) of the urban environment and their impact on health, discuss quality measurement, evaluate strategies for designing healthy communities, and develop recommendations for systems and policy change.

MPH 540 - Health Economics and U.S. Policy (3)

This course provides an overview of the United States healthcare system using a microeconomics lens. You will be introduced to microeconomic theory and empirical studies that will deepen your understanding of how consumers, firms, and the government influence healthcare expenditures (including its quantity and prices), healthcare quality, and patient health outcomes. These economic models will enable you to predict how changes in consumer behavior, the industrial

organization of firms, and government policies affect healthcare and health outcomes.

MPH 541 - Public Health Law (3)

This course is about the legal and social justice framework for urgent public health issues, such as regulation of vaccinations, tobacco control and infectious diseases such as Ebola. The course focuses on the U.S. Constitution and the way in which it defines government powers, duties, and restraints to assure the health of all populations. The course also examines the theories and concepts behind public health law, the constitutional tensions between public health efforts and the counterbalancing rights to liberty, freedom of speech, of association, and others. Students also will learn how to spot the policymaking issues involved with implementation of laws in a community, including public health community organizing and advocacy efforts.

MPH 542 - Public Health Policy as a Prevention Strategy (3)

This course provides an overview of a policy adoption and implementation model, including a discussion of factors to consider when developing policies and key components of policy implementation. This course will introduce students to a prevention policy framework; will present the philosophical, ethical, economic, political and efficacy rationale for this approach to prevention; will contrast policy approaches to prevention with individual-based approaches; and will present examples of different policy mechanisms.

MPH 560 560 - Applied Practice Experience (3)

In this course, students will synthesize knowledge from the core coursework with knowledge from required concentration courses. To successfully fulfill the APE requirement, students must apply their unique lived experience, either through an internship, current work experience, or may produce a project for a practice setting under a faculty member's supervision. Within this experience, students must demonstrate five CEPH competencies of which three must be foundational competencies. The Applied Practical Learning experience will conclude with a written product of which examples might include the following: program evaluation report, training manual, policy statement, or legislative testimony with accompanying supporting research.

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Karrie Morin, Director of CTE

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Paula Mclean, Instructional Tech Support Developer

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Susan Johnson, Senior Administrative Assistant

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Brian Sullivan, Professional Mentor

Edward Andrews, Professional Mentor

Kira Svirskiy, Senior Administrative Assistant

Leslie Sinnock, Lead Quality Lab Technician

Ryan Matthew Eckles, Welding Lab Technician

Taylor Desmarest, Associate Quality Lab Technician

Thomas Curry, Quality Lab Technician

Timmy Raymond, CNC Lab Tech

Wilfredo Sanchez, Professional Mentor

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Kaprece Smith, Assistant Dean, Student Affairs

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Nakia Washington, Academic and Career Advisor

Travis Samuels, Case Manager/Housing/EOP Specialist

Vanessa Pergolizzi, Student Engagement Manager

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Faculty

Abida Chaudhary

Clinical Lab Coordinator and Assistant Professor of Nursing
B.S.N., M.S.N., Capella University

Alanna Kavanaugh

Program Director and Assistant Professor of FNP
B.S.N., College of Mount Saint Vincent; M.S.N., College of Mount Saint Vincent

Amanda Portelance

Teaching Fellow, Assistant Professor of Funeral Service
B.S., M.B.A, Southern Connecticut State University

Amy Beauchemin

Teaching Fellow, Associate Professor of Sociology
B.B.A., Western Connecticut State University; M.S.E., University of Bridgeport; Ed.D., University of Hartford

Annjanette Bennar

Teaching Fellow, Director of Mathematics, Computer Literacy and Communications, and Associate Professor of Computer Literacy
B.S., 6th Year Certificate, Central Connecticut State University; M.Ed., University of New Haven

Brandon Daily

Assistant Professor for Communications
B.A., M.A., California Baptist University; M.F.A., Lindenwood University

Brian A. Dixon

Teaching Fellow, Associate Professor of English
B.A., Eastern Connecticut State University; M.A., Ph.D., University of Rhode Island

Brittney Yancy

Assistant Professor of Humanities
B.A., Hampton University; M.A., University of Connecticut

Bruce Hoffman

Program Director and Assistant Professor of Nursing
B.S.N., Goodwin University; M.S.N., Western Governors University

Bruce Morton

Associate Professor of Environmental Studies
B.A., State University of New York at Plattsburgh; M.E.P.C., The Pennsylvania State University

Carole Del Vecchio

Assistant Professor of Advanced Manufacturing
B.S., M.Ed., Valley City State University

Charles A. Thermer

Program Director Advanced Manufacturing
B.S., M.S., Goodwin University

Chad Hanebrink

Instructor of Advanced Manufacturing
B.S., Valley City State University

Christine Walsh

Program Director and Assistant Professor of Dental Hygiene
B.S. University of New Haven; M.S., Central Connecticut State University

Clifford E. Thermer

Assistant Vice President for Strategy & Business Development; Dean and Associate Professor of the School of Business, Technology, and Advanced Manufacturing
M.P.A., University of New Haven; B.A., Ed.D. University of Hartford

Cynthia Murphy

Associate Professor of English
B.A., Albertus Magnus College; M.A., Trinity College

