College & Career Accelerator
2026-2027
Program Guide

A collaborative enterprise partnering EdAdvance with higher education institutions, northwestern CT regional K12 school districts, regional business, community and economic interests
Established, 2023

Acknowledgements
EdAdvance and The College and Career Accelerator are grateful to the people and organizations who keep this work moving. We rely on partners who open doors for students, funders who believe in the model, and educators who make the day-to-day execution real. We're especially thankful to the **Connecticut State Department of Education** and **Governor Lamont** for their support and advocacy. We also appreciate the **NEAG Foundation** and the **U.S. Department of Education** for backing our vision, and the **Connecticut Department of Labor** for being a partner in connecting learning to workforce outcomes, especially with their support with and support for exceptional learners. **CT State** remains our signature higher education partner and the backbone of our dual credit and credential work. And to our **K–12 district partners**: thank you for building this with us, not just signing onto it.

In our pilot year (2024–2025), the results were clear. **58 students from eight high schools** participated across **two pathways** in **six locations**. Students completed **167 dual credit courses**, earning **501 college credits**, saving families **over $350,000** in comparable UConn tuition costs. On the workforce side, **28 Manufacturing Engineering students** earned CT State's **9-credit CAD-USER Certificate**. In our experiential learning **Education Pathway students completed 600+ hours** of classroom observations, while students in both pathways landed **paid employment.** Our industry partners hosted site visits and guest speakers - including companies like **Electric Boat, TRUMPF, and Kimberly-Clark**.
In 2025-2026 CCA is operating **four pathways**, serving **101 students** across **seven sites**, using two delivery approaches. In some districts, students **come to CCA hub locations** for pathway coursework, labs, and experiences. In others, we **help districts run CCA on their own campuses** - training and credentialing staff, aligning curriculum and course sequences, coordinating with higher ed, and staying alongside through implementation so that the student experience is consistent no matter the site.

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College & Career Accelerator Overview

Mission

The College and Career Accelerator exists to provide customized postsecondary educational and career opportunities for students while still enrolled at their home high school. Collaboratively, with our district partners, we provide programs that are aligned with the interests of students and the workforce needs of local businesses in the Northwest Region and across Connecticut.

Values

1. **Readiness:** Through enrollment in college courses, certificates and / or degrees, and in conjunction with Career Connected Learning, students will be prepared to enter the college and career world.
1. **Community:** We provide an innovative and supportive environment where students will explore their interests and potential, while developing essential career skills.
2. **Accessibility:** We provide college credit programs and credentials that increase access to high demand/high salary occupational opportunities as well as allow for greater access to future educational opportunities.

Three Pillars

The College and Career Accelerator stands on a foundation of three pillars that students can expect when engaging with our programming.

1. **Enhanced Workforce Readiness:** The Accelerator is directly related to workforce needs of our region and state. Students will earn college and workforce readiness certificates and participate in extensive career-connected learning opportunities, including career readiness courses, internships, and pre-apprenticeships.
2. **Enhanced College Readiness:** Students in the Accelerator can take two to twenty-two college courses while in high school. College Readiness occurs as students find success in our supported and rigorous programming.
3. **Enhanced College Access:** College credits earned in the College and Career Accelerator are eligible to be transferred to many colleges and universities, effectively discounting the cost for students based on the credits that they earn in the program while attending high school.

The College and Career Accelerator leverages partnerships with higher education and industry to offer high school students intensive and expansive dual enrollment

opportunities that lead to workforce credentials, college Certificates and associate degrees across five broad pathways.

1. Manufacturing and Engineering
2. Education and Early Childhood Education
3. Healthcare
4. Public Safety
5. Deaf Studies
6. Culinary Arts (Pilot)
7. Liberal Arts and Sciences (Pilot)

These pathways align with high need areas in Connecticut and our region's economy, while also representing the areas that can offer our students a wide breadth of career opportunities and growth. Our independent and regionally specific variation of the PTech program design has enabled us to flexibly incorporate the needs of our communities, schools, and students to deliver a comprehensive experience that benefits all our stakeholders. To determine these pathway areas, we have collaborated both at the state level and regionally. Statewide, we have worked closely with organizations and groups such as ReadyCT, CCAT, ManufactureCT, CTDOL, CTSDE, CT State, our elected state delegates, and the governor's office. Regionally, we have collaborated closely with the NW Chamber of Commerce, Regional Sector Partnerships, the NW CT Economic Development Corp, the NW Hills COG, the NRWIB, and several specific industry leaders.

Each of our pathways is divided into stackable tiers (a progression from shorter-term certificate into more advanced certificates and degrees with overlapping course requirements), providing opportunities for students to enter at any high school grade level, and then have multiple exit points. Students who enter as 9th graders can continue enrollments for all four years of high school, potentially culminating their experiences with an Associate Degree, while certificates and workforce credentials can be earned in fewer years.

Our partnership with CT State enables transferability of credits earned through CCA to bachelor's degree programs at many colleges and universities. Courses in CCA may also be articulated through other Connecticut public institutions, where necessary, such as UConn, Central CT State University and Charter Oak State College. Credit transferability between these institutions is governed by the Transfer and Articulation Policy (2012) for Connecticut State Universities, and by the Guaranteed Admission Program for the University of Connecticut. CT Guarantee also governs articulations with private colleges and universities in Connecticut.

In conjunction with our partners at the Workforce Investment Board and the NW CT Chamber of Commerce, students enrolled in the College and Career Accelerator will have access to extensive Career Connected Learning Experiences. Culminating Pre-Apprenticeships and Internships are required in select pathways, and available in others. Career Readiness and Workforce readiness coursework is embedded throughout program offering, as are job shadows, field trips and classroom presentations by industry mentors.

The College and Career Accelerator is anchored at EdAdvance's Regional Learning Center in Torrington, staffed by dually credentialed EdAdvance faculty to meet both the requirements of our college-aligned offerings and the needs of our students. For the Manufacturing Engineering Pathway, the facility includes a CAD lab, 3D printing lab, and CNC machining lab. Coursework for our other Pathways can also delivered through the Regional Learning Center.

CCA is intentionally built to work in more than one setting. We customize implementation with each district, so CCA adds value to what already exists, rather than competing with or duplicating in-district programs. Where a district has the staffing, readiness, and infrastructure, CCA coursework can be offered on the home campus, taught by district faculty who are dual enrollment credentialed, with EdAdvance providing training, curriculum alignment, higher-ed coordination, and ongoing support. In other cases, students access programming through CCA hub sites or through shared regional cohorts with neighboring districts. Course offerings, student selection, scheduling, and location are all determined collaboratively with district partners.

Successful completion of each dual enrollment course in CCA requires a final grade of 73 or better. Students who do not earn a grade of at least 73 will not be eligible to progress in the sequence to subsequent courses.

On the following pages you will find a description of each of the College and Career Accelerator's pathways, as well as the tiers within each pathway. Additionally, course descriptions for each course being offered are available at the end of this guide.

Manufacturing Engineering Pathway

In cohesion with the State of Connecticut Office of Manufacturing, the Manufacturing and Engineering Pathway is designed to align with the strategic initiatives of Connecticut's industry for workforce development, leveraging innovation to ease the strain on labor. See the State of Connecticut Manufacturing Office Strategic Plan here.

Tier 1: Computer-Aided Design User (CADU) Certification

Program Description: The Computer-Aided Design (CAD) User Certificate program provides students with basic training in creating engineering drawings and 3D models of parts. The program uses AutoCAD® and Solidworks® software to provide the students with the basic training they need in the field of computer aided drafting. The program is a steppingstone to seek lower-level mechanical drafting jobs or to continue to obtain the Mechanical CAD certificate.

Timeline: This one-year certification can be taken at any time.

Learning Outcomes:

1. Create basic engineering drawings
2. Create basic 3D models of parts and assemblies

Tier One Model Course Progression – One Year Program				
Term	Course 1	Course 2	HS Credits	CT State Credits
Semester 1	EGR 1120	CAD 1330	1	6
Semester 2	CAD 2200		.5	3
		Total Cumulative Credits	1.5	9

Tier 2: Technology Engineering Education Associate Degree

Program Description:

The rigorous Associate Degree Pathway outcome can be achieved by students entering 9th grade. As part of the Connecticut College of Technology (COT), the Technology Studies A.S. degree provides the knowledge and skills within specific high-demand technology fields. The program consists of lecture and lab course work in engineering, technology, industrial technology, mathematics, sciences, and foundational requirements that provide a solid comprehensive background for continuation in a four-year technology degree program or entry into the workforce. Upon completion of a Technology Studies A.S. degree, students can transfer to Central CT State University or the University of Hartford to complete designated B.S. degrees.

Timeline: To earn an associate's degree, students should begin this tier in their freshman year.

Learning Outcomes:

- Apply mathematical, scientific and technological principles and concepts to identify and formulate solutions to technical problems.
- Apply critical thinking and problem-solving skills to solve technical problems.
- Demonstrate the ability to function on teams.
- Recognize the need to engage in life-long learning.

***This program of study concurrently meets the requirements of CT graduation, as well as the requirements of Technology Engineering Education Associate Degree.**

Recommended Course Progression (potential modifications available)

*Courses identified on the chart below as credit bearing at both the high school level and at the college level are CCA courses. Where indicated, Industry Recognized Credential (IRCs) preparation is imbedded into courses.

Tier Two Model Course Progression – Four Year Program				
Term	Course 1	Course 2	HS Credits	CT State Credits
1st Year				
Semester 1	EGR 1120	CAD 1330	1	6
Semester 2	MFG 1004	CAD 2200	1	6
Summer	MFG 2439		.5	3
		1st Year Credits	2.5	15

		Total Cumulative Credits	2.5	15
2nd Year				
Full Year	HIST 1015		1	3
Semester 1	MFG 1477	SOC 1001	1	6
Semester 2	MFG 1415 IRC: OSHA10 IRC: HAAS BASIC *Operator*	THR 1101	.5	1
Semester 2	MATH 0989 ALEKS	MATH 1010	.5	3
Summer	COMM 1301		1	6
		2nd Year Credits	4	19
		Total Cumulative Credits	6.5	34
3rd Year				
Full Year	ENG 1010		1	3
Full Year	MATH 1600		1	3
Full Year	CHEM 1110		1	4
Semester 1	MFG 1411	PSY 1011	1	6
Semester 2	MFG 1478	MFG 1479	.5	4
		3rd Year Credits	4.5	20
		Total Cumulative Credits	11	54
4th Year				
Summer	EGR 2098 (graded in spring semester, can begin as early as July 1)		.5	3
Full Year	ENG 1080		1	3
Full Year	MATH 1200		1	3
Full Year	MATH 1610		1	3
Semester 1	PHYS 1201		.5	3
Semester 1	MFG 2405	MFG 2444	1	6
Semester 2	CCS 1001	MFG 2445	1	6
		4th Year Credits	6	27

Total Cumulative Credits	17	81

Tier 3: Manufacturing Engineering Associate Degree

Program Description:

The rigorous Associate Degree Pathway outcome can be achieved by students entering 9th grade. As part of the Connecticut College of Technology (COT), the Technology Studies A.S. degree provides the knowledge and skills within specific high-demand technology fields. The program consists of lecture and lab course work in engineering, technology, industrial technology, mathematics, sciences, and foundational requirements that provide a solid comprehensive background for continuation in a four-year technology degree program or entry into the workforce. Upon completion of a Technology Studies A.S. degree, students can transfer to Central CT State University or the University of Hartford to complete designated B.S. degrees.

Timeline: To earn an associate's degree, students should begin this tier in their freshman year.

Learning Outcomes:

- Apply mathematical, scientific and technological principles and concepts to identify and formulate solutions to technical problems.
- Apply critical thinking and problem-solving skills to solve technical problems.
- Demonstrate the ability to function on teams.
- Recognize the need to engage in life-long learning.

***This program of study concurrently meets the requirements of CT graduation, as well as the requirements of Technology Engineering Education Associate Degree.**

Recommended Course Progression (potential modifications available)

*Courses identified on the chart below as credit bearing at both the high school level and at the college level are CCA courses.

