

# CCV AY 2026-2027 Curriculum Change Summary

See Final Approved Curriculum Changes for 2026-27 Catalog for detailed descriptions of changes.

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## Approved New Courses

CIS 1290	Generative AI: Principles & Applications (1 credit)
CIS 2300	Ethical Hacking and Cyber Defense Lab (1 credit)
EDU 1430	Supporting Students with Diverse Abilities in K-12 Settings
EDU 2470	Literacy and Math Instruction and Intervention for Paraeducators
EDU 2520	Observation, Documentation, and Assessment in ECE
HOH 2080	Holistic Health, Wellness, and Medicine
PSY 2070	Lifespan Developmental Psychology

## Approved Discipline Changes

ARH 2200	Multicultural Art in the United States ( <i>formerly HUM 2200</i> )
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## Approved Revisions to Existing Courses

Course	Notes- Changes Include: EOs, Title, and/or description
ACC 1050 Fundamentals of QuickBooks	Revised EOs and course description and EOs for relevancy and currency.
AHS 1045 Introduction to Healthcare	Revised EOs and course description.
AHS 1410 Introduction to Phlebotomy	Revise EOs and course description.
ARH 2200 Multicultural Art in the United States	Changed course designation from HUM to ARH. Formerly HUM 2200.
ART 1070 Introduction to Jewelry	Revise EOs and align with VSCS DEI learning outcomes.
ART 1210 Introduction to Adobe Creative Cloud	Revise EOs to focus on understanding and integration of whole suite and the creative process.
ART 2211 Painting I	Revise EOs to add reference to watercolor.
ART 2311 Printmaking	Revise EOs to align with VSCS DEI learning outcomes and remove "I" from title.
ART 2315 Digital Photography II	Revise EOs and align with VSCS DEI learning outcomes.
BIO 1030 Introduction to Nutrition	Revise EOs and course description.
BIO 2012 Human Anatomy and Physiology II	Revise EOs for currency and clarity as a lab course.
BIO 2120 Elements of Microbiology	Revise EOs for currency and clarity as a lab course.
BIO 2340 Fundamentals of Ecology	Revise EOs for currency and clarity as a lab course.
BUS 2140 Personal Finance	Revise EOs for currency and clarity.
BUS 2440 Introduction to Business Law	Revise EOs for currency and clarity.
CHE 1031 General Chemistry I	Revise EOs for currency and clarity as a lab course.
CHE 1032 General Chemistry II	Revise EOs for currency and clarity as a lab course.
CIS 1041 Computer Applications	Revise EOs for currency and clarity.

CIS 1045 Introduction to Multimedia Applications and Tools	Revise EOs for inclusion of accessibility and AI.
CIS 1145 Programming I	Revise EOs to better align with general programming skills.
CIS 1151 Website Development	Revise EOs for inclusion of accessibility standards.
CIS 1350 Operating Systems	Changed title, changed to 3 credits, revised EOs for currency.
CIS 1430 Spreadsheets	Revised EOs for currency and AI application.
CIS 1450 Foundations of Cloud Computing	Revised for currency and alignment with AWS certification.
CIS 2120 Networking Foundations	Changed title, revised EOs for currency and alignment with CompTIA certifications.
CIS 2245 Concepts of Computer Security	Revised EOs for currency and alignment with CompTIA certifications.
CIS 2255 Principles and Management of Cybersecurity	Revised EOs for currency.
CIS 2265 Cyber Defense and Network Security	Revised prerequisites.
COM 1015 Communication in the Early Childhood Education and Afterschool Workplace	Update EOs for currency and relevancy to certifications.
COM 1180 Storytelling through Media	Updated EOs.
CRJ 2050 Criminology	Revised EOs and added as Social Science General Education course.
CRJ 2080 Correctional Philosophies and Practices	Revised EOs.
EDU 1030 Introduction to Early Childhood Education	Revised EOs.
EDU 1270 Supporting Young Children with Diverse Abilities	Revised EOs and course description to align with NAEYC Standards and Competencies.
EDU 2045 Curriculum Development for Early Childhood Education	Revised EOs and course description to align with NAEYC Standards and Competencies.
ENG 1020 Introduction to Research Methods	Revised EOs to better reflect research process.
ENG 1062 English Composition II	Revised EOs to better reflect research process.
ENG 1310 Introduction to Literature	Revised EO #9 to MLA.
ENG 1350 World Mythology	Updated EOs to align with VSCS learning outcomes.
ENG 2050 Global Issues in the Media	Revise EOs and align with VSCS DEI learning outcomes.
ENG 2370 Detective Fiction	Revise EOs and align with VSCS DEI learning outcomes.
ENG 2510 Women and Literature	Update EOs for currency and align with VSCS DEI learning outcomes.
ENV 1120 Geospatial Technology	Revised EOs and course description for currency and clarity.
FLM 2060 Digital Filmmaking II: Nonfiction Filmmaking	Revised title and EOs to reflect non-fictional uses of film and video.
HUM 1710 Special Topics: Modern American Censorship	Updated EOs for currency and relevancy.
HUM 2010 Seminar in Educational Inquiry	Revised course description and EOs to align with new core competencies.
HUM 2150 Celtic Cultures: Myth, Music, and Memory	Updated course description and EOs.
INT 2860 Professional Field Experience	Revised prerequisite to allow for certificate programs.
MAT 0310 Math and Algebra for College	Revised EOs for clarity.
MEC 1330 Fundamentals of Engineering and Design	Revised EOs and description for currency.
MUS 1010 Music Appreciation	Updated EOs to align with VSCS DEI learning outcomes.
PHI 2010 Comparative Religion	Updated EOs to align with VSCS DEI learning outcomes.
PHI 2080 Science and Spirituality	Updated EOs to align with VSCS DEI learning outcomes.
PSY 1010 Introduction to Psychology	Revised EOs for currency.