Cynthia Seiwert

Teaching Fellow, Associate Professor of Science
B.A., Earl Ham College; Ph.D., Cornell University

David Turner

Curriculum Coordinator and Assistant Professor of Mechatronics, Robotics and Automation
B.S., New England Institute of Technology; M.S., Western New England University

Chantelle Beach

Director of Clinical Education and Instructor of Respiratory Care
B.S., University of Hartford; MS University of Hartford

Diana J. LaRocco

Director of Universal Design for Learning Initiatives, Dean of the School of Applied Liberal Arts & Social Sciences
B.A., M.S.; Central Connecticut State University; Ed.D., University of Hartford

Edward Kobylanski

Associate Professor of Nursing and NUR 100 Coordinator
A.D., St. Vincent's College; B.S., Daemen College;
M.S.N., University of Hartford

Elizabeth A. Lane
Teaching Fellow, Associate Professor of English
B.A., M.Ed., Ed.D. American International College

Elizabeth Deegan
First Year Clinic Coordinator of Dental Hygiene
A.S., Tunxis Community College; B.S., Charter Oak State University; M.P.H., Goodwin University

Elizabeth Hurlbert
Assistant Professor of Nursing and NUR 210 Coordinator
B.S.N., Southern Connecticut State University; M.S.N., University of Hartford

Ellen Kraemer
Clinical Instructor of Nursing
B.S., Kent State University; M.S.N., Pace University

Ellen Swider
Teaching Fellow, Program Director for AS in General Studies and BS in Professional Studies, and Director for Humanities, History, and Spanish, Assistant Professor
B.S., M.S., University of Connecticut, Neag School of Education; Ed.D., University of Hartford

Frank Lamagna
Assistant Professor of Advanced Manufacturing
B.S., Eastern Connecticut State University; M.S., Albertus Magnus College; Ph.D., Saybrook University

Geraldine Dees
Assistant Professor of Nursing and NUR 110 Coordinator
B.S.N., University of Maryland; M.S.N., University of California

Heather Massicotte
Assistant Professor of Nursing
B.S., Eastern CT State University; M.S.N., Sacred Heart University

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B.A., Eastern Connecticut State University; M.S.W., University of Connecticut

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B.A., Alfred University; M.S., Goodwin University

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B.A., M.A., University of Delhi, India; M.Phil., Ph.D., Jawaharlal Nehru University, India

Jesse Gomes
Teaching Fellow, Program Director, and Assistant Professor of Funeral Service
B.S., M.A., Central Connecticut State University

Joanna Plizska
Assistant Professor of Histologic Science
B.S., M.S., Higher Pedagogical School in Olsztyn

John Kania
Teaching Fellow, Associate Professor of English
B.A., Assumption College; M.S., Anna Maria College; M.Ed., Harvard Graduate School of Education; Ed.D., University of Massachusetts-Lowell

Joy Hart
Clinical Instructor of Respiratory Care
B.S., University of Hartford

Katherine Krivanec
Academic Field Work Coordinator and Assistant Professor of Occupational Therapy Assistant
A.S., Manchester Community Technical College; B.G.S., University of Connecticut; M.A., The Graduate Institute

Keith Carter
Assistant Professor of Welding
B.S., Southern Illinois University; M.S., University of Oklahoma; M.S., University of Connecticut

Kerryann Deschaies
Nursing Clinical Instructor and Lab Coordinator
B.S.N., Our Lady of Elms College; M.S.N., University of Hartford

Kimberly A. Myers
Teaching Fellow, Teaching Fellow, Program Director and Associate Professor of Criminal Justice, Homeland Security, and Public Safety and Security
B.A., Central Connecticut State University; M.S., American International College; Ed.D., University of Hartford

Kimberly A. Reese
Teaching Fellow, Associate Professor of Science
B.S., Southern Connecticut State University; M.H.S., Quinnipiac University

Kyle Zachary
Continuing Education Instructor
B.A., University of Southern Maine; M.S., Goodwin University

Lisa Fanelli
Teaching Fellow, Program Director and Associate

Professor of Health Science and Public Health
B.S., OTD, Quinnipiac University

Lisa Wisniewski
Teaching Fellow, Assistant Professor of Sociology
B.A., University of Connecticut; M.S., Central Connecticut State University; Ed.D., University of Hartford

Marcie Stock
Assistant Professor of Science
B.S., State University of New York at Albany; Doctor of Chiropractic, Life Chiropractic College West

Margaret Calderon
Nursing Clinical Instructor
B.S.N., University of Saint Joseph; M.S.N., Chamberlain College of Nursing

Mary Salisbury
Program Director and Assistant Professor of PMHNP
B.S.N., University of Connecticut; M.S.N., D.N.P., University of Saint Joseph

Mari Scalesse
Clinical Coordinator and Assistant Professor of Nursing
B.S.N., University of Connecticut; M.S.N., University of Hartford

Maryann Santos
Teaching Fellow, Program Director, and Assistant Professor of Vision Care Technology
A.S., Middlesex Community College; B.S., Central Connecticut State University; M.A., University of Saint Joseph

Michael Litke
Teaching Fellow, Assistant Professor of Mathematics
B.S.Ed., M.A. Central Connecticut State University; M.A., University of Saint Joseph