Tier Three Model Course Progression – Four Year Program				
Term	Course 1	Course 2	HS Credits	CT State Credits
1st Year				
Semester 1	EGR 1120	CAD 1330	1	6
Semester 2	MFG 1004	CAD 2200	1	6
Summer	MFG 2439		.5	3
		1st Year Credits	2.5	15

		Total Cumulative Credits	2.5	15
2nd Year				
Full Year	HIST 1015		1	3
Semester 1	MFG 1477	SOC 1001	1	6
Semester 2	MFG 1415, OSHA10 / NIMS Additive Manufacturing	THR 1101	.5	1
Semester 2	MATH 0989 ALEKs	MATH 1010	.5	3
Summer	COMM 1301	MATH 1600	1	6
		2nd Year Credits	4	19
		Total Cumulative Credits	6.5	34
3rd Year				
Full Year	ENG 1010		1	3
Full Year	MATH 1610		1	3
Full Year	CHEM 1110		1	4
Semester 1	MFG 1411	PSY 1011	1	6
Semester 2	MFG 1478	MFG 1479	.5	4
		3rd Year Credits	4.5	20
		Total Cumulative Credits	11	54
4th Year				
Summer	EGR 2098 (graded in spring semester, can begin as early as July 1)		.5	3
Full Year	ENG 1080		1	3
Full Year	MATH 1200		1	3
Full Year	MATH 2600		1	3
Full Year	PHYS 1201 / 1202		1	8
Semester 1	MFG 2405	MFG 2444	1	6
Semester 2	CCS 1001	MFG 2445	1	6
		4th Year Credits	6.5	32
		Total Cumulative Credits	17.5	86

Education Pathway

The Education Pathway is designed to support students who are interested in pursuing early childhood certificates as well as working toward their associates degree. The following three tiers reflect the Education Pathway. The location of the course offerings will be at the high school where the staff teach the dual enrollment course, at the Regional Learning Center (RLC) for hands-on coursework, and at CT State, if proximity permits. The teaching site will be determined by proximity to the students. All courses will be taught by a high quality, certified instructor regardless of the site.

- **Tier 1**: The Early Childhood Education Certificate prepares students with a solid basis for working with our youngest learners within a childcare center or pre-K-grade 2 educational setting. Required fieldwork will occur during the course.
- **Tiers 2-4**: The Pathway to Teaching Careers associate degrees reflect three separate tiers that provide the foundation for an associate degree and possible future 4-year degree. Through Tiers 2, 3, and 4 of the Education Pathway, students can focus on their areas of concentration: early childhood (Pre-K-grade 2), grades 1-6, or grades 7-12 in a specific content/subject area. All courses taken are transferable to a 4-year degree for those who are interested.

Tier 1: Early Childhood Certificate

Program Description

The certificate is designed to develop skills and knowledge necessary and desirable to work with young children. The credits earned in this tier are transferable to the Associate of Science degree in Early Childhood Education or Pathway to Teacher Certification programs. Students who complete this 33-credit certificate can provide the basic aspects of professional childcare and inclusion education such as lesson planning, instruction, guiding student behavior, supporting families, and caring for and monitoring the safety for all young learners including those with special needs.

Timeline: Students may begin this tier starting in their junior year.

Learning Outcomes

- Know and promote child development by understanding young children characteristics; the multiple influences development; and recognize and create appropriate learning environments where all young children thrive.
- Build, support, and engage family and community relationships through understanding and valuing diversity and all families and knowledge of the community; and create respectful, reciprocal relationships that involve all families in their children's education and development.
- Use effective communication in a professional setting.

- Work creatively with others, including culturally and intellectually diverse peoples; think critically; and demonstrate an appreciation for learning.
- Demonstrate a respect for others, coupled with an understanding of ethical behavior and civic responsibility.

Tier One Model Course Progression – 2 Year Program				
TERM	Course 1	Course 2	HS Credits	CT State Credits
1st Year				
Semester 1	ENG 1010	ECED 1002	1	6
Semester 2	EDUC 2010	ECED 1001	1	6
		1st Year Credits	2	12
2nd Year				
Semester 1	ECED 2515	ECED 1142	1	6
Semester 2	ECED 2331	ECED 2875	1	6
		2nd Year Credits	2	12
		Total Cumulative Credits	4	24

Pathway to Teaching Careers Associate's Degree (AA)

The curriculum provides a comprehensive general education core, pedagogical practice through field experiences, and a solid theoretical foundation in primary or secondary education. The program of studies prepares graduates for transfer (course by course) to a baccalaureate program, including Connecticut State Universities, and prepares students for employment in inclusive, diverse, and culturally responsive childcare and education settings. This degree program strengthens and enhances professional competencies, skills, knowledge, and employability.

Areas of study in this degree program include the 21st century learning skills, language education (including bilingual), reading, writing, literature, multiliteracies, anti-bias and multicultural education, communication written and oral, creativity and innovation, global awareness, cultural competency, self-directed learning, digital literacies, critical media literacy, STEM, multimodality, special education, teamwork/collaboration, professional growth, curricula, problem-solving, advocacy, the 21st century learning skills, and

leadership. In the interaction and interplay of these areas, our students and faculty seek to broaden the scope to meet the needs of all learners in a diverse society.

Field work is a principal instructional method and a requirement in specific program courses. Background checks and fingerprinting are associated with this program of study. Before graduating with an AA degree, Education majors are expected to complete a minimum of 100 hours of observation and/or field work prior to student teaching and at minimum of 200 hours of student teaching.

Learning Outcomes:
Upon successful completion of all program requirements, graduates will:

- Facilitate meaningful opportunities to foster physical, social, emotional, language, cognitive, and aesthetic development for all children from birth through age eight.
- Build, support, and engage family and community relationships through understanding and valuing diversity and all families and knowledge of the community.
- Develop a basic knowledge of and use observation, documentation, and assessment including assistive technology positively and responsibly to describe, discuss, and promote positive outcomes for a child's learning and development including children with developmental delays and disabilities.
- Describe the role of the teacher in the classroom.
- Identify the requirements for teaching based on academic program requirements and state certification requirements.
- Design and deliver a challenging, high quality, twenty-first century curriculum.
- Recognize broader historical, cultural, global and scientific perspectives as they relate to education.
- Demonstrate sound knowledge of the academic disciplines, content areas, and concepts and a board inventory of appropriate teaching approaches and methods.
- Demonstrate professionalism by identifying oneself as an educator; practicing the ethical and legal responsibilities outlined in professional standards; and committing themselves to reflection and evaluation, continuous professional development, self-advocacy, and advocacy for children, families, and the profession.

Tier 2: Early Childhood Education Program

The Early Childhood Education (ECED) program is designed to provide students with the skills, knowledge, and competencies necessary for effective teachers of all young children from birth through age eight in the 21st century. This is specifically designed for students interested in working with preschool through grade 2 learners.

The degree program and ECED courses are aligned with the following standards: CT State Core Knowledge and Competencies (CKC), Division of Early Childhood of the Council for Exceptional Children (DEC), Early Intervention/Early Childhood Special Education (EI/ECSE), National Association for the Education of Young Children (NAEYC), and Office of Special Education Programs (OSEP).

Timeline: To earn their associate's degree, students should begin this tier in their freshman year.

Tier Two Model Course Progression – Four Year Program				
TERM	Course 1	Course 2	HS Credits	CT State Credits
1st Year				
Semester 1	ENG 1010	ECED 1002	1	6
Semester 2	EDUC 2010	ECED 1001	1	6
Summer	PSY 1011		.5	3
		1st Year Credits	2.5	15
2nd Year				
Semester 1	ECED 2515	THR 1101	1	6
Semester 2	ECED 2331	ECED 2875	1	6
Summer	MATH 1000 or higher (ALEKS)		.5	3
		2nd Year Credits	2.5	15
		Total Cumulative Credits	5	30
3rd Year				
Full Year	HIST 1015		1	3
Full Year	AP/ECE BIO, CHEM, or PHYS		1	4
Semester 1	ENG 1020	ECED 2410	1	6
Semester 2	ECED 2322	ECED, EDUC, or SPED Elective	1	6
		3rd Year Credits	4	19

		Total Cumulative Credits	8	49
4th Year				
Semester 1	ECED 2690	CCS 1001	1	6
Semester 2	ECED 2692	ECED, EDUC, or SPED Elective	1	6
		4th Year Credits	2	12
		Total Cumulative Credits	10	61

Tier 3: Elementary Education Program

The Elementary Education program is designed to provide students with the skills, knowledge, and competencies necessary for effective teachers of education, grades 1-6.

Timeline: To earn their associate's degree, students should begin this tier in their freshman year.

Tier Three Model Course Progression – Four Year Program				
TERM	Course 1	Course 2	HS Credits	CT State Credits
1st Year				
Semester 1	ENG 1010	ECED 1002	1	6
Semester 2	EDUC 2010	ECED 1001	1	6
Summer	PSY 1011		.5	3
		1st Year Credits	2.5	15
2nd Year				
Semester 1	ECED 2515	THR 1101	1	6
Semester 2	ECED 2331	ECED 2875	1	6
Summer	MATH 1004		.5	3
		2nd Year Credits	2.5	15
		Total Cumulative Credits	5	30
3rd Year				

Full Year	HIST 1015		1	3
Full Year	AP/ECE BIO, CHEM, or PHYS		1	8
Semester 1	ENG 1020	COMM 1301	1	6
Semester 2	MATH 1410	PSY 2004	1	6
		3rd Year Credits	4	23
		Total Cumulative Credits	9	53
4th Year				
Semester 1	ECED 2322	CCS 1001	1	6
Semester 2	SOC 1001		.5	3
		4th Year Credits	1.5	9
		Total Cumulative Credits	10.5	62

Tier 4: Secondary Education Program

The Secondary Education program is designed to provide students with the skills, knowledge, and competencies necessary for effective teachers of education, grades 7-12. Students will need to determine their area of concentration and subject area concentration. This will guide their course requirements.

Timeline: To earn their associate's degree, students should begin this tier in their freshman year.

Tier Four Model Course Progression – Four Year Program				
TERM	Course 1	Course 2	HS Credits	CT State Credits
1st Year				
Semester 1	ENG 1010	ECED 1002	1	6
Semester 2	EDUC 2010	BFIN 1100	1	6
Summer	PSY 1011		.5	3
		1st Year Credits	2.5	15
2nd Year				

Semester 1	ECED 2515	THR 1101	1	6
Semester 2	PSY 2001	ECED 2875	1	6
Summer	MATH 1100 (non-STEM), 1600, or 2600		.5	3
		2nd Year Credits	2.5	15
		Total Cumulative Credits	5	30
3rd Year				
Full Year	HIST 1015		1	3
Full Year	AP/ECE BIO, CHEM, or PHYS		1	8
Semester 1	ENG 1020	COMM 1301	1	6
Semester 2	CSA 1110	PSY 2004	1	6
		3rd Year Credits	4	23
		Total Cumulative Credits	9	53
4th Year				
Semester 1	Open Elective	CCS 1001	1	6
Semester 2	SOC 1001		.5	3
		4th Year Credits	1.5	9
		Total Cumulative Credits	10.5	62

Public Safety Pathway

The Public Safety Pathway is designed to align with our community's first responder needs and align with the strategic initiatives of Connecticut's workforce development efforts, leveraging innovation to ease the strain on labor. For the 2026-2027 school year, CCA will be offering a three course Introduction to Criminal Justice tier. The Criminal Justice Pathway will expand in subsequent years to include tiers that award AS degrees in Criminal Justice and Fire Safety, and certificates in First Aid and EMT. Underclass students entering CCA through the Introduction to Criminal Justice tier can continue into those more advanced tiers in subsequent years.

Tier 1: Introduction to Criminal Justice

This tier introduces students to key concepts and practices in the field of criminal justice, with a focus on law enforcement. Through courses such as Introduction to Criminal Justice, Introduction to Law Enforcement, and Police & the Community, students explore the roles, responsibilities, and relationships within public safety agencies. This program equips students with the foundational knowledge needed to identify, describe, and evaluate issues related to law enforcement and community engagement.

Timeline: Students may begin this tier in their junior year.

Learning Outcomes:

- Students will be able to explain the roles and interrelationships of police, courts, and corrections at the local, state, and federal levels within the U.S. criminal justice system.
- Students will critically examine the evolution, philosophy, and functions of law enforcement and articulate how these impact accountability, ethics, and public trust.
- Students will analyze current challenges facing law enforcement, including community relations, use of force, and police misconduct, and propose approaches to address these issues effectively.
- Students will identify practices and strategies that foster positive police-community interactions and assess how sociological and psychological factors influence these relationships.
- Students will utilize theoretical perspectives and practical knowledge to assess and respond to criminal justice scenarios, emphasizing communication, cultural competence, and ethical decision-making in police work.

Model Course Progression

Tier One Model Course Progression – One Year Program				
TERM	Course One	Course Two	HS Credits	CT State Credits
1 year program				
Semester 1	CJS 1010	ENG 1010	1	6
Semester 2	CJS 1050	CJS 1200	1	6
Total Cumulative Credits			2	12

Healthcare Pathway

The Health Care Pathway is designed to align with our community's health care needs and align with the strategic initiatives of Connecticut's workforce development efforts, leveraging innovation to ease the strain on labor. In this first year (2025-2026) of the Pathway offering, we are pleased to offer a 4-year sequence that leads to a Medical Assisting Certificate. The Health Care Pathway will expand in subsequent years to include tiers that include Emergency Medical Technician (EMT) and other health care related professions.