PSY 1130 Introduction to Substance Use Disorder	Added EO on career exploration.
SOC 2040 Race, Ethnicity, Class, and Gender	Revised EOs and description for currency.

## Approved Courses for Archiving

AHS 1810	Admin Medical Assisting Internship
AHS 2711	Gerontology
ARH 2011	Survey of Western Art I
ARH 2012	Survey of Western Art II
ART 2301	Photography I
ART-2241	Acrylic Painting I
ENG 2145	Writing for Multimedia
HIS 2160	The African American Struggle for Equality
HUM 2710	Special Topics: England Through Words, Images and Music
MAT 0210	Foundations of Math
POS 2070	National Security & Terrorism
PSY 1050	Human Growth & Development
PSY 1180	Substance Use Prevention

## Programmatic Changes for AY 2026-2027

### Revised Degree Programs

#### **Behavioral Science, A.S., 60 credits**

*Change requirement of PSY 1050 Human Growth & Development to PSY 2070 Lifespan Developmental Psychology*

#### **Design & Media Studies A.A., 60 credits**

*Added COM 2180 Content Creation for Social Media and INT-2860 Professional Field Experience as electives.*

#### **Environmental Science A.S., 60 credits**

*Add ENV 1120 as a required course for Digital and Computing Literacy General Education requirement*

#### **Health Science A.S., 60 credits**

*Allow any AHS course to count as a Health Science elective.*

*Add PSY 1010 Introduction to Psychology as an approved elective.*

*Add HOH 2080 Holistic Health, Wellness, and Medicine as an approved elective.*

*Change elective of PSY 1050 Human Growth & Development to PSY 2070 Lifespan Developmental Psychology.*

#### **Information Technology A.S., 60 credits**

*Reduced and restructured recommended focus areas to include: Cloud Computing/Programming/Web Development, Cybersecurity and Networking, Data Analytics and AI, IT Support and Service Operations, and Project Management or Field Experience. Added INT 2860, BUS 2010, and other new CIS courses as program course options in suggested focus areas.*

#### **Liberal Studies A.A. with Specialization in Education, 60 credits**

*Added new specialization in Education.*

#### **STEM Studies A.S., 60 credits**

*Remove "architecture" from program elective categories.*

*Add HOH as an elective category.*

*Add MEC 1330, Fundamentals of Engineering and Design, as a required course.*

### Revised Certificate Programs

#### **Allied Health Preparation, 32-34 credits**

*Add HOH 2080 Holistic Health, Wellness, and Medicine as an approved elective.*

*Change elective of PSY 1050 Human Growth & Development to PSY 2070 Lifespan Developmental Psychology.*

**Cybersecurity & Networking, 30 credits**

*Added CIS-1035 and new CIS 2XXX Ethical Hacking & Cyber Defense as either/or requirements.*