Michael Murphy
Program Director and Instructor of Respiratory Care
B.A., Western Connecticut State University

Michael P. Rotondo
Associate Professor of Business Administration
B.S., Central Connecticut State University; M.B.A., University of Hartford

Michele Vallee
Assistant Professor of RN-BSN
B.S.N., Fairfield University; M.S.N., Sacred Heart University

Michelle B. Moeller
Assistant Professor of Nursing and NUR 200 Coordinator
A.D.N., Holyoke Community College; B.S., Springfield College; M.S.N., University of Hartford

Michelle Dent
Teaching Fellow, Program Director and Assistant Professor of Child Study
B.A., State University of New York at Albany; M.B.A., New York University; M.S.Ed., Fordham University

Natalie LaFreniere
Clinical Coordinator and Assistant Professor of Dental Hygiene
B.S., M.S.D.H., University of Bridgeport, Fones School of Dental Hygiene

Pamela Walker
Associate Professor of Nursing and NUR 220 Coordinator
B.S., University New York Regents; M.S.N., University of Hartford

Parth Desai
Program Director for Occupational Therapy Assistant and Assistant Professor of OTA
B.S., Boston University; M.S., Boston University; O.T.D., Chatham University

Paul Danese
Associate Professor of Science
B.S., University of Massachusetts; M.S., Ph.D., Princeton University

Peter Santago
Assistant Professor of Quality Management Systems
B.A., Fordham University; M.S., Rensselaer Polytechnic Institute

Petra Mursch
Assistant Professor of Health Science
B.S., University of New Haven; B.S., D.C., National College of Chiropractic

Phillip Fox
Teaching Fellow, Director and Professor of English and Philosophy
B.A., Connecticut College; M.A., National University; M.A.Ed., University of Phoenix; Ph.D., Touro College

Randy Laist
Teaching Fellow, Professor of English
B.A., M.A., Ph.D., University of Connecticut

Rebecca Soto
Teaching Fellow, Practicum Coordinator, and Assistant Professor of Vision Care Technology
B.S., Southern Connecticut State University

Robert A. LeGary Jr.
Teaching Fellow, Program Director, Master of Education, Assistant Professor of Education

B.A., Eastern Connecticut State University, M.A., Stony Brook University, Ed.D., University of Hartford

Richmond Gyamfi

Teaching Fellow, Assistant Professor of Mathematics
B.S., Kwame Nkrumah University of Science and Technology, Ghana; M.A., Central Connecticut State University

Robin Young Cournoyer

Professor of Nursing
B.S.N., Saint Anselm College; M.S.N., University of Connecticut

Sandra (Sandi) Coyne-Gilbert

Teaching Fellow, Program Director, Organizational Leadership
B.S., M.B.A., Western New England College; D.M., University of Phoenix

Sarah Eugenio

Program Director for Medical Assisting
B.S., State University of New York at Albany

Stephen Campbell

Instructor of CNC Machining
B.S., Goodwin University

Sue Grabowski

Nursing Clinical Instructor
B.S.N., DeSales University; M.S.N., University of Hartford

Susan Boafo-Arthur

Assistant Professor of Human Services
B.A., University of Ghana; Mphil., Norwegian University of Sc and Tech; MS., Mississippi State University; PhD., Mississippi State University

Susan Mulligan

Assistant Professor of Occupational Therapy Assistant
B.S., Springfield College; M.S., Tufts University

Susanne Paulette

Assistant Professor of ABSN Nursing
B.S.N., Western CT State University; M.S.N., University of Hartford

Tammy Webb

Teaching Fellow, Director of Psychology, Sociology and Associate Professor of Psychology
B.S., M.A., American International College

Vinod Dhar

Teaching Fellow, Curriculum Director of Chemistry and Professor of Science
B.S., Kashmir University; M.S. Kumaon University; M.Phil., Ph.D., Kashmir University

Vita Vernace

Teaching Fellow, Curriculum Director for Biological

Sciences and Professor of Science

B.A., M.A., State University of New York at Buffalo; M.Phil., Ph.D., The Graduate School and University Center City University of New York

Vivienne Friday

Chief Nurse Administrator, Program Director and Assistant Professor of Accelerated Bachelors in Nursing
B.S.N., M.S.N., University of Hartford; Ed.D., College of Saint Mary Theresa

Wesley J. Hipolito

Instructor of CNC Machining
Asnuntuck Community College

Yvette Onye

Assistant Professor of Computer Literacy
B.S., Westfield State College; M.M., Cambridge College

Zuleyka Maldonado

Practicum Coordinator for Medical Assisting
A.S. Goodwin University

Adjunct Faculty

Abdelfattah Qsaib

Instructor of Advanced Manufacturing
ISTA Maamora Kinitra; A.S., Goodwin University

Alesha N. Harris

Instructor of Psychology
B.A., Temple University, M.A., Boston College, Ph.D., Boston College

Alicerene Gumbs

Nursing Clinical Instructor
B.S.N., Western CT State University; M.S.N., Regis University

Alicia Xhania

Nursing Clinical Instructor
Goodwin College: A.S.N., Grand Canyon University: B.S.N., M.S.N.