Tier 1: Medical Assisting Certificate (MDAS-CC)

The Medical Assisting Certificate prepares students for entry level positions as multi-skilled practitioners, there are career positions available in medical offices, hospitals, hospice care, laboratories, ambulatory care centers, and more. The program provides the student the opportunity to acquire clinical and administrative knowledge and skills in the classroom, the laboratory, and during practicum/externship.

Timeline: Students may begin this tier in their junior year.

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

- Apply for a national medical assisting certification examination.
- Perform all medical assisting skills at entry level competency.
- Become a professional collaborative member of the health care team delivering safe quality care
- Will show respect, empathy, objectivity, and accuracy with written and verbal communication.

This is not a selective admissions program; however, students must meet course prerequisite requirements to progress in the program. To progress in this program, students must obtain a grade of 'C' or higher in all MED courses.

This program may help prepare students for stackable credentials. With additional experience and/or coursework, students may qualify to take a variety of certification exams. Completion of this certificate can place the student into the Associate Degree program with at least 50% of the credits completed.

The Medical Assistant Certificate Program at Norwalk Community College is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of Medical Assisting Education Review Board (MAERB).

Commission on Accreditation of Allied Health Education Programs (CAAHEP): 9355 113th St. N, #7709, Seminole, FL 33775, Phone: 727-210-2350, Fax: 727-210-2354, www.caahep.org
Medical Assisting Education Review Board (MAERB): 2020 N. California Ave., #213 Suite 7 Chicago, IL 60647, 1-800-228-2262, www.maerb.org

Tier One Model Course Progression – Two-Year Program				
TERM	Course 1	Course 2	HS Credits	CT State Credits
1st Year				
Semester 1	MDAS 1025	MDAS 1011	1	6
Semester 2	MDAS 1033	MDAS 2042	1	8
		1st Year Credits	2	14
2nd Year				
Semester 1	MDAS 2050/2050L	MDAS 1012	1	7
Semester 2	MDAS 2045	MDAS 2016	1	7
- Summer	MDAS 2095		.5	4
		4th Year Credits	2.5	18
		Total Cumulative Credits	5.0	32

Tier 2: Medical Assisting, AS (MDAS-AS)

The Medical Assisting Program provides students with a general education core complemented by focused medical assisting career courses in preparation for employment in the health care field. As multi-skilled practitioners, there are career positions available in medical offices, hospitals, hospice care, laboratories, ambulatory care centers, health insurance companies, and more. The program provides the student the opportunity to have a broader perspective and prepare for further educational opportunities in acquired clinical and administrative knowledge, skills, laboratory, and administrative careers during practicum/externship.

Timeline: To earn their associate's degree, students should begin this tier in their freshman year.

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

- Apply for a national medical assisting certification examination
- Perform all medical assisting skills at entry level competency
- Become a professional collaborative member of the health care team delivering safe quality care
- Obtain strong oral, written, and interpersonal communication skills
- Use Critical thinking skills for handling issues related to effective patient care
- Develop social skills, respect, and empathy appropriate for dealing with patients from a variety of backgrounds and cultures
- Develop business skills for gathering and updating data accurately across a range of data management systems

This is not a selective admissions program; however, students must meet course prerequisite requirements to progress in the program. To progress in this program, students must obtain a grade of 'C' or higher in all MDAS courses.

This program may help prepare students for stackable credentials. With additional experience and/or coursework, students may qualify to take a variety of certification exams.

Tier Two Model Course Progression – Four-Year Program				
TERM	Course 1	Course 2	HS Credits	CT State Credits
1st Year				
Semester 1	ENG 1010		.5	3
Semester 2	THR 1101		.5	3
Summer	SOC 1001		.5	3
		1st Year Credits	1.5	9
2nd Year				
Semester 1	ENG 1020	BIO 1100/1100L	1	7
Semester 2	CSA 1110	MATH 1100	1	6
		2nd Year Credits	2	13
		Total Cumulative Credits	3.5	22
3rd Year				

Full Year	AP Psychology		1	3
Semester 1	MDAS 1025	MDAS 1011	1	6
Semester 2	MDAS 1033	MDAS 2042	1	8
Summer	CCS 1001		.5	3
		3rd Year Credits	3.5	20
		Total Cumulative Credits	7.0	42
4th Year				
Full Year	UCONN Biology		1	4
Semester 1	MDAS 2050/ MDAS 2050L	MDAS 1012	1	7
Semester 2	MDAS 2045	MDAS 2016	1	7
Post- Graduate Summer	MDAS 2095		N/A	4
		4th Year Credits	3	22
		Total Cumulative Credits	10.0	64

Deaf Studies Pathway

Tier 1: Deaf Studies Certificate (DFSD-CC)

The Deaf Studies Certificate is designed for those students whose goal is to work with Deaf people in various entry level jobs. This one-year program provides students with advanced American Sign Language (ASL) skills and an in-depth understanding of the Deaf Community focusing on a bilingual-bicultural approach. Students will learn the foundations of ASL in the classroom. However, a key component of developing proficiency in ASL is frequent interaction with Deaf ASL signers. Therefore, as part of their course requirements, students are required to interact with signing Deaf people at various events both virtual and in person.

Timeline: Students may begin this tier in their junior year.

Learning Outcomes:

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

- Communicate at an advanced level using American Sign Language.
- Demonstrate an in-depth understanding of and sensitivity to American Deaf culture.
- Describe the major characteristics of ASL literature.
- Understand the linguistical aspects of American Sign Language.
- Educate others with information and available resources for people who are Deaf and/or Hard of Hearing.

Career Opportunities:

- Teacher's aide
- Residential program counselor
- Job coach
- Communication specialist
- Deaf community advocate
- Paraprofessional with faculty who are Deaf

Tier 1 Model Course Progression – Two-Year Program				
TERM	Course 1	Course 2	HS Credits	CT State Credits
1st Year				
Semester 1	ASL 1001	DSC 1001	1	6

Semester 2	ASL 1002	ENG 1010	1	6
Summer	ASL 2005		.5	3
		1st Year Credits	2.5	15
2nd Year				
Semester 1	ASL 2001	DSC 1012	1	6
Semester 2	ASL 2002	DSC 2095	1	6
		2nd Year Credits	2	12
		Total Cumulative Credits	4.5	27

Tier 2: Interpreter Training Program, AS (INPR-AS)

The Interpreter Training Program (ITP) (American Sign Language) ASL/English is a program of study leading to an Associate in Science degree. The purpose of the program is to provide quality interpreter education in a multidisciplinary and interdisciplinary endeavor focusing on preparing student interpreters of ASL and English. This professional career program is a comprehensive, sequenced, and integrated series of courses that is intended to provide students with the necessary techniques and skills required for professional work as interpreters at the entry level. The Registry of Interpreters for the Deaf (RID) is the organization that oversees the certification of interpreters, this includes the former National Association for the Deaf (NAD) certification. The National Interpreter Certification (NIC) process includes the knowledge exam which can be taken at anytime and the performance exam which requires a Bachelor's degree. More information and requirements can be found at www.rid.org. Graduation from the Northwestern Campus of CT State Community College ITP does not guarantee students will be granted certification.

Timeline: To earn their associate's degree, students should begin this tier in their freshman year.

Learning Outcomes:
Upon successful completion of all program requirements, graduates should be able to:

- Effectively interpret between English and American Sign Language.
- Appropriately apply the principles of the RID/NAD Code of Professional Conduct to interpreting situations.
- Mediate cultural differences between Deaf and hearing consumers with sensitivity to and awareness of American Deaf Culture.

- Educate others with information and available resources for people who are Deaf and/or Hard of Hearing.

The Interpreter Training Program is an intensive program of study that requires commitment through the summer session as well as the fall and spring semesters. The skills required for becoming an interpreter for the Deaf rely on a secure foundation of ASL linguistics. The preparatory courses are structured so that students build a foundation of the linguistics of ASL to communicate on an advanced level with native ASL signers. This level of proficiency is essential to the subsequent courses required for the ITP. Students must possess a reliable computer and internet connection to complete the course requirements.

Tier 2 Model Course Progression – Four-Year Program				
TERM	Course 1	Course 2	HS Credits	CT State Credits
1st Year				
Semester 1	COMM 1301	ASL 1001	1	6
Semester 2	THR 1101	ASL 1002	1	6
Summer	ENG 1010		.5	3
		1st Year Credits	2.5	15
2nd Year				
Semester 1	PSY 1011	ASL 2001	1	6
Semester 2	DSC 1001	ASL 2002	1	6
Summer	MATH 1000 or higher		.5	3
		2nd Year Credits	2.5	15
		Total Cumulative Credits	5	30
Third Year				
Full Year	AP Biology/Chemistry or Physics, 3 or above		1	4-8
Semester 1	DSC 1012	ASL 2005	1	6
Semester 2	INTR 1001	INTR 2034	1	6
Summer	CCS 1001		1	3
		3rd Year Credits	4	19-23

		Total Cumulative Credits	9	49-53
Fourth Year				
Semester 1	INTR 1021	ASL 2006	1	6
Semester 2	INTR 2013	INTR 2014	1	6
Summer	INTR 2113	INTR 2095	N/A	6
		4TH Year Credits	2	18
		Total Cumulative Credits	11	67-71

Culinary Arts Pathway (Pilot)

Tier 1: ServSafe Certification

This Tier introduces students to the fundamentals of food preparation, kitchen safety, sanitation, and professional culinary practices. Students will develop hands-on skills in food handling, equipment use, and basic cooking techniques while learning industry standards for safe food service operations. The course includes preparation for the ServSafe Food Handler, giving students a valuable industry-recognized credential for employment in restaurants, catering, hospitality, and food service settings.

Learning Outcome:

Students will be able to safely operate commercial kitchen equipment in an efficient manner and apply safety and environmental sanitation standards of foodservice operations to obtain a ServSafe® certificate.

Tier One Model Course Progression – One Year Program				
TERM	Course One	Course Two	HS Credits	CT State Credits
1 year program				
Semester 1	HOSP 1101		.5	**3**
Semester 2	HOSP 1109	ServSafe Certification	.5	**1**
Total Cumulative Credits			1	**4**

Tier 2: Culinary Arts Certificate (CULI-CC)

The Culinary Arts Certificate program is the first step toward pursuing a career in commercial food preparation. Academic credits from this program may be transferred to associate degree programs in other CT State Hospitality Programs. The American Culinary Federation Education Foundation, Inc. Accrediting Commission/Committee accredits the Culinary Arts and Foodservice Management programs. Along with classroom and laboratory study, students will participate in an individually planned, 150 or 300-hour cooperative work experience course, earning credit toward graduation while employed. Graduates may transfer credits and earn baccalaureate degrees at various institutions of higher learning. Students may enroll in this program full or part-time, day or evening.

Graduates from Accredited programs may apply to the American Culinary Federation (ACF) to become a Certified Fundamentals Cook®, Certified Culinarian®, both nationally recognized certifications. The American Culinary Federation Education Foundation, Inc. Accrediting Commission/Committee accredits the Culinary Arts and Foodservice Management programs.

Learning Outcomes:
Upon successful completion of all Culinary Arts certificate program requirements, graduates will:

- **Professionalism:** Summarize basic principles and concepts of the hospitality industry with its varied career tracks, and apply personal skills, including but not limited to adherence to accepted professional standards and codes of conduct.
- **Leadership:** Develop and meet the highest standards of professionalism in ethical standards and behavior in management.
- **Teamwork:** Recognize the importance of working groups, mutual responsibility, and diversity of thought to effective outcomes.
- **Culinary Skills:** Analyze theory and techniques skills of food preparation and presentation.
- **Safety & Sanitation:** Safely operate commercial kitchen equipment in an efficient manner and apply safety and environmental sanitation standards of foodservice operations to obtain a ServSafe® certificate.
- **Service:** Analyze methods of service and management principles for all hospitality operations and learn beverage service through varied styles and menu offerings.
- **Cost Controls:** Apply basic accounting principles and procedures in the acquisition, costing and inventory controls related to the hospitality and food service industry.
- **Technology:** Apply technology to food service and hospitality operations.
- **Baking Skills:** Develop knowledge and skills in basic baking and pastry arts.
- **International Cuisine:** Study world cuisines in contemporary cooking as well as their cultural impact on current culinary trends.
- **Production:** Prepare a business plan which includes menu design, execution and production, which includes catering, classical cold foods preparation, carvings and displays.
- **Classical Techniques:** Learn the basics of classical techniques in culinary and pastry arts and how they apply to current trends.
- **Nutrition:** Analyze theory of nutritional standards and how they can be applied to various food service operations.
- **Cooperative Experience:** Transfer knowledge and apply skills in a production environment to obtain experience in the food service industry.
- **Industry Certifications Offered within program:** ServSafe® Food Protection Manager, and TIPS® Training Industry Certifications prepared for by program: Certified Fundamentals Cook®, Certified Culinarian.