**Digital Media Production, 30 credits**

*Change title of certificate to Digital Filmmaking.*

*Removed requirement for ART 1011/ART 1060/ART 1310 Drawing I/Two-Dimensional Design/Digital Photography*

*Added COM 2180 Content Creation for Social Media as a requirement.*

*Note: change in title of FLM 2060 Digital Filmmaking II to Digital Filmmaking II: Nonfiction Filmmaking*

**Human Services Certificate, 30 credits**

*Change requirement of PSY 1050 Human Growth & Development to PSY 2070 Lifespan Developmental Psychology.*

**IT Support & Service Operations, 28 credits**

*Changed title, added CIS 1035.*

**STEM Studies, 30 to 33 credits**

*Remove the prefix ARC from the Technical Electives as follows:*

*Add HOH as an elective category*

New Certificate Programs

**Justice Studies Certificate, 30 credits**

**Paraeducator Certificate, 30 credits**

General Education

**Added:**

CRJ 2050              Criminology – Gen Ed - Social Science

PSY 2070              Lifespan Developmental Psychology – Gen Ed – Social Science

Archived Certificate Programs

**Cloud Computing, 25 credits**

**Web Development, 24 credits**

# Final Course Changes for AY 2026-2027 Catalog

Approved by Academic Council on December 11, 2025

## I. Introduction:

This list represents the work of CCV academic program committees and includes the approved course and curriculum changes for the 2026-2027 catalog year. All course changes—new courses, revisions to existing courses, and archived courses—have been discussed and approved by Academic Council (AC) and CCV's Academic Dean. This list also includes changes to degree programs and certificates.

## II. Approved New Courses

All courses listed are 3 credits unless otherwise indicated.

### Science & Allied Health

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#### **HOH 2080      Holistic Health, Wellness, and Medicine**

This course explores the social transformation of American medicine and the history, principles, practices, and scientific evidence supporting non-allopathic holistic wellness approaches such as chiropractic, yoga, meditation, Ayurveda, nature therapy, and Traditional Chinese Medicine. Emphasis will be placed on understanding holistic wellness, Western medicine, and alternative medicine.

#### Essential Objectives:

1. Define holistic, alternative, complementary, integrative, and allopathic (Western) medicines.
2. Apply principles of evidence-based practice (EBP) to evaluate holistic health and wellness approaches, distinguishing current well-researched evidence from common fallacies and myths in the field.
3. Describe the mind-body connection and explore the impact of stress, mindfulness, spirituality, and relaxation techniques on health and wellness.
4. Identify social barriers to wellness, including unconscious biases, systemic racism, and socioeconomic status, and describe how they impact different populations.
5. Apply historical and global perspectives to compare holistic medicine and Western medicine.
6. Investigate medical systems and therapeutic practices that align with the holistic health philosophy, such as chiropractic, Traditional Chinese Medicine, Ayurveda, yoga, meditation, and nature therapy, and how they differ from and complement allopathic medicine.
7. Explain the legal, social, political, and economic context for alternative healthcare approaches, including systems of medicine and therapeutic practices.
8. Investigate various controversies, contraindications, and limitations to the adoption of non-allopathic, holistic health approaches in healthcare delivery.
9. Describe the role of nutrition, exercise, and lifestyle behaviors in maintaining holistic wellness and preventing chronic diseases.
10. Interpret personal wellness data to develop effective goals and strategies using a holistic health approach.
11. Explore the scope and diversity of career opportunities in holistic healthcare as well as the educational, certification, and licensure requirements of a variety of holistic medicine and therapeutic practices.

## Social Sciences and Professions

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### **EDU 1430      Supporting Students with Diverse Abilities in K-12 Settings**

This course introduces students to the history, philosophy, legislation, and recommended practices for supporting children with disabilities and other diverse learners in K-12 settings with a focus on the paraeducator role. Strategies for ensuring inclusive learning environments that provide developmentally and age-appropriate instructional and learning support are discussed. Course topics include understanding disability categories, promoting access to the general curriculum, implementing accommodations and modifications, and fostering positive behavioral and social-emotional development. *Recommended prior or concurrent learning:* Perspectives on Development, Child Development, or a course focused on child development.