Alison Perry

Instructor of Public Health
B.S., University of Hartford; M.A., University of Saint Joseph; J.D., University of Connecticut School of Law

Anastasia DiFedele-Dutton

Instructor, Master of Education Program
B.A., M.A., Sixth Year, Ed.D., University of Connecticut

Andrea Echevaria

Nursing Clinical Instructor
M.S.M., Western Governor's University

Angela McNabola

Instructor of Histology
B.S. Philadelphia College of Pharmacy and Science (University of the Sciences); M.S. Quinnipiac University;

HT(ASCP), SLS, QIHC

Angelo John Saba, III

Instructor of Communications and Business Administration
B.A., M.A., University of Connecticut

Ann Finateri-Laist

Instructor of Humanities
B.A., Mount Holyoke College; M.S., Ed., University of Bridgeport

Anne Allen

Nursing Clinical Instructor
B.S.N., M.S.N. Western Governor's University

Ashley Cote

Nursing Clinical Instructor
B.S.N., University of Massachusetts Amherst; M.S.N., Western Governors University

Ashley D'Agostina

Nursing Clinical Instructor
Naugatuck Valley Community College: A.S.N., Western Connecticut State University: B.S.N., Sacred Heart University: M.S.N.

Ashley DeLeon

Nursing Clinical Instructor
B.A., University of St. Joseph; M.S.N., Sacred Heart University

Benealia Carter

Instructor of Psychology
B.A., Temple University; M.Ed. Cambridge College; Ed.D., American International College

Bernard Kennedy

Instructor of Business Administration
B.S., Eastern Connecticut State University; J.D., Roger Williams University

Beth Boyd

Assistant Professor of Nursing
B.S.N., Fairfield University; M.S.N., University of Hartford; D.N.P., Quinnipiac University

Breanna Medina

Nursing Clinical Instructor
A.S.N., Naugatuck Valley Community College, M.S.N.. Chamberlain College of Nursing

Bujar Konjusha

Instructor of Mathematics
B.S., University of Prishtina; M.A.; Central Connecticut State University

Candace Ramirez

Nursing Clinical Instructor
A.S.N., Charter Oak State College; B.S.N., University of

Connecticut; M.S.N., University of Hartford

Carol Ann Barnes

Nursing Clinical Instructor
B.S.N., University of Saint Joseph; M.S.N., University of Hartford

Caroline Lieber

Instructor of History
B.A., University of Connecticut; M.Phil., University College Dublin

Cassandra Bickel

Nursing Clinical Instructor
A.S.N., Naugatuck Valley Community College; B.S.N., Southern Connecticut State University; M.S.N., Sacred Heart University

Cassandra Rozanski

Nursing Clinical Adjunct
M.S.N., Western Governors University

Catherine Erik-Soussi

Instructor of Communications
B.A., Regis College/International University of Art; M.S., Central Connecticut State University; Ed.D., University of Hartford

Charles Wilcox

Instructor of English
B.A., M.A., University of Connecticut

Chelsea Peck

Nursing Clinical Adjunct
MSN Western Governor's University

Chelsea Usher

Instructor of English
A.A., Golden West College; B.A., University of California - Riverside; M.A., Quinnipiac University; M.A., Southern New Hampshire University

Cheryl Dow

Instructor of Health Science
B.S., M.H.S., Quinnipiac University

Claude Ewart Phillibert Mayo

Instructor of Business Administration
B.S., M.P.A., Cornell University; J.D., The Pennsylvania State University Dickinson School of Law

Cristina Petonito

Instructor of Dental Hygiene
B.S. Marist College; M.S. Kansas State University

Christine Hahn

Instructor of Public Health
B.S., Southern Connecticut State University; M.P.H., University of Connecticut

Christopher Dutton

Instructor of Human Services

B.A., Eastern Connecticut State University; M.S.W., University of Connecticut

Christopher Streeter

Instructor of Psychology

B.S. Westfield State College; M.S. California University of PA; Ph.D. Grand Canyon University

Chrystal Hale

Instructor of Mathematics

B.A., Eastern Connecticut State University; M.S., University of Hartford

Colleen O. Kim

Instructor of Human Services & Sociology

B.S., Albertus Magnus College; M.S.Ed. Healthcare, Saint Joseph's College of Maine; Ed.D., Nebraska Methodist College

Daniel Agyemang

Instructor of Psychology

B.A., University of Science & Technology, Kumasi, Ghana; M.S., Central Connecticut State University

Dan Williamson

Instructor of Business Administration, Communications, Psychology, and Management & Leadership

B.A., Westfield State College; M.A., Saint Joseph College

Daniel Hooley

Instructor of English

B.A., Bates College; M.S., University of Bridgeport

Daniel Noonan

Instructor of Business Administration

B.S., Charter Oak State College; M.S., University of St. Joseph

Daniel Pesino

Instructor of Histologic Science

B.S., Southern New Hampshire University

Danielle S. Wilken

Instructor of Medical Assisting

B.S., M.S., State University of New York at Stony Brook; Ed.D., University of Hartford

Darcey Cobbs-Lomax

Instructor of Public Health

B.A., Florida State University; M.B.A., Georgia State University; M.P.H., Walden University

David Plouffe

Instructor of Management and Leadership

B.S., Excelsior College; B.A., Thomas Edison State College; M.A., University of Oklahoma; M.A., U.S. Naval War College

Dawn Blake-Holmes

Nursing Clinical Instructor

B.S.N., Russell Sage College; M.S.N., University of Connecticut

Deanna Akinbajo

Assistant Professor of Public Health

B.A., University of Pittsburgh; M.P.H., University at Albany; Pharm.D., Albany College of Pharmacy and Health Sciences

Debra Glover

Instructor of Health Science

B.S.N., University of Connecticut; M.S.N., Benedictine University

Debra King

Nursing Clinical Instructor

B.S., Sunmoon University

Derek Burritt

Instructor of Management and Leadership and English

B.F.A., Emerson College; M.A., Trinity College

Diana Flabeau

Nursing Clinical Instructor

Capital Community College; A.S.N., University of Hartford; M.S.N.