Tier Two Model Course Progression – Four-Year Program				
TERM	Course 1	Course 2	HS Credits	CT State Credits
1st Year				
Semester 1	HOSP 1101		.5	3
Semester 2	HOSP 1109	ServSafe Certification	.5	1
		1st Year Credits	1	4
2nd Year				
Semester 1	HOSP 1103		.5	3
Semester 2	HOSP 1212		.5	4
		2nd Year Credits	1	7
		Total Cumulative Credits	2	11
3rd Year				
Full Year	HOSP 2294		.5	3
Semester 1	HOSP 1135	HOSP 2201	1	7
Semester 2	HOSP 2210	HOSP 1215	1	7
Summer	NTRN 1002		.5	3
		3rd Year Credits	3	20
		Total Cumulative Credits	5	31

Liberal Arts and Sciences Pathway

Tier 1: Liberal Arts & Sciences - Arts and Humanities, AA (LASC-AA-AH)

The Liberal Arts and Science - Arts and Humanities Associate of Arts degree program provides students with a broad background that prepares them for transfer to a bachelor's degree program for majors within the Arts and Humanities. Students will take a wide range of courses with an emphasis on fulfilling general education and pre-requisite courses at four-year colleges and universities. The Associate of Arts (A.A.) emphasizes courses in the arts and humanities.

Program Learning Outcomes:

Communicate clearly and persuasively both in written and oral forms, including in ways that involve and document outside sources.

- Analyze literary, artistic, or philosophical works of world cultures.
- Analyze changes and developments in history, including their causes and effects.
- Apply social scientific theories to understand human behavior and world events.
- Use mathematical tools and technology to create mathematical models.
- Describe scientific principles and apply them to understand the physical world.
- Identify the various ways in which diversity exists in our world, such as through analyzing artistic and literary works, historical examples, statistical information, or present-day cases.

The following model course progression requires that participating students pass through level three of a high school language. Students may choose to substitute six-eight foreign language credits for two of the art/music classes.

Tier One Model Course Progression – Four-Year Program				
TERM	Course 1	Course 2	HS Credits	CT State Credits
1st Year				
Semester 1	EGR1120	CAD 1330	1	6
Semester 2	THR 1101	CAD 2200	1	6
Summer	ENG 1010		.5	3
		1st Year Credits	2.5	15

2nd Year				
Full Year	HIST 1015		1	3
Semester 1	PSY1101	COMM1301	1	6
Semester 2	SOC 1001	ENG 1020	1	6
		2nd Year Credits	3	15
		Total Cumulative Credits	5.5	30
3rd Year				
Full Year	Biology AP (Need a 4 or higher)		1	8
Semester 1	PHIL 1001	ART 1070	1	6
Semester 2	COMM 1201	ART 1110	1	6
		3rd Year Credits	3	22
		Total Cumulative Credits	8.5	52
4th Year				
Semester 1	MATH 1100 or higher	MUS 1004	1	6
Semester 2	CCS1001	MUS 1007	1	6
		4th Year Credits	2	12
		Total Cumulative Credits	10.5	64

Tier 2: Liberal Arts & Sciences - Math & Natural Sciences, AS (LASC-AS-SM)

The Liberal Arts and Science - Math and Natural Sciences Associate of Science degree program provides students with a broad background that prepares them for transfer to a bachelor's degree program for majors within Math and Natural Sciences and pre-medical degrees. Students will take a wide range of courses with an emphasis on fulfilling general education and pre-requisite courses at four-year colleges and universities. The Associate of Science (A.S.) emphasizes courses in math and natural sciences.

Program Learning Outcomes:

- Communicate clearly and persuasively both in written and oral forms, including in ways that involve and document outside sources.
- Analyze literary, artistic or philosophical works of world cultures.

- Analyze changes and developments in history, including their causes and effects.
- Apply social scientific theories to understand human behavior and world events.
- Use mathematical tools and technology to create mathematical models.
- Describe scientific principles and apply them to understand the physical world.
- Identify the various ways in which diversity exists in our world, such as through analyzing artistic and literary works, historical examples, statistical information, or present-day cases.

Tier Two Model Course Progression – Four-Year Program				
TERM	Course 1	Course 2	HS Credits	CT State Credits
1st Year				
Semester 1	EGR1120	CAD 1330	1	6
Semester 2	THR 1101	CAD 2200	1	6
Summer	ENG 1010		.5	3
		1st Year Credits	2.5	15
2nd Year				
Full Year	HIST 1015		1	3
Semester 1	PSY1101	COMM1301	1	6
Semester 2	SOC 1001	ENG 1020	1	6
Summer	MATH 1200		.5	3
		2nd Year Credits	3.5	18
		Total Cumulative Credits	6	33
3rd Year				
Full Year	Biology, Chemistry & Physics AP (Score 4 or higher)		1	8
Semester 1	MATH 1600, 1610 or 2600	Any CSC/CST course	1	6
Semester 2	COMM 1201	Any CSC/CST course	1	6
		3rd Year Credits	2.5	20

		Total Cumulative Credits	8.5	53
4th Year				
Semester 1	BIO 1210, CHEM 1201 or PHYS 1201 or above (Must be a new course)	MUS 1004	1	7
Semester 2	CCS1001		1	3
		4th Year Credits	2	10
		Total Cumulative Credits	10.5	63

Course Descriptions

ART 1070 - Introduction to Studio Art
Credits: 3
This is a course covering the fundamentals of visual art through hands-on experience. This course includes basic design and composition, color theory, study of three-dimensional form, and a broad exploration of the creative process through the use of a wide variety of media and techniques, including drawing, painting, collage and sculpture. Not recommended for art majors.

ART 1110 - Drawing I
Credits: 3
This course is an introduction to the fundamental elements and language of drawing. Perceptual skills will be developed through observational drawing. Emphasis on the representation of three dimensional form on the two dimensional picture plane, spatial relationships, perspective and composition. Students will create a portfolio of expressive drawings including still life, perspective studies and a self-portrait.

ASL 1001 - American Sign Language I
Credits: 3
This first course of study of American Sign Language (ASL) (used by the Deaf Community in the United States) is designed for students who have little or no previous knowledge of ASL. Visual-gestural communication techniques promote learning to think in pictures and concepts. Students learn the fundamentals of sign production and vocabulary, fingerspelling/numbers, basic structure of ASL grammar for simple conversation, and information related to Deaf Culture.

ASL 1002 - American Sign Language II
Credits: 3
This course is designed to continue the study of American Sign Language (ASL) and the culture of Deafhood. Students refine receptive and expressive skills necessary to understand and utilize the language in its structure and format. Emphasis will be on accuracy of sign production/vocabulary (using the correct parameters as introduced in ASL 1001). This course will also emphasize ASL sentence types and correct ASL grammatical structure, and conversational skills.

ASL 2001 - American Sign Language III
Credits: 3
Building on American Sign Language (ASL) II, this course covers more complex ASL grammatical features and vocabulary, short stories, narratives, and dialogues. Students

recognize the difference between present, past, and future events in a range of signed material that includes familiar language in less familiar contexts. Students learn the application of complex sentence structures with appropriate non-manual markers (facial morphemes/grammar), classifiers, timeline referents (tense markers, temporal aspect) and the grammar used to convey sequence of events. Students whom have completed ASL courses at locations other than Northwestern Campus of CT State Community College must be evaluated before registering for this course.

ASL 2002 - American Sign Language IV
Credits: 3
The primary goal with this course is for students to achieve a level of competency in American Sign Language (ASL). Building on ASL III, this course expands on the development of American Sign Language vocabulary and grammar, step-by-step processes, cause and effect, and the use of two- to three-character role shifts. Students engage in narration, description, argument, and hypothesis with complex topics in paragraph-length discourse related to employment, current events, matters of public and community interest, and culturally significant topics relating to the Deaf Community. Students also develop expressive and receptive skills in storytelling and dialogue and processing that is required for higher-level thinking in the field of interpreting and working with the Deaf.

ASL 2005 - Linguistics of American Sign Language
Credits: 3
Surveys theory, methods and findings of linguistic research and how it relates to American Sign Language (ASL). A review of the historical views of ASL and the prominent people who have contributed to the acceptance of ASL as a modern language. Focus is on the comparison of English with ASL rules including but not limited to phonetics/parameters, syntax, grammatical structure and semantics.

ASL 2006 - Advanced ASL for Interpreters
Credits: 4
Semantics and culture impact sign/word choice and syntactic structures when interpreting between English and American Sign Language (ASL). In order to accurately convey the message, interpreters must understand semantic and cultural influences on both the target and source languages. By analyzing semantic accuracy/cultural nuances and by employing discourse strategies, students will expand their expressive and receptive skills for both ASL and English. Students will employ these expanded skills to accurately interpret prepared texts between English and ASL.

BFIN 1100 - Personal Finance
Credits: 3

This course is an introduction to personal financial planning. It covers the foundations of personal financial planning, understanding the financial planning process, and measurement of financial standing. To learn how to build a secure financial future, the course will explore methods of managing personal assets, insurance needs, credit, investments and retirement planning. This course is useful to all students with an interest in managing their own finances.

BIO 1100-Principles of the Human Body
Credits: 3
This non-STEM (Science, Technology, Engineering, and Math) majors natural science course is designed to introduce students to basic principles required to support human life. The cellular nature of life and organization and function of organs and organ systems is emphasized. Students use a variety of resources from readings to media to case studies to acquire and evaluate relevant scientific content. Select body systems and disease states are discussed.

BIO 1210 - General Biology I
Credits: 4
Prerequisite: Eligibility for ENG 1010 and MATH 1010. In addition, completion of High School or CHEM 1110 or higher is recommended.
This is a Science, Technology, Engineering, and Mathematics (STEM) majors level lab science course that focuses on aspects of plant, animal and bacterial cell biology. Cellular biochemistry, including cellular respiration and photosynthesis, reproduction, genetics and evolution will be covered. The use of computers and Blackboard are integral aspects of the course. This course can be used as a prerequisite for BIO 2111 and BIO 2350.

CAD 1330 - 2D CAD (AutoCAD)
Credits: 3
Pre/Corequisite: EGR 1120
This course's objective is to give the student a basic understanding of Computer Aided Drafting using the latest version of AutoCAD. The student will learn drafting fundamentals for engineering through projects from various technical disciplines. Topics include drawing setup, text, dimensioning, layering systems, blocks, printing, and plotting, orthographic and isometric, and section views as well. Upon finishing this course, students should be able to prepare drawings in their own engineering disciplines.

CAD 2200 - Parametric Design (SolidWorks)
Credits: 3
Prerequisite: None
Introduction to computer-based design using SolidWorks® parametric 3D CAD software. The course focuses on Parametric Modeling and topics include Design Intent and Process,

Sketching Techniques, Model Development Techniques, Process-Specific Modeling, Design Changes, Editing Models, Patterning and Assembly Techniques. Students will participate in mostly individual and some group design projects as appropriate.

CAD 2210 - Advanced Parametrics Design (Solidworks)
Credits: 3
Prerequisite: CAD 2200
A continuation of the first course in Parametric CAD using SolidWorks® and project-based learning. Topics include advanced modeling techniques and tools, with emphasis on surfaces, SimulationXpress, sheet metal development, and top-down assembly techniques.

CAD 2300 - Parametric 3D CAD using NX
Credits: 3
Prerequisite: CAD 1330
This course introduces basic Siemens NX® parametric based solid modeling techniques. Exercises and projects include creating and editing solid models using primitive features, form features and sketches. The course also covers the bidirectional associative nature of the software to demonstrate modifications made in the model to be reflected in the orthographic and auxiliary drawing views and vice versa.

CCS 1001 - College & Career Success
Credits: 3
This non-STEM (Science, Technology, Engineering, and Math) majors natural science course is designed to introduce students to basic principles required to support human life. The cellular nature of life and organization and function of organs and organ systems is emphasized. Students use a variety of resources from readings to media to case studies to acquire and evaluate relevant scientific content. Select body systems and disease states are discussed.

CHEM 1110 - Concepts of Chemistry
Credits: 4
Prerequisite: Eligibility for ENG 1010 AND completion of with a grade of C- or higher in either MATH 1002, MATH 1600, MATH 1010, MATH 1011, MATH 1200, MATH 1201 or course higher than MATH 1600. Placement into a course higher than MATH 1600 in the STEM Mathematics pathway is also acceptable.
Introduction to the fundamental principles and the concepts of chemistry. Atomic structure, periodic relationships, bonding, kinetics, and equilibria are examined to permit their use in understanding chemical reactions though in less detail than in CHEM 1210 and CHEM 1220. The laboratory portion stresses the acquisition of skills in scientifically ethical data gathering and in the manipulation of apparatus and materials. Not a pre-requisite for CHE 2210 Organic Chemistry I.