#### Essential Objectives:

1. Describe the historical, legal, and philosophical foundations of special education and explain the impact of past concepts on present theories, best practice, legislation, and attitudes.
2. Demonstrate an understanding of typical and atypical physical, social, emotional, cognitive, and linguistic development of children in K-12 settings.
3. Describe the characteristics and educational impacts of high incidence disabilities.
4. Explain how diverse and complex factors, including environment, culture, language, socio-economic conditions, and adverse childhood experiences, can impact the development of children with diverse abilities.
5. Describe evidence-based instructional practices and adaptations in school settings, including strategies for implementing universal design for learning.
6. Describe when and how paraeducators help collect student data and monitor student progress at the direction of licensed staff.
7. Discuss trauma-informed practices and strategies for providing students with behavioral and social-emotional support.
8. Describe the rights of children with disabilities and how to ensure legal, confidential, and ethical practices in all behavioral and academic interventions.
9. Explain the roles, responsibilities, and legal requirements of paraeducators within an instructional team.
10. Examine strategies to effectively collaborate with teachers, specialists, administrators, families, and other team members to support individualized education plans (IEPs) and student success.

### **EDU 2470      Literacy and Math Instruction and Intervention for Paraeducators**

This course introduces paraeducators to essential concepts and practices in math and literacy instruction for K–12 students. Students explore developmental learning stages, instructional strategies, and intervention techniques to support diverse learners in inclusive classroom settings. Emphasis is placed on assisting with small-group and one-on-one instruction, implementing evidence-based interventions, and using informal assessments to monitor student progress. Students gain the skills needed to effectively support classroom teachers and contribute to student success in mathematics and literacy. *Recommended prior or concurrent learning:* Perspectives on Development, Child Development, or a course focused on child development.

#### Essential Objectives:

1. Describe the historical, social, and philosophical foundations of literacy and math instruction and explain the impact of past concepts on present theories, best practice, and attitudes.
2. Explain foundational concepts in math and literacy instruction relevant to K–12 learners, including developmental stages and learning progressions.

3. Describe the characteristics and educational impacts of high incidence learning disabilities on literacy and math.
4. Identify and apply evidence-based instructional strategies for supporting students in math and literacy, including how to adjust approaches based on observation and team feedback.
5. Identify and apply informal assessment tools and observation techniques to monitor student progress in math and literacy, communicate findings to the instructional team, and help adjust instructional supports as appropriate.
6. Identify and apply strategies for facilitating students' independent use of tools and resources.
7. Discuss classroom management and engagement techniques that foster a positive learning environment during math and literacy instruction.
8. Reflect on the role of the paraeducator in promoting equitable access to math and literacy instruction, including trauma-informed practices, cultural responsiveness, and support for multilingual learners.
9. Discuss strategies for collaborating effectively with classroom teachers and specialists, including the importance of professional communication and teamwork.

## **EDU 2520      Observation, Documentation, and Assessment in ECE**

This course focuses on the creation, analysis, and application of authentic and inclusive observations, documentation, and assessment in early childhood education or afterschool settings. Students learn how to apply theories of learning to their work as objective observers, documenters, and assessors of children's development, behavior, and learning over time and context. Students also learn how to use these skills when making informed choices and advocating for high-quality, developmentally appropriate educational practices and interventions. Recommended prior learning: A course in child development.

### **Essential Objectives:**

1. Describe the essential role that systematic observation, documentation, and assessment play when making informed choices in early childhood education and afterschool settings.
2. Practice conducting observations of children in a professional and objective manner.
3. Create professional level documentation of children's progress using a variety of modalities.
4. Select, administer, or recommend formal and informal assessments of children, environments, and teaching practices and describe how to utilize them in alignment with Developmentally Appropriate Practices (DAP).
5. Apply child development and learning theory when interpreting observations, documentation and assessments to guide DAP.
6. Use observations, documentation, and assessment to effectively communicate the cumulative impact of high-quality education practices and children's learning, growth, and progress over time.
7. Assess the appropriateness and reliability of different observations, documentation, and assessment methods and resources in specific educational situations.
8. Identify the impact of personal, racial, and cultural biases that educators and tools bring to the practice of observation, documentation, and assessment.

## **PSY 2070      Lifespan Developmental Psychology**

This course offers an overview of the human developmental process throughout the life cycle, which includes the social, moral, emotional, cultural, physical, and cognitive aspects of growth. Students are encouraged to explore their own development. A variety of relevant theories are integrated into the life-span overview.

### **Essential Objectives:**