Dongsheng Li

Teaching Fellow and Instructor of Science

B.E., Hefei University of Technology; M.S., University of Science and Technology of China; M.S., Ph.D., Florida State University

Donna Fogelson

Instructor of Health Science

A.S., Norwalk Community College; B.S.N., Western Connecticut State University; M.S.N., D.N.P., Old Dominion University

Edward Azzaro

Instructor of Sociology

B.S., Western New England University; M.A., Southern Connecticut State University; J.D., Western New England University

Edward McAndrews

Instructor of Health Science

B.S., Elms College

Elizabeth Acevedo

Instructor of Health Science

B.A., University of Puerto Rico; M.B.A., Metropolitan University

Elizabeth Brown

Instructor of English

B.A., University of Connecticut; M.A., University of Saint

Joseph

Eric Brummitt

Instructor of Humanities

B.M., University of Oregon; M.M., Wichita State University; D.M.A., University of Michigan

Eric Chen

Instructor of Public Health

B.A., Harvard College; M.S., M.B.A., Rensselaer Polytechnic Institute; M.S., University of Hartford; J.D., University of Connecticut School of Law

Eric Emet

Professor, Organizational Leadership

B.S., American International College; M.S., Goodwin University

Evan Gorelick

Instructor of Psychology

B.A., Long Island University; M.A., Marist College

Evelyn Bollert

Instructor of English

B.A., University of Connecticut; M.A., Yale University

Fekrije Konjusha

Instructor of Mathematics

B.S., University of Prishtina

Frank DiCapua

Instructor of Science

B.S., Boston College; Ph.D., Wesleyan University

Gabrielle Cyr

Instructor of Sociology & Psychology

B.S.W., Western New England University; M.S.W., University of Connecticut; Ed.D., Nebraska Methodist College

Gabriella Pszcsolkowski

Nursing Clinical Adjunct

MSN Sacred Heart University

Gary Jameson

Instructor of English

B.A., Central Connecticut State University; M.A., Quinnipiac University

German Escudero

Instructor of Science

B.A., Central Connecticut State University; M.H.S., Quinnipiac University

Gil Maffeo

Instructor of Criminal Justice and Public Safety and Security

B.A., Eastern Connecticut State University; M.S.,

University of New Haven

Greg McCarty

Instructor of Sociology

B.A., University of Connecticut; M.S., Southern Connecticut State University

Georgia Powell

Instructor of Health Science/Public Health

B.S., University of Connecticut; M.B.A., M.H.A., University of Phoenix

Heather Pickerign

Nursing Clinical Adjunct

M.S.N., University of Hartford

Heather Veronesi

Instructor of Health Science

B.S., Springfield College; N.D., University of Bridgeport

Heather Wheeler

Instructor of Science

B.S., M.S., University of Vermont

Heidi Joseph

Assistant Professor of Nursing

B.S.N., Saint Joseph College; M.S.N., University of Hartford; D.N.P., Quinnipiac University

Holly E. Mulrenan

Instructor of Health Science

B.S., Southern Connecticut State University, M.S., University of Connecticut

Holly Ruiz

Instructor of Business Administration

B.S., Charter Oak State College; M.B.A., University of Phoenix, 6th year Certificate, University of Bridgeport

Howard Satinsky

Instructor of Public Health

B.A., Trinity College; M.S., Southern Connecticut State University

Iva Ervin-Stanberry

Nursing Clinical Instructor

B.S.N., Charter Oak State University; M.S.N., Sacred Heart University; D.N.P., Quinnipiac University

Jakell Burgess

Nursing Clinical Instructor

B.S., Saint Joseph College; M.S.N., Sacred Heart University

James Hochdorfer

Instructor of Mathematics

B.S., Eastern Connecticut State University; M.S., Central Connecticut State University

Janice Flynn

Nursing Clinical Instructor

Naugatuck Valley Community: A.S.N., Sacred Heart University: M.S.N.