CHEM 1210 - General Chemistry I
Credits: 4
Prerequisite: MATH 1600 or higher with grade of C or higher or placement higher than MATH 1600 and eligibility for ENG 1010
The first of a two-semester sequence, this course introduces fundamental concepts, models, and techniques including stoichiometry, periodicity, atomic structure, reaction types, and molecular shape. This course also prepares the student for continued study in CHEM 1220 .It is strongly recommended that a student have completed a high-school chemistry course or CHEM 1010 or CHEM 1110.

CJS 1010 - Introduction to Criminal Justice
Credits: 3
Prerequisite: None
Course Description: This course examines an overview of the criminal justice system on the local, state, and federal levels in the United States. Students will be exposed to the historical, theoretical, philosophical, and practical perspectives of the system's police, court, and correctional agencies. The course is required and is a core class in the Criminal Justice major.

CJS 1050 - Introduction to Law Enforcement
Credits: 3
Prerequisite: Eligible for ENG 0930 or higher
Course Description: A comprehensive examination of the public safety and law enforcement functions of government in a modern society. Topics covered include evolution, history, and philosophy of the law enforcement function; the role of the police in a democratic and pluralistic society; police accountability, corruption, and deviance; police operational principles and practices; and current problems confronting the police in their relationship to the community they serve.

CJS 1200-Police and the Community
Credits: 3
Prerequisite: CJS 1010 with a C- or higher and ENG 1010 with a C- or higher
Course Description: An analysis of the challenges and benefits police encounter with their community. Students will become knowledgeable in practices that foster positive community relations and police-citizen communication. Students will be given the opportunity to study the police role in relation to sociological and psychological dynamics of the community.

COMM 1201 - Film Study and Appreciation
Credits: 3

This course is an introduction to the art, history, and influence of film. Students will trace the history of cinema through both technical advancements and aesthetic developments enabling them to understand the aesthetics of films as well as the cultural and historical context in which the films were made.

COMM 1301 - Public Speaking
Credits: 3
Prerequisite: Eligibility for ENG 1010
In this introductory course on Public Speaking students will engage in the process of transmitting ideas and information orally in a variety of situations. Effective oral communication involves generating messages and delivering them with attention to vocal variety, articulation, and nonverbal signals. In order to be a competent speaker, a person must be able to compose a message and provide ideas and information suitable to the topic, purpose, and audience.

CSA 1110 - Introduction to Software Applications
Credits: 3
The computer plays a significant role as a productivity tool in many fields of study and employment. This course focuses on integrating comprehensive computing skills to introduce students to the knowledge, skills, and techniques necessary to achieve proficiency in the Microsoft Office software applications suite (Word, Excel, PowerPoint, and Access). The computer operating system, file management operations, computer concepts, and vocabulary are included as integral elements to understanding the software applications environment. Students will examine productivity and computing procedures in academic and workplace settings, enhance their computer skills, and be able to critically apply these skills.

CSC and CST Courses = Computer Programming & Technology

DSC 1001 - Visual Gestural Communication
Credits: 3
This course introduces students to the various aspects of non-verbal communication in human interaction. Students will learn and practice non-verbal communication skills, review research on the functions of non-verbal communication, and examine how different non-verbal cues affect social conversation and interaction. Students will develop skills across a spectrum of non-verbal communication and emphasize the use and understanding of facial expressions, gestures, eye contact, and body language. Students will create and perform stories using these elements while developing visual element skills in communicating without words. Classes will include storytelling analysis and guests to demonstrate minimal skills language.

DSC 1012 - Deaf Communities: Facts and Perspectives
Credits: 3
This course includes three modules. Module 1 provides an overview of the nature and experience of being Deaf, including both historical/cultural aspect of Deaf people and how it has evolved over the past decade. Module 2 is an analysis of American Sign Language (ASL) poetry and storytelling through the use of standard American folklore and other culturally valued forms of literature; Module 3 is an exploration of the causes of Deafness and the technology used for treatment from the medical perspective, including education of Deaf children, vocational/educational considerations for people who are Deaf and the organizations serving people who are Deaf or Hard of Hearing. Also included are the potential careers working with people who are Deaf and Hard of Hearing and the degree requirements to consider.

DSC 2095 - Field Experience in Deaf Studies
Credits: 3
Student work experience of fifty (50) hours in an approved agency or site providing services for Deaf people approved by the instructor. Instructor will distribute information on potential clinical sites. Report to the instructor weekly on Blackboard.

ECED 1001 - Introduction to Early Childhood Education
Credits: 3
This course is designed to acquaint students with the field of early childhood inclusive education. The course will emphasize the importance of ages birth to eight and the part that early care and educational settings play in every child's development including children with disabilities, developmental delays, language, and cultural differences. The course will review theories and philosophies of early care and education and will acquaint students with historical perspectives as well as modern trends, developments, and curriculum models. The course will explore the organization and composition of early childhood settings; curriculum planning based on Developmentally Appropriate Practices, materials, and equipment; and the role of the teacher including reflective practice. The course includes four, 2.5 hours of preschool classroom observations for a minimum of 10 hours. A minimum of 10 hours of field work is required for this course.

ECED 1002 - Foundations of Child Development
Credits: 3
Corequisite: ENG 1010 or with permission of program coordinator.
This course is concerned with human development from prenatal through elementary education with particular emphasis on the preschool child including children with developmental delays, disabilities, language and/or cultural differences. The early childhood developmental benchmarks through successive stages will be studied in depth. A minimum of 10 hours of fieldwork is required for this course.

ECED 1142 - Fundamentals of Infant and Toddler Care and Education
Credits: 3
Prerequisite: ECED 1002
This course examines curriculum models and the methods and techniques for caring for infants and toddlers. Students will learn ways to interact with and support children under the age of three. Emphasis will be on the learning environment including feeding and routines; responsive, reciprocal, nurturing, relationships; cultural sensitivity, and inclusion. This includes knowledge and skills needed to plan, implement, and evaluate developmentally appropriate curricula for all children birth to three including children with developmental delays, disabilities, language, and/or cultural differences. Topics explored will include how to create routines and organize the environment to support learning, the role of families, as well as creating experiences and interactions to support development in all domains.

ECED 1303 - Creative Arts and Experiences
Credits: 3
Prerequisite: none
This course is designed to study the concept of creativity and the creative process as it applies to art and creative play for all young children including children with disabilities, developmental delays, language and /or cultural differences. Students will explore a wide variety of creative media suitable for use with all young children. Emphasis is given to creative experiences and environments as they impact on the development of all young children.

ECED 1376 - Health, Safety, and Nutrition
Credits: 3
Prerequisite: None
The influence of parents and community on the growth and learning of young children is examined. Various aspects of effective communication with parents concerning health, safety and nutrition issues are discussed. Community resources that benefit young children are also addressed.

ECED 1800 - Child Development Associate (CDA) National Certificate Preparation
Credits: 3
Prerequisite or with permission of program coordinator.: ECED 1001, ECED 1002
This course is designed for childcare providers who wish to obtain a Child Development Associate (CDA) Credential. Students will study the national standards from evaluation and credentialing by the Council of Early Childhood Professional Recognition and become familiar with the Direct Assessment System. Students will examine and review the CDA Competencies and Functional Areas and their integration with early childhood theory and

practice. A majority of this coursework will assist students in the development of their professional resource file and the completion of other necessary documentation and the final assessment process. Students will prepare to apply for the CDA Credential with one of the following endorsements: center-based preschool, center-based infant/toddler, family day care, or home visitor. This course emphasizes best practices in diversity, equity, and inclusion.

ECED 1801 - Child Development Associate (CDA): Seminar and Fieldwork
Credits: 3
Prerequisite or with permission of program coordinator.: ECED 1001, ECED 1002
This seminar and fieldwork course is designed for childcare providers who are preparing for their Child Development Associate (CDA) Credential through the Council for Professional Recognition in Washington, D.C. under its present requirements. The student will attend a weekly seminar and a minimum of 10 hours of fieldwork in a licensed early childhood setting. This course will assist in the preparation of the required CDA Professional Resource File, the required Classroom Observation and the final assessment process. This course emphasizes best practices in diversity, equity, and inclusion.

ECED 2307 -The Natural Sciences and Young Children
Credits: 3
Prerequisite: ECED 1001 or permission of program coordinator
This course presents pedagogical methods, content, and current research in the field of natural sciences. Emphasis is placed on planning an integrated, inclusive curriculum and creating an environment that stimulates natural curiosity.

ECED 2309 - STEM for Young Children
Credits: 3
This course will review the many positive guidance, behavior management and discipline strategies that are appropriate to be used with all young children including children with disabilities, developmental delays, language and/or cultural differences. Positive guidance approaches that go beyond rules and punishment will be examined. The course will explore how to support all children's social and emotional development including resilience. Self-reflection as a teacher will be stressed. The course will study how the environment affects behavior. Teaching/management styles will be analyzed to identify the best techniques to help guide all children to learn self-control.

ECED 2322-Curriculum and Methods for Diverse Learners
Credits: 3
Prerequisite: None
The study of the methods and techniques needed to plan, implement, and evaluate a developmentally and culturally appropriate, inclusive curriculum. Experiences will focus on

the strategies used to design the learning environment; the interactions between and among teachers, children, and families; and the fostering of opportunities to enhance the development of all children including those with disabilities, developmental delays, language, and/or cultural differences. Students will share knowledge, experiences, and skills in a cooperative and supportive environment. A minimum of 25 hours of field work is required for this course.

ECED 2331 - Language Development and Emergent Literacy in Young Children
Credits: 3
Prerequisite: ECED 1001 or ECED 1142 and ECED 1002 or PSY 2004 with permission of program coordinator.
An introduction to language and literacy acquisition and development in the young child. Exploration of the early childhood language arts curriculum includes speaking, listening, writing, and reading skills and the teaching strategies that will support the curriculum. Emphasis on the influence of a child's background and experiences on emerging literacy development will be explored. As will the importance of family partnerships and assessment. This course will address the learning needs of all children including children with disabilities, developmental delays, language and/or cultural differences. Creation of a literacy-rich environment that engages children in developmentally appropriate language arts experiences will be included. A minimum of 5 hours of field work is required for this course.

ECED 2410-Observation, Documentation, and Assessment of Young Children
Credits: 3
Prerequisite: ECED 1001, ENG 1010, and ECED 1002 or PSY 2004
This course is designed to increase objectivity in observing and interpreting children's behavior, to observe developmental characteristics and to increase awareness of typical and atypical patterns of behavior for all children including those with disabilities, developmental delays, language, and/or cultural differences. Observation and participation placements are provided for the study of young children at the College's Laboratory School or at an area NAEYC accredited center with the approval of the professor. The students will observe and participate in a center to gain experience and competency in working with young children including those with disabilities, developmental delays, language, and/or cultural differences. Weekly seminars devoted to issues in observing and understanding all children's development will extend the individual's observing and participating experiences. A minimum of 45 hours of field work is required for this course.

ECED 2515 - Exceptional Learners
Credits: 3
Prerequisite: ECED 1001 and (PSY 2004 or ECED 1002) or permission of program coordinator, or bachelor's degree in education or related discipline

The course provides an overview of the study of the exceptional child with emphasis on the history, laws, concepts, practices, and terminology used by professionals in the field within inclusive settings. Accommodations and teaching techniques effective for children with disabilities and developmental delays will be explored. A minimum of 5 hours of field work is required for this course.

ECED 2690 - Student Teaching I
Credits: 3
Prerequisite: All core ECED courses with a grade of C- or higher and permission of program coordinator
The purpose of the Student Teaching Practicum I is to enable the student to apply child development theory in a learning environment and to work with children under close supervision. Guided observation, participation, and supervised student teaching in an approved site is required. Students will plan, organize, implement, reflect and evaluate classroom experiences. Weekly seminars devoted to issues in Early Childhood Education and the experience of the student teachers will extend the individual's student teaching experience. Students will complete a minimum of 100 hours of student teaching in an approved setting.

ECED 2692 - Student Teaching II
Credits: 3
Prerequisite: ECED 2690 with a grade of C- or higher, within 9 credits of graduation, and permission of program coordinator
The purpose of the student teaching practicum is to enable the student to apply child development theory in a learning environment and to work with children under close supervision. Guided observation, participation, and supervised student teaching in an approved site is required. Students will manage a classroom, plan, organize, implement, reflect and evaluate classroom experiences. Weekly seminars devoted to issues in Early Childhood Education and the experience of the student teachers will extend the individual's student teaching experience. Students will complete a minimum of 100 hours of student teaching in an approved setting.

ECED 2825 - Anti-Bias, Equity, and Diversity in Education
Credits: 3
Prerequisite: ENG 1010 or with permission of program coordinator.
This course introduces anti-bias and multicultural education, equity, implicit bias, and microaggression awareness as it applies to working with children and families. It examines and challenges prevailing misconceptions, stereotypes, and "isms." This course offers practical guidance for creating a culturally relevant and anti-bias/multicultural curriculum for children and families. Students practice self-reflection and critical analysis of the four goals of anti-bias education.