Jaria C. Aljoe

Career Planning and Development

B.S., Eastern Connecticut State University; M.S., Ed.D., Central Connecticut State University;

Jason Grosso

Instructor of Mathematics

B.S., University of Hartford; M.S., Walden University

Jaykumar Patel

Nursing Clinical Adjunct

M.S.N., Western Governor's University

Jeffrey Catlett

Instructor of Public Health

B.S., Eastern Connecticut State University; M.A., University of New England

Jeffrey J. Mainville

Instructor of History

B.A., Eastern Connecticut State University; M.A., Trinity College

Jennifer Dickman

Instructor of Mathematics

B.S., University of Massachusetts-Amherst; M.Ed., University of Connecticut

Jennifer Hirschberg-Wise

Instructor of Occupational Therapy Assisting

B.A., State University of New York at Geneseo; M.S. Springfield College

Jennifer Jaksina Kumnick

Instructor of Mathematics

B.A., Fairfield University; M.A.T., Sacred Heart University

Jennifer Lentino

Instructor of Psychology

B.A., University of Connecticut; M.S., University of New Haven

Jennifer Lombardi

Nursing Clinical Instructor

B.S.N., Western CT State University; M.S.N., Chamberlain University

Jesse Patterson

Instructor of Philosophy

B.S., M.A., University of Connecticut

Jessica D'Ascanio

Nursing Clinical Adjunct

M.S.N., Sacred Heart University

Jessica Fitzgerald

Instructor of English and M.Ed.

B.A., M.Ed. Providence College; Ed.D., University of Hartford

Jessica Fraga

Adjunct Professor, Organizational Leadership

B.S., M.B.A., Bay Path College

Jessica Smith

Instructor of Science

B.S., Western New England University; Ph.D., University of Massachusetts

Jessica Stone Lafranchi

Instructor of FNP Nursing

B.S.N., College of Mount Saint Vincent; M.S.N., Western CT State University

Jessica Urban-Jack

Nursing Clinical Adjunct

M.S.N., University of St. Joseph

John Harner

Instructor of Advanced Manufacturing

B.S., Bucknell University; M.B.A., Western New England University; Ph.D., University of Massachusetts

Joanne Libano

Instructor of Public Health Dentistry

A.S. Tunxis Community College, B.S. University of Bridgeport, M.S. New York Medical College

Jocelyn Mullins

Instructor of Health Science/Public Health

B.S., University of Oregon; D.V.M., M.P.H., Ph.D., University of Florida

John Levesque

Instructor of Science

B.S., Truman State University; M.S., Barry University

Jason Malli

Instructor of Humanities

B.A., Albertus Magnus College; M.A., Wesleyan University; M.F.A., Vermont College of Fine Arts

Joshua Greene

Instructor of Sociology

B.S., Quinnipiac University; O.T.D., Quinnipiac University

Judith Howell-Smith

Nursing Clinical Instructor

B.S.N., M.S.N., University of Hartford

Julia Pinto

Nursing Clinical Adjunct

M.S.N., Goodwin University

Julie-Ann Durocher

Instructor of Histologic Science
B.S., Notre Dame College

Justin Piercy
Instructor of Advanced Manufacturing
B.S., University of Phoenix; M.S., Goodwin University

Kaitlin M. Levesque
Instructor of Psychology
B.A., Eastern Connecticut State University; M.S., University of Hartford

Kara E. Simmers
Instructor of Communications
B.A., M.A.L., University of Pennsylvania

Kareen Wilson
Adjunct Professor, Organizational Leadership
B.S., Loma Linda University; M.S., Goodwin University

Karen Contorno
Instructor of Science
B.S., M.S., Cedar Crest College

Karl Stocker
Instructor of Philosophy
B.A., Ohio State University; M.A., University of Connecticut

Karrie Morin
Teaching Fellow, Instructor of Communications
B.A., M.S., Central Connecticut State University

Kate Bolduc
Instructor of MSOL
B.A., B.S., Marymount College; M.S., Trinity College

Katherine Cremins Damiano
Instructor of Occupational Therapy Assisting
B.S., M.S., O.T.D. Quinnipiac University

Katherine Ricci
Instructor of Science
B.S., Castleton State College; M.S., Southern Connecticut State University

Kathryn Kleis
Instructor of Criminal Justice and Public Safety and Security
B.S., University of Connecticut; B.A., Western Connecticut State University; M.A., John Jay College of Criminal Justice

Kathy Heim
Nursing Clinical Instructor
A.D.N., Manchester Community College; M.S.N., University of Phoenix

Kay King

Instructor of Health Science
B.S., Excelsior College; M.S., University of Bridgeport; D.C., Palmer College of Chiropractic West

Kerilee Segovia
Clinical Instructor of Nursing
B.S.N., Texas Woman's University, M.S.N. University of Hartford

Keven McNeill
Instructor of Criminal Justice and Homeland Security
B.S., Anna Maria College; M.P.A., Anna Maria College

Kimalee Williams
Instructor of Business Administration
B.A., M.B.A., University of Hartford

Kimberly Raymond
Instructor of Health Science
B.S. Bay Path University, M.S., Binghamton University

Kristin Fries
Nursing Clinical Instructor
Goodwin University: A.S.N., B.S.N., University of Hartford: M.S.N.

Leonard Walsh
Teaching Fellow and Instructor of Advanced Manufacturing
B.S., Villanova University; M.B.A., Rensselaer Polytechnic Institute; M.S.; D.B.A., National Graduate School

Leah Wentworth
Instructor of Health Science/Public Health
B.A., M.P.H., University of Massachusetts; Ph.D., University of Iowa

Leticia Orozco
Instructor of Health Science/Public Health
B.S., University of Connecticut; M.S., Southern Connecticut State University; Ed.D., University of Bridgeport

Lisa Coolidge Manley
Adjunct Professor, Organizational Leadership
B.A., Worcester State College; M.S., Central Connecticut State University; Ph.D., Capella University

Lisa Mazzaro
Instructor of Science
B.S., M.S., University of North Carolina; Ph.D., University of Connecticut

Mamica Palo
Instructor of Histology
B.S., Faculty of Natural Sciences of Tirana's University, Albania; HT(ASCP)

Maria Santos
Nursing Clinical Instructor

B.S.N., M.S.N., University of Hartford

Martha Rivera

Nursing Clinical Adjunct

M.S.N., University of Hartford

Mary Ann Cirone

Nursing Clinical Instructor

Oral Roberts University: B.S.N., University of Oklahoma: M.S.N.

Mary Crean

Instructor of Business Administration

B.S., University of St. Joseph; M.B.A., Post University

Mary Helming

Assistant Professor of MSN Nursing

B.S.N., Boston University; M.S.N., Yale University; D.N.P., Union Institute & University

Mary Lawrence

Instructor of English

B.A., University of Connecticut; M.A., University of Hartford

Mary Winalski

Instructor of Occupational Therapy Assistant

A.S., Goodwin University; B.S. State University of New York

Mark Robinson

Instructor of Public Health

B.S., Northwestern University; M.A., University of Chicago; M.S., Harvard University; M.A., Ph.D., Princeton University

Marquita Taylor

Instructor of Health Science/Public Health

B.A., Alverno College; M.P.H., Morehouse School of Medicine; M.B.A., Ph.D., Cardinal Stritch University

Matthew McNally

Instructor of Criminal Justice and Homeland Security

B.S., Western Connecticut State University; M.S., University of New Haven

Meghan Finley

Instructor of Psychology & Sociology

B.A., Boston College; M.A., University of Virginia; Ph.D., Northeastern University

Megan Monahan

Instructor of English

B.A., Bryn Mawr College; J.D., Quinnipiac University School of Law

Melinda Silva

Instructor of Health Science

B.S. Pennsylvania State; M.S. Central Connecticut State

Michael Jaffe

Instructor of Mathematics and Science

B.S., M.S., University of Connecticut; M.A., Saint Joseph College

Michael Saxton

Instructor of Management and Leadership

B.S., M.S., Eastern Connecticut State University; Ph.D., Capella University

Michael Tavarez

Instructor of Science

Michael Torres

Instructor of Accounting

B.Ed., University of Connecticut; M.B.A., University of Hartford

Michelle Pompano

Nursing Clinical Adjunct

M.S.N., Sacred Heart University

Michele Stillman

Instructor of Occupational Therapy Assisting

A.D.N., Goodwin University; B.S., Quinnipiac; O.T.D., American International College

Milagros Baez

Nursing Clinical Instructor

Capital Community College: A.S.N., University of Hartford: B.S.N., M.S.N.

Nancy Antell

Nursing Clinical Instructor

Norwalk Community College: A.S.N., University of Hartford: M.S.N.

Natasha Progonati

Instructor of Mathematics

B.S., University of Connecticut; M.A., Central Connecticut State University

Natesha Bestman

Nursing Clinical Instructor

University of Saint Joseph: B.S.N, Quinnipiac University: D.N.P-F.N.P.

Nathan Bauer

Instructor of Public Health

B.S., Charter Oak State College; M.S., Quinnipiac University

Nathaniel O'Day

Instructor of Computer Literacy

B.S., Central Connecticut University; M.A., Ed.D., American College of Education

Ngozi Nnaji

Instructor of Business Administration
B.S., Florida Agricultural & Mechanical University; M.S.,
Florida State University

Nicol Gattuso
Instructor of Health Science
B.A., University of Rhode Island

Nicola Reynold-Simmonds
Nursing Clinical Adjunct
M.S.N., University of Hartford

Nicole Miller
Instructor of Sociology
B.A., University of Hartford; M.Ed., Northeastern
University

Nicole Casbarro
Clinical Instructor of Nursing
B.S.N., Northeastern University, M.S.N., Quinnipiac
University

Nikolaos Galiatsatos
Instructor of Science
B.S., M.S. Southern Connecticut State University

Noah Goldsher
Instructor of English
B.A., Montclair State University; M.F.A., Emerson College

Noela Kleinman
Clinical Instructor of Nursing
B.S.N., M.S.N., Stony Brook University

Nora McHugh
Instructor of Health Science
B.S. University of Connecticut, M.A. Central Connecticut
State University

Nutan Mishra
Teaching Fellow, Instructor of Sociology
B.A., M.A., Ph.D., University of Lucknow

Paula H. Bowley
Nursing Clinical Instructor
B.S.N., M.S.N., University of Hartford

Patricia Mazzetti-Rudy
Instructor of MSN Nursing
B.S.N.; M.S.N., Pace University

Rachel Cohen
Nursing Clinical Instructor
B.S.N., University of Pittsburgh; M.S.N., University of
Saint Joseph

Rachel Maraio
Instructor of English
B.A., Central Connecticut State University; M.A.,

Quinnipiac University

Rebecca Sievers
Nursing Clinical Instructor
B.S.N., New York University; M.S.N., Sacred Heart
University

Rebecca Ruopp
Nursing Clinical Instructor
B.S.N., Western Governor's University; M.S.N., University
of Hartford