ECED 2875 - Children, Families, and Communities
Credits: 3
Prerequisite: Eligibility for ENG 1010 or with permission of program coordinator.
This course is an in-depth look at the child, family, school and community and the relationship between and among them. It will review the socialization process and the development of the child as a social being. The course will examine how family systems, community settings and school environments impact young children including those with disabilities, developmental delays, language, and/or cultural differences. Students will explore creating effective working relationships with families through communication considering the role of culture, diversity, and theory.

EDUC 2010-Foundations of US Education
Credits: 3
Prerequisite: Eligible for ENG 1010
Foundations of U.S. Education is an introductory course in U.S. education through a study and analysis of the historical, sociological, philosophical, ethical, legal, and financial factors basic to the governance and practice of American education. Observations are required. It is designed to provide students who want to pursue careers in elementary or secondary education with knowledge of the philosophical theories, historical circumstances, political influences, ethical consideration, and societal elements which have uniquely shaped the educational system and the governance and operation of schools in America.

EGR 1120 - Engineering Drawing Specs
Credits: 3
Prerequisite: None
This is an introductory course in the interpretation of engineering drawings beginning with the basics of orthographic projections. Topics include: Geometric Constructions, Orthographic Drawings, Auxiliary Views, Sections, Dimensioning, Tolerances, Working Drawings, Descriptive Geometry, and an introduction to Geometric Dimensioning and Tolerancing (GD&T).

EGR 2098 - Engineering Internship
Credits: 3-4
Prerequisite: Instructor Permission
This course provides an opportunity for students to gain practical experience in an industrial setting under the supervision of a faculty advisor and an industrial supervisor.

ENG 0960 - Introduction to College English- (not required for CDA)
Credits: Zero

This course prepares students for the reading and writing demands in Composition and other college-level courses by integrating reading, writing, and critical thinking. Student writing will focus on understanding, reporting on, reacting to, and analyzing the ideas of others. Texts will serve as models and sources for students to refine their skills in exposition, interpretation, and argumentation.
Additional Info: This course does not satisfy an English requirement or an elective in any degree program, nor do its credits count toward graduation.

ENG 1010 - Composition I
Credits: 3
Prerequisite: Successful completion of ENG 0960 with a C or higher, or as determined by the placement process.
Composition focuses on the study and practice of effective written communication across a variety of rhetorical situations. The course develops skills in applying language conventions, engaging with, and using authoritative sources, and crafting logical arguments.

ENG 1020 -Composition II and Literature
Credits: 3
Prerequisite: ENG 1010 with a C or higher
This course continues the reading, writing, critical thinking skills developed in ENG 1010 through an introductory study of literature including fiction, poetry, and drama that reflect multiple and diverse perspectives. Students will receive further instruction in writing text-based, analytical essays that incorporate research.

ENG 1080 - Composition II: Technical Writing and Presentations
Credits: 3
Prerequisite: ENG 1010 with a C or higher, or permission of instructor
A course in developing the skills needed for technical communication in its various forms. Students will study how audience, purpose, and context shape the process and production of texts in the fields of business, science, technology, and industry.

HIST 1015-US History to 1877
Credits: 3
This course is an examination of major themes in the development of North America from pre-European settlements to the end of the American Civil War and Reconstruction. Topics include Native American societies, European colonization, slavery, the formation of the United States, the Antebellum, and the Civil War/Reconstruction.

HOSP 1101 - Principles of Food Preparation

Credits: 3
Prerequisite: Eligibility for: MATH 0900 and ENG 0960
Introduces techniques and procedures of basic cooking, including knife skills, culinary terminology, equipment usage, product identification and applied cooking techniques as well as basic fabrication, practical sanitation, culinary math, soup, stock, and sauce preparation.

HOSP 1103 - Principles of Baking I
Credits: 3
Prerequisite: Eligibility for MATH 0900, eligibility for ENG 0960
Introduces students to the basic techniques and procedures required to prepare baked goods in a commercial setting, with emphasis on ingredient identification/function, scaling, and proper mixing methods. Hands on laboratory training include the basic techniques used to prepare bread, pies, cookies, cakes, and baked custards.

HOSP 1109 - Food Safety Certification
Credits: 1
Prerequisite: Eligibility for MATH 0900 and ENG 0960
Presents sanitation, safety, and maintenance challenges encountered in the food service industry. Investigation of causes and prevention of food-borne illnesses. A National Restaurant Association (NRA) ServSafe ® Food Protection Manager certification will be awarded to students who pass the exam. (pass/fail course**)**

HOSP 1135 - Service Management
Credits: 3
Prerequisite: Eligible for ENG 1010
The basic principles of food and beverage management with a focus on front-of-the-house service delivery techniques and guest relations. Students will gain experience in management, basic set-up strategies, service delivery skills, dining etiquette training, and tableside preparation. Sanitary practices and compliance with laws and ordinances of the Department of Health and Liquor Control Commission are enforced.

HOSP 1212 - Advanced Food Preparation
Credits: 4
Prerequisite: HOSP 1101 with a C- or higher
Apply cooking techniques to continue to develop and advance skills. Explore regional American cuisine in preparing classic recipes in quantity, including traditional breakfast items, sandwiches, and vegetarian options. Emphasis is on preparation of recipes, purchase orders, requisitions, and cost control for each menu and dining room service.

HOSP 1215 - Principles of Baking II

Credits: 3
Prerequisite: HOSP 1103 with a C-or higher and HOSP 1109 with a grade of Pass.
This course focuses on the preparation of classical pastries and the plating of desserts. Students will prepare puff pastry, pâte à choux, ice cream, pastry cream, Bavarian Cream, tarts, tortes, petit fours, dessert sauces and sugar garnishes.

HOSP 2201 - International Foods
Credits: 4
Prerequisite: HOSP 1135 AND HOSP 1212 both with a C- or higher
Explore flavors and cooking techniques from regional world cuisines. Study the foundations of cooking from a cultural, geographical, religious, and historical perspective. Discuss the diffusion of world cuisines in contemporary cooking as well as their cultural impact on current culinary trends. Prepare authentic recipes including meats, poultry, seafood, vegetables, breads, and desserts into full planned meals. Emphasis is placed on organization, showmanship, and supervision.

HOSP 2210 - Catering Management
Credits: 4
Prerequisite: HOSP 1109 with a grade of Pass. HOSP 1135 and HOSP 1212 both with a C-or higher.
Designed to provide students with an overview of catering operations and management. Students prepare a business plan for a small private catering firm, as well as review on-premises catering, menu design planning, production, cost-control, and service standards of all the catering business. Additional exposures and experience to the artistic aspects of fine catering.

HOSP 2294 - Cooperative Education/Work Experience
Credits: 3
Prerequisite: 12 completed credit hours in a Hospitality Careers program
This course provides students with the opportunity to apply classroom theory in an actual work setting. Students may be placed in a variety of work settings related to their program of study, including corporations, institutions, restaurants, hotels, and conference settings.

INTR 1001 - Pre-Interpreting Skills
Credits: 3
Prerequisite: ASL 1002 with a 'B' or higher.
Corequisite: ASL 2001, ASL 2005
This course is designed to establish the requisite skills essential to subsequent interpreter preparation. Before students can be introduced to the models of interpreting, they must first learn how to analyze and understand incoming source messages. This foundational

course will teach various techniques to effectively process information for meaning. This course is for interpreting students. Check with advisor before registering.

INTR 1021 - Professional Standards in Interpreting
Credits: 3
Prerequisite: ASL 2001, ASL 2002, ASL 2005, AND INTR 1001, all with a 'B' or higher.
An analysis and understanding of the Registry for Interpreters (RID) Code of Professional Conduct (CPC) that is required for those individuals seeking a career as a certified interpreter. Emphasis is on understanding and applying the CPC as is required for the RID National Interpreting Exam. Check with advisor before registering.

INTR 2013 - Interpreting I: Consecutive
Credits: 4
Prerequisite: ASL 1002, ASL 2005, ASL 2006, INTR 1021, all with a 'B' or higher.
Corequisite: INTR 2014 - Sign-to-Voice
Students are presented with the technique of consecutive interpreting as a skill development tool for increasing the skills needed to comprehend, organize and plan the message equivalence as a practice form for simultaneous interpreting. Students will expressively and receptively interpret from both recorded texts and live speakers in a consecutive format. Additionally, up to 20 hours of interaction with native Deaf signers and observation of interpreters in the Deaf community is required to enhance cultural identity and improve communication skills. This course is for interpreting students. Check with advisor before registering.

INTR 2014 - Sign-to-Voice
Credits: 3
Prerequisite: ASL 2001, ASL 2002, ASL 2005, ASL 2006, INTR 1001, INTR 1021, all with a 'B' or higher.
Corequisite: INTR 2013
Student will learn the skills needed to voice Deaf people's signed message using the correct English equivalence without changing the intended meaning. Practice with both taped lectures and live Deaf guests will be included in the classroom and outings. Skill building will include team interpreting for various settings. This course is for interpreting students. Check with advisor before registering.

INTR 2034 - Educational Interpreting with Specialized Populations
Credits: 3
Prerequisite: ASL 2001, INTR 1001, AND INTR 1021, all with a 'B' or higher, OR permission of the instructor.
This course is designed to give students an understanding of the legislation impacting the education of deaf children. Students are introduced to factors impacting a deaf child's

development and the ability to identify and develop the skills and knowledge necessary to interpret for specialized population in the deaf community. A study of specialized populations in the Deaf community including but not limited to deaf-blind, aural/oral, the autism spectrum and other behavioral, emotional, physical and mental disorders. Additional focus will include factors influencing the interpreting process and the impact these may have on the registry of interpreters for the deaf code of professional conduct. This course is for interpreting students. Check with advisor before registering.

INTR 2095 - Interpreting Practicum & Seminar
Credits: 4
Prerequisite: INTR 1021, INTR 2013, INTR 2014, INTR 2034, all with a 'B' or higher, AND permission of instructor.
The student will complete at least eighty (80) hours of practical work experience in preapproved, supervised settings to conform with state laws. This course will also provide an open forum for discussing questions and concerns arising from the student's observation of interpreted situations and individual practicum experiences. In addition, students will prepare for securing professional positions upon graduation and establish professional development goals for achieving national interpreter certification.

INTR 2113 - Interpreting II: Simultaneous
Credits: 4
Prerequisite: ASL 2002, ASL 2006, INTR 1001, INTR 1021, INTR 2034, all with a 'B' or higher.
Corequisite: INTR 2095 Practicum and Seminar
This course is a continuation of the skills needed for interpreting from English-to-American Sign Language (ASL) and ASL-to-English interpreting. The focus is on the practice of the skills used in the simultaneous interpreting mode. This course will develop the interpreting skills needed to process a continuous message from the Source Language to the Target Language. Expressive and receptive skills will continue to be developed to assist students in producing messages in proper ASL form. Team interpreting is introduced and practiced. Additional strategies for providing peer feedback are developed and refined. Classroom experiences will provide experiential opportunities to practice and hone skills introduced in class presentations. Occasionally experiential hours will be satisfied at off-site locations. This course is for interpreting students. Check with advisor before registering.

MATH 0988 - Elementary Algebra Intensive
Credits: 6
This course embeds additional support into the MATH 0989 - Elementary Algebra Foundations course, including a concentrated arithmetic review. This course includes a study of the basic properties and theorems of rational numbers, expressions and equations with polynomials, rational and radical expressions, linear equations, and inequalities in one

variable, graphing linear equations in two variables, formulating equations of lines in two variables, an introduction to functions, rules of integral exponents, operations on polynomials, and applications in geometry and algebra. *Credit does not fulfill degree requirements and is not transferable outside the Connecticut Community College system.*

MATH 0989 - Elementary Algebra Foundations
Credits: 3
Prerequisite: None
This course includes a study of the basic properties and theorems of rational numbers, expressions and equations with polynomials, rational and radical expressions, linear equations, and inequalities in one variable, graphing linear equations in two variables, formulating equations of lines in two variables, an introduction to functions, rules of integral exponents, operations on polynomials, and applications in geometry and algebra. Credit does not fulfill degree requirements and is not transferable outside the Connecticut Community College system.

MATH 1000 - Mathematics of Finance
Credits: 3
Prerequisite: MATH 0900I/MATH 0900 with a grade of D- or higher OR placement using multiple measures
An elementary course covering a wide range of mathematics commonly used in business and personal finance. Topics include simple and compound interest, present value, wages, taxes, insurance, and marketing and retailing mathematics. This course may not transfer but can be used to satisfy the mathematical requirements for certain programs and certificates.

MATH 1002 - Math for Science and Technology
Credits: 3
Prerequisite: MATH 0900I/MATH 0900 with a grade of C or higher OR placement using multiple measures
This is a first course covering topics from intermediate algebra and trigonometry with technical applications. Topics include units of measurement and dimensional analysis, fundamental concepts of algebra, functions and graphs, right triangle trigonometry and applications. This course may not transfer but can be used to satisfy the mathematical requirements for certain programs and certificates.

MATH 1004 - Math for Elementary Education: Algebra/Number Systems
Credits: 3
Prerequisite: Placement using multiple measures or MATH 0988 or MATH 0989 with a grade of C or higher, and eligible for ENG 1010

This is a mathematics course that prepares students to teach mathematical reasoning skills starting with the natural numbers and extending to the integers, rational numbers, and real numbers. Students will learn best practices in math education through the use of manipulatives, appropriate technologies, and analysis of other numeration systems. This course is intended for students in Early Childhood, Elementary, and Middle School Education Programs.

MATH 1010 - Intermediate Algebra
Credits: 3
Prerequisite: Grade of C or in higher in MATH 0988 or MATH 0989 or placement using multiple measures.
This course is a further study of algebra and mathematical modeling of functions and relations represented by tables, graphs, words, and symbols. Polynomial functions and expressions with special attention to linear, quadratic, exponential, rational, and radical functions are studied. There is an emphasis on modeling and applications for all topics. The use of mathematics specific technology to support understanding of the concepts is required.

MATH 1100 - Quantitative Reasoning
Credits: 3
Prerequisite: MATH 0988 /MATH 0989 (C- or higher) OR placement using multiple measures
This course provides a comprehensive overview of the quantitative skills needed to be an engaged citizen. Critical thinking and problem solving are emphasized along with the application of mathematics to real-world scenarios requiring reasoning from evidence. Students will learn to communicate effectively with numbers and use appropriate technology to enhance their quantitative reasoning ability.

MATH 1200 - Statistics I
Credits: 3
Prerequisite: MATH 0988 /MATH 0989 (C- or higher) OR placement using multiple measures
This course covers fundamental concepts in descriptive and inferential statistics, probability, and probability distributions. Descriptive statistics topics include: the concept of population versus sample, frequency distributions, measures of central tendency, measures of variation, measures of position, and correlation and linear regression. Inferential statistics topics include confidence intervals and hypothesis testing. This course requires the use of computer-based statistical software. Students may not earn credit for both this course and MATH 1201 Statistics I with Computer Applications.

MATH 1201 - Statistics I with Computer Applications

Credits: 4
Prerequisite: Placement using multiple measures, OR a grade of D- or higher in MATH 1010/MATH 1011, OR a grade of C- or higher in MATH 0900I/MATH 0900. A grade of D-, D, or D+ in MATH 0988/0989 requires corequisite registration in MATH 0902.
This course covers fundamental concepts in descriptive and inferential statistics, probability, and probability distributions. Descriptive statistics topics include: the concept of population versus sample, frequency distributions, measures of central tendency, measures of variation, measures of position, and correlation and linear regression. Inferential statistics topics include confidence intervals and hypothesis testing. Use of software for data analysis and data exploration is an integral part of the course. This course requires the use of computer-based statistical software. Students may not earn credit for both this course and MATH 1200 Statistics I.

MATH 1410 - Math for Elementary Education: Geometry/Data
Credits: 3
Prerequisite: C or higher in MATH 1004
Presents geometry, measurement, rational numbers, irrational numbers, ratio and proportions, problem-solving, mathematical reasoning and connections, probability, and statistics. The use of mathematics specific technology to support understanding of the concepts is required.

MATH 1600 - Pathway to Calculus: College Algebra
Credits: 3
Prerequisite: C or higher in MATH 1010
This course offers the development of numerical, algebraic, and graphical problem-solving techniques to be used in calculus. Techniques are developed to solve equations involving polynomial, radical and rational functions. Polynomial, inverse, rational, exponential, and logarithmic functions are studied, and their applications are explored both algebraically and graphically. Whenever possible, learning of mathematical concepts is embedded in contextualized situations relevant to STEM majors. The use of mathematics specific technology to support understanding of the College Algebra course is required. This course is designed for STEM majors and fulfills the prerequisite requirement for MATH 1610 Precalculus.

MATH 1610 - Precalculus
Credits: 4
Prerequisite: C or higher in MATH 1600
This is an intensive preparatory course for the Calculus course sequence. Topics include a study of functions and their graphs; polynomial functions and their zeros including complex solutions. This also covers rational, trigonometric, exponential, and logarithmic

functions and equations. The use of mathematics specific technology to support understanding of the Precalculus course is required.

MATH 2600 - Calculus I
Credits: 4
Prerequisite: C or higher in MATH 1610
A first course in calculus with a focus on differential calculus. Topics include the study of limits, continuity, rates of change, the definition of the derivative, the Mean Value Theorem, and the Fundamental Theorem of Calculus, and techniques of differentiation of linear, polynomial, exponential, logarithmic, rational, and trigonometric functions. The course will include applications of the derivative to solve real-life problems. Characteristics of functions such as intervals of increase or decrease, concavity, extrema, and end behavior will be studied to describe, reason, interpret, and analyze relationships. The course concludes with an introduction of antiderivatives and integration techniques. The use of mathematics specific technology to support understanding of Calculus I is required.

MDAS 1025 - Medical Terminology for Clinical and Administrative Professions
Credits: 3
Prerequisite: Eligible for ENG 1010
Course Description: This course introduces the language of healthcare. It will cover spelling, pronunciation and definitions of medical terms. Anatomy, physiology, major diseases, signs, symptoms, diagnoses, procedures, medications, treatments, and medical abbreviations will be introduced. The basic structure of medical terms including prefixes, suffixes, and word roots will be presented. Body systems are used as the organizational framework to present terminology.

MDAS 1011 - Administrative Medical Assisting
Credits: 3
Prerequisite: Eligibility for ENG 1010
Course Description: This course covers the theory, practice and techniques of medical office management and an overview of the profession of medical assisting and its role in providing quality health care. Healthcare administrative functions, including: safety in the office environment, verbal and written communication techniques, telehealth, electronic medical records (EMR), medical records management, patient reception, scheduling, professionalism and legal and ethical issues will be emphasized. Emphasis is on daily office procedures, financial management, and computer literacy needed for the healthcare industry today.

MDAS 1012 - Medical Insurance Billing
Credits: 3
Prerequisite: Eligibility for ENG 1010

Course Description: This course presents an overview of healthcare insurance and is designed to introduce the student to the history and development of payment systems, medical insurance, claims processing and billing issues in healthcare. Insurance terminology, healthcare reform, healthcare access, ethical, legal and compliance issues, regulatory requirements, the Health Insurance Portability and Accountability Act (HIPAA), and the eligibility and reimbursement benefit structure of a variety of insurance plans including Medicare, Medicaid, Managed Care, TRICARE, Commercial plans and Workers' Compensation will be covered. Course material and discussions will focus on the different types of insurance, federal and state regulations, referrals and prior authorizations. Manual and electronic recordkeeping, coding and billing and Current Procedural Terminology (CPT), Healthcare Common Procedural Coding System (HCPCS), and International Classification of Diseases(ICD)coding systems, will be compared using healthcare claims processing ,medical office accounting practices and billing software.

MDAS 1033 - Clinical Medical Assisting
Credits: 4
Prerequisite: Eligibility for ENG 1010
Course Description: This course covers the theory and practice of clinical skills used by the medical assistant in an outpatient environment. The course presents practices commonly performed in assisting with clinical procedures, developing communication skills between healthcare professionals and patients, and providing patient education. The course focuses on documentation, interview techniques, adult and pediatric physical exams, vital signs and measurements, and medical asepsis.

MDAS 2016 - Electronic Medical Records
Credits: 3
Prerequisite: Eligible for ENG 1010
Course Description: This course is designed to introduce the student to the basics of electronic medical records (EMR) software, focusing on the day-to-day operations. This course provides the student with the opportunity to put skills learned in previous coursework into practice., Students learn how to navigate Computer Physician/Provider Order Entry systems (CPOE), understand Health Insurance Portability and Accountability Act (HIPAA) and Health Information Technology for Economic and Clinical Health Act (HITECH),and how to avoid errors with Electronic Health Records (EHR) best practices by inputting data and running reports, in a simulated medical setting. Student to learn about EHR management practices and system interoperability. Telehealth, ePrescribing, and Scribing will be explored along with the impact of EMR on various areas of the healthcare system.

MDAS 2042 - Clinical Laboratory Practices
Credits: 4

Prerequisite: MDAS 1025 and MDAS 1033, both with a 'C' or higher
This course provides an introduction to clinical laboratory procedures, sterile technique and laboratory equipment. Basic diagnostic ambulatory tests for patient evaluation and treatment are studied, along with emergency care, nutrition, surgical techniques, wound care and specialty exams.

MDAS 2045 - Clinical Laboratory Procedures
Credits: 4
Prerequisite: MDAS 1033 and MDAS 1025, both with a 'C' or higher
Students will perform venous and capillary blood collection methods. Students will obtain the necessary skills to perform various diagnostic tests performed in ambulatory facilities including microbiology, immunology, hematology, chemistry and pulmonary function tests, routine urinalysis, and electrocardiograms. Students are required to purchase scrubs or a lab coat, to be worn in class.

MDAS 2050 - Principles of Pharmacology
Credits: 3
Prerequisite: Eligible for ENG 1010 and MATH 1002
Course Description: This course is an examination of the more commonly prescribed medications as they relate to specific body systems. Topics include practices, procedures and laws governing the use, dispensing, and storage of pharmaceuticals. Terminology relating to drugs and the administration of drugs is emphasized. Medications will be correlated to pathology, common diseases, and treatments as related to body systems.

MDAS 2095 - Medical Assisting Practicum/Externship
Credits: 4
Prerequisite: MDAS 2050 courses, all with a 'C' or higher, and permission of Program Coordinator
Course Description: Preparation and work experience in an outpatient medical setting under the supervision of the facility staff and College instructor. completeapproximately10 hours of seminarian preparation for a minimum of 160-hours experience at an approved site. Practicum/externship experience of at least 160 contact hours enables students to apply the cognitive (knowledge) base and the psychomotor and affective objectives (competencies) they have learned, develop clinical proficiency, and assume responsibility for unpaid performance of clinical and administrative procedures in an ambulatory health care setting. Students will prepare and are encouraged to apply for a certifying exam. Students must have current cardiopulmonary resuscitation (CPR)and first aid certification during the entire practicum/externship experience.

MFG 1004 - Manufacturing Processes
Credits: 4

Prerequisite: none
Based on the lectures, students study the theoretical concepts involved in the process of designing and manufacturing parts, as well as develop the understanding, knowledge, and skills required & nbsp in engineering design and manufacturing processes, including Measurements, Math, and Blueprints. Lab (Shop) studies emphasize Measuring, Variations and Tolerances, Benchwork and Layout, Work holding, Drilling, Milling, Turning, Grinding & other manufacturing operations as time allows. Exercises in the Lab (Shop) will involve set-up, procedures, and execution for various manufacturing processes, using a variety of tools, machines, and materials.

MFG 1411 - Manufacturing Materials & Processes I
Credits: 3
Prerequisite: MATH 1010
An introduction to the basic principles on which manufacturing processes are based, and to the basic materials produced by or used in these processes. Topics include nature of materials and specifically metals; the basic processes in manufacturing metals and some non-metals; testing of engineering materials; ferrous and non-ferrous metals and alloys; fundamentals of metal casting, molding, and heat-treating processes; metal cutting, forming, welding, joining, and abrasive processes; metal machining processes; quality control measurement and inspection. Some topics include problem solving and algebra-based calculations.

MFG 1415 - Safety in the Workplace
Credits: 1
Prerequisite: None
This course provides an introduction to the safety and health issues encountered in a manufacturing environment. This course introduces students to the concepts of personal and work environment safety requirements of manufacturers as well as the governmental oversight agencies such as OSHA.

MFG 1477 - Machine Technology Fundamentals
Credits: 4
Prerequisite: Placement into MATH 0988
This course is a combination of classroom theory and hands on lab experiences. This course is an 8-hour lab class each week to machine various projects. This course introduces a student to the fundamentals of metal machining technology machines. The student will learn how to operate lathes, mills, grinders and sawing machines. Students perform basic lathe operations including turning, facing, knurling, drilling, reaming and tapping. The student also performs basic milling operations such as indicating a vise, tramming a head, use an edge finder, square a block, drill tap and ream holes on location. Speeds and feeds and basic machining principles are covered. The student also learns how

to operate a surface grinder using all safety guidelines, mount and dress a wheel and grind surfaces flat and parallel. The student also learns to operate a bench grinder.