Rebecca Straub
Instructor of Management & Leadership
B.A., B.S., Eastern Connecticut State University; M.S.,
Central Connecticut State University

Richard Fritz
Instructor of Respiratory Care
B.A., University of Connecticut; M.S., M.Ed., Ed.D.,
University of Hartford

Robert Cote
Instructor of Health Science
B.S., M.S., P.H.D. New York Chiropractic College

Robert Tierney
Instructor of Mathematics
B.A., Ithaca College; M.Ed., Worcester Polytechnic
Institute

Roger Martinez-Alcaz
Instructor of Science
B.A., M.A., Western Connecticut State University

Terrence Simon
Instructor of Business Administration
B.S., University of Guyana; M.S., Walden University;
Ph.D., Capella University

Sabrina Marler
Teaching Fellow, Instructor of Mathematics
B.A., College of Charleston; M.S., Virginia Polytechnic
Institute and State University

Savanna Lamas
Instructor of Science
B.S., Westfield State University; M.Ed., Western New
England University

Shaina Barr
Nursing Clinical Instructor
Southern Connecticut State University: B.S.N.,
Quinnipiac University: D.N.P-F.N.P

Sharon Greenough
Nursing Clinical Instructor
Everest College: A.S.N., Grand Canyon University: B.S.N.,
M.S.N.

Shelley Rossotto

Instructor of RN-BSN of Nursing
B.S.N., Southern Connecticut State University; M.S.N.,
Sacred Heart University

Sherwin Tucker

Instructor of Health Science
B.A., Boston University; D.P.M., Temple University

Skye McClain

Instructor of Mathematics and Science
B.S., Physical Science, U.S. Coast Guard Academy Ph.D.
Chemistry, University of Connecticut

Stephen Civitelli

Instructor of Health Science and Public Health
B.S., Southern Connecticut State University; M.P.H.,
University of New England

Stephanie L. Kubisek

Instructor of Sociology
B.A., Eastern Connecticut State University; M.A., Fairfield
University; S.Y.D. Quinnipiac University

Stephanie Cavanna

Instructor of Sociology
B.A., University of Connecticut; 6th Year, Southern
Connecticut State University; M.Ed., Post University;
M.A., with (026) Teacher Certification, Southern
Connecticut State University

Stephanie Staffey

Instructor of History
B.A., M.A., Providence College

Stephanie Tyndall

Instructor of Health Science
B.A., Regents College, University of New York; M.S.,
Ph.D., University of Connecticut

Steven Autieri

Instructor of Science
B.S., Keene State College; M.S., University of Rhode
Island

Susan Branca-Kuehn

Instructor of Advanced Manufacturing
B.A., CUNY Lehman College; M.S., Quinnipiac University

Suara Adediran

Instructor of Science
B.S., Ph.D., University of Ibadan

Tania Wood

Adjunct Professor, Organizational Leadership
B.S., Pepperdine University; M.A., UCLA; Ed.D.,
Pepperdine University

Tanya Bourne

Nursing Clinical Adjunct
M.S.N., Sacred Heart University

Tanya Nixon

Instructor of Psychology
B.S., M.A., University of Hartford; ABA certificate,
University of North Texas

Tanya Perkins

Instructor of Psychology
B.A., M.A., University of Hartford; B.C.B.A., University of
North Texas

Theresa Rockson Twum

Assistant Professor of MSN Nursing
B.S.N., Sacred Heart University; M.S.N., University of
Hartford, D.N.P. University of Saint Joseph

Thomas Marino

Instructor of Advanced Manufacturing
B.A., Excelsior College; M.B.A., University of New Haven;
Ed.D., Walden University

Tiffany Hoxie

*Instructor of Business Administration and Management
and Leadership*
B.S., Goodwin University; M.S., Albertus Magnus

Tricia Gallagher

Nursing Clinical Instructor
B.S.N., University of Tampa; M.S.N. Sacred Heart
University

Unity Wiles

Nursing Clinical Instructor
B.S., M.B.A., M.S.N., Sacred Heart University

Veronica Woodard

Instructor of Computer Literacy
B.A., Central Connecticut State University; M.M.,
University of Phoenix

Vicky Navaroli

Instructor of Science
B.S., University of Connecticut; Ph.D., University of
Illinois at Chicago

Vince Scacchitti

Instructor of Advanced Manufacturing
B.S., Rochester Institute of technology, M.B.S., Hartford
Graduate Center; M.B.A., Rensselaer Polytechnic
Institute at Hartford

Vishnu Khade

Instructor of Public Health
B.S., Indian Institute of Technology; M.S., M.B.A., Ph.D.,
University of Cincinnati

Wendy Savarese

Nursing Clinical Instructor
M.S.N., Yale University

William Muskett

Instructor of Respiratory Care
B.S., University of Hartford

Yelena Kupeyan

Instructor of Advanced Manufacturing
B.S., University of Massachusetts; M.S., M.B.A., Western
New England University

Zachary V. Smith

Instructor of History
B.A., University of Wisconsin-Whitewater; M.A., University
of West Chester Pennsylvania

Zahid Ahmed

Instructor of Health Science
B.S., University of Connecticut; M.S., Central Connecticut
State University

Zoe Durkin

Instructor of Health Science
A.S., Centenary College; HT, University of Pennsylvania;
M.Ed., Cambridge College

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