MFG 1478 - CNC Fundamentals
Prerequisite: Placement into MATH 0988 or instructor permission
Credits: 3
This course is a combination of classroom theory and hands on lab experiences. This course is split into 3-hour classroom and 3-hour lab each week to machine various projects. This course introduces a student to the fundamentals of Computer Numerical Controlled machines. The student will learn conversational programming to operate lathes and milling machines. This is the first step to understand the Cartesian Coordinate System and basic steps and processes to machine parts to blueprint specifications. The students will also learn to operate CNC machines to understand and set tool offsets as well as loading programs. This also includes proper tool and cutter mounting for best performance. Cutter compensation is covered in both conversational and G-code language. This includes the set-up of vises and other work holding devices or fixtures. Indicating surfaces and datum identification is an important part of this class. Geometric Dimensions and Tolerances are explained to meet business and industry standards. Included is maintenance and machine care.

MFG 1479 - Career Awareness for Manufacturing
Credits: 1
Prerequisite: None
This course will prepare students for the opportunities available in different manufacturing career pathways. Students will strengthen their skills in researching potential employers and in personal marketing, including building resumes and sharpening their interview skills.

MFG 2405 - Principles of CNC with Mastercam
Credits: 3
Prerequisite: None
An introduction to computer numerical control (CNC) programming of 3-axis machine tools by generating 2D and 3D geometries using Mastercam® software. Topics include an introduction to CNC programming, coding, virtual set-up, virtual tooling, virtual operation, post-processing, and troubleshooting based on CNC practices. Students learn the basic principles and applications of numerically controlled software and hardware and get exposed to the programming of CNC milling machines and machining centers.

MFG 2439 - Geometric Dimension & Tolerancing (GD&T)
Credits: 3
Prerequisite: EGR 1120

An intermediate course in the interpretation of engineering drawings, beginning with the basics of dimensional tolerances and tolerance systems. Topics include: the mathematics of interpreting and specifying tolerances on dimensions, the system, and rules of geometric tolerancing, and the basic nomenclature and standard symbols conforming to the latest ANSI/ASME Y14.5M-2018 standards as they pertain to manufacturing and engineering drawings.

MFG 2444 - CNC I
Credits: 3
Prerequisite: MFG 1477
This course introduces students to Computer Numerical Control programming for CNC Mills and CNC Lathe. Students will receive instruction on CNC control commands (G & M code) through the use of Simulator MCUs (Machine Control Units) as well as online resources.

MFG 2445 - CNC II
Credits: 4
Prerequisite: MFG 2444
This course introduces students to Computer Numerical Control (CNC) machining with topics including setup and tooling, programming NIMS Certification parts, and modification of programs to compensate for process variation, utilization of canned drilling cycles, circular interpolation, special milling cycles, looping and special features. Upon completion students will be able to set up CNC 3-axis mills; locate, load and proof the CNC program; execute the program; inspect parts; and modify program instructions via G&M code.

MUS 1004 - World Music
Credits: 3
Prerequisite: Eligibility for ENG 1010
This course offers an opportunity to study a variety of ethnic music from around the world within the context of the societies that create it. While the primary focus will be limited to certain selected regions and traditions, the overall scope will be broad in that these regions represent many different countries. The approach to the course material is interdisciplinary as it incorporates aspects of the arts, humanities, and social sciences.

MUS 1007 - Today's Music
Credits: 3
Prerequisite: Eligibility for ENG 1010
A music appreciation course that examines the development of American music from its roots in Anglo, African, Native and Latin American traditions to the evolved styles of

country, blues, folk, rock “n” roll. Emphasis will be given to the impact of these earlier styles on contemporary practices.

PHIL 1001 - Introduction to Philosophy
Credits: 3
Prerequisite: Eligibility for ENG 1010
This course introduces students to the topics and practices of philosophy. It surveys major philosophical issues and questions drawn from ancient and contemporary sources.

PHYS 1201 - General Physics I
Credits: 4
Prerequisite: MATH 1610 with a grade of C or higher
An algebra-based introduction to classical mechanics and heat. Topics include vectors, kinematics, Newton’s laws, momentum, energy, rotational motion, fluids, heat, and thermodynamics.

PHYS 1202 - General Physics II
Credits: 4
Prerequisite: PHYS 1201 with a grade of C or higher
An algebra-based introduction to electricity, magnetism, and light. Topics include electrostatics, direct current circuits, magnetism, electromagnetic induction, electromagnetic waves, and properties of light.

PSY 1011-General Psychology
Credits: 3
Prerequisite: Eligibility for ENG 1010
This course will explore and review the field of psychology. Topics will include history of psychology, research methods, the biological basis of mind and behavior, motivation and emotion, learning, memory, health and stress, and life span development. The course is appropriate for those who are considering a career in psychology or have an interest in developing a better understanding of the basis of human behavior.

PSY 2001 - Lifespan Development
Credits: 3
Prerequisite: PSY 1011 with a grade of C- or higher
This course will provide an overview and introduction to the study of development through the lifespan. Genetic and environmental influences on the biological, cognitive, and social aspects of development from conception to death will be examined. Students will gain an understanding and appreciation for the complexities of development by investigating prominent theories, research studies, issues of diversity, and global perspectives within lifespan development.

PSY 2004 - Child and Adolescent Development
Credits: 3
Prerequisite: PSY 1011 with a grade of C- or higher
This course will study human development from conception through adolescence. It will focus on the theories of physical, cognitive, social, and emotional growth along with research methodologies in child development. Hereditary and environmental influences are explored.

SOC 1001 - Principles of Sociology
Credits: 3
Prerequisite: Eligibility for ENG 1010
This class provides a general introduction to the science of sociology, including the "sociological imagination," theory and methods. Students are taught what is unique about the way in which sociologists view and analyze human behavior. The role of the social structure and how it affects our lives will be emphasized. There will also be an emphasis on how sociologists develop and test their hypotheses, as well as on various aspects of social life such as culture, groups and institutions, deviance and social control, inequality, ethnicity, and family.

THR 1101-Introduction to Theater
Credits:3
A study of the basic theories and elements of theater arts, including the dramatic construction of scripts, performance techniques, and the administration of theater management are the focus in this course. Students learn through examination of theater concepts what makes theater work from page to the stage to the audience.

Experiential Learning

Experiential Learning is designed to meet the developmental needs of students and give them the space to grow through real-world engagement. Our model centers on six key attributes:

- Self-Awareness & Career Identity – Exploring strengths, values, and interests.
- Decision-Making & Goal Setting – Building plans aligned with personal and labor market goals.
- Digital & Technical Literacy – Mastering tools and technologies of modern work.
- Applied Learning & Problem Solving – Translating knowledge into real-world contexts.
- Interpersonal & Communication Skills – Strengthening collaboration and professional communication.
- Workplace Habits & Resilience – Developing adaptability, reliability, and persistence.

Students experience these skills through these progressive activities:

- Classroom instruction
- Labs and project-based learning activities
- Guest speakers and community activities, including field trips
- Mentorship
- Job Shadows
- Internships
- Pre-Apprenticeships

Each student is evaluated through self, professional, and advisor assessments - ensuring growth is measurable and meaningful. Students apply classroom knowledge in real-world work environments, gaining valuable skills and insights that enhance their understanding of the subject matter and prepare them for future careers.

Experiential Learning Attributes Applied to Specific Pathways

Healthcare - https://tinyurl.com/ccahealthcare
Manufacturing Engineering - https://tinyurl.com/ccamaneng
Education - https://tinyurl.com/ccaeducation26
Public Safety - https://tinyurl.com/ccacriminaljustice
Deaf Studies - https://tinyurl.com/ccadeafstudies
Culinary Arts - https://tinyurl.com/ccaculinaryarts
Liberal Arts and Sciences - https://tinyurl.com/ccaliberalarts

Manufacturing Engineering Pathway

In Connecticut, the job outlook for Manufacturing Engineering remains strong, as reflected by CT DOL data. There is both a significant immediate demand, and also a long-term

demand. The state faces a notable shortage with 9,000 current estimated vacancies in the sector, and with the greying of the current workforce an anticipated 65,000 opening in the next decade. Automation, AI and Robotics have dramatically altered the workforce needs in Manufacturing Engineering, and so our programming prepares students to be the programmers, designers and maintainers of AI informed automated and roboticized manufacturing processes. Connecticut's highly skilled workforce has allowed it to be at the forefront of technical innovation, and that high skill workforce remains in demand.

Quick Facts – Manufacturing Engineering	
65,000	**Number of anticipated Connecticut openings by 2034**
9,000	**Number of current Connecticut open jobs**
4548	**Number of manufacturing companies in Connecticut**
86%	**Number of all Connecticut manufacturing companies that report it is difficult to find and/or retain workers**

Education Pathway

In Connecticut, the job outlook for educators, including teachers from preschool to grade 12 and paraprofessionals, reflects a significant immediate and long-term demand. The state faces a notable shortage with 5,624 anticipated educator vacancies within the next several years, and there are 1,300 current teaching vacancies. Similarly, there are 1,300 open positions for paraprofessionals. Additionally, there are approximately 40,000 unfilled childcare slots due to insufficient staffing, highlighting the critical need for qualified educators across all levels of education, including preschool centers.

Quick Facts	
5,624	**Number of anticipated educator vacancies within the next several years**
1,300	**Number of educator vacancies**
1,300	**Approximate number of paraprofessional vacancies**
40,000	**Number of unfilled childcare slots due to insufficient staffing**

Healthcare Pathway

In Connecticut, the job outlook for Health Care & Social Assistance remains strong and structurally "sticky." It is the state's largest industry sector (297,000+ jobs), and demand is being pulled by an aging population, chronic disease burden, and ongoing behavioral health needs.

At the same time, the work itself is changing fast: telehealth, EHR/data workflows, AI-enabled triage/documentation, remote monitoring, and new care models are shifting roles and skill needs across hospitals, long-term care, and home-based services. The result is sustained hiring pressure across both clinical and frontline support occupations—especially nursing and home-based care. Connecticut also contains many federally designated shortage areas for primary care, dental, and mental health providers, reinforcing the long-term demand signal.

Quick Facts	
297,000	**Total number of jobs in sector (largest in CT)**
18,639	**Current total healthcare openings in CT**
6,622	**Current posting for Registered Nurses**
7,011	**Number of healthcare employer establishments**

Public Safety Pathway

In Connecticut, the job outlook for public safety professionals, including EMS, Police and Fire remain strong with a decennial growth rate of 6% and a retirement / replacement rate of 6% - leading to more than 4,000 openings every 10 years. These essential, 24/7 roles are rapidly changing to keep up with technological advances, and new entrants to the field should expect to have comfort with technology-rich operations such as computer-aided dispatch, data systems, body-worn cameras, digital evidence workflows, advanced medical protocols, and increasingly sophisticated emergency planning.

Quick Facts	
34,237	**Total Projected CT Public Safety employment by 2032**
4,016	**Projected annual openings across all Public Safety professions**
538	**Projected annual Police and Patrol Officer openings**
226	**Projected annual Correctional Officer openings**
300	**Projected annual EMT/Paramedic openings**
200	**Projected annual Firefighter openings**

Culinary Arts / Hospitality Pathway

In Connecticut, the outlook for Culinary Arts and Hospitality remains strong because the industry runs on constant, recurring demand. People need food service, dining, catering, and hospitality, and because the sector experiences high ongoing replacement demand

(turnover plus career progression). CT DOL projections show Food Preparation & Serving Related occupations growing from 125,260 (2022) to 145,028 (2032), with 27,225 average annual openings statewide (growth + replacements).
This is also a major employer ecosystem in Connecticut. The state's Accommodation & Food Services sector sits around ~126,500 jobs (Dec 2025), and the business base is large: 7,364 employer establishments in Accommodation & Food Services statewide.

Quick Facts	
145,028	**Total Projected CT Culinary Arts/Hospitality employment careers by 2032**
27,225	**Projected annual openings across all CT Culinary Arts/Hospitality professions**
7,364	**CT employer establishments in the sector**
680	**Projected annual CT Chef and Head Cook position openings**
5032	**Projected annual CT Cook/Food Prep position openings**
5,275	**Projected annual Waitstaff position openings**

Sign Language Deaf Studies

In Connecticut, the workforce outlook for Sign Language and Deaf Studies is shaped by consistent, high-need access requirements across healthcare, education, courts, and public services. CT DOL projections show Interpreters and Translators increasing from 287 (2022) to 316 (2032), with 32 average annual openings (most driven by replacement demand).
At the same time, Connecticut reporting and needs assessments point to a practical constraint: qualified ASL interpreters - especially for medical and specialized settings - are often scarce, and systems increasingly rely on remote/video interpreting that doesn't work well for everyone. A strong pathway prepares students for both language fluency and the professional standards of high-stakes interpreting (confidentiality, accuracy, ethics, and domain knowledge in healthcare/legal/education).

Quick Facts	
316	**Total Projected CT Interpreter and Translator careers by 2032**
32	**Projected annual CT openings for Interpreters and Translators**
$37.50	**CT DOL listed average hourly wage for Interpreters and Translators**
$77,379	**CT DOL listed annual average wage for Interpreters and Translators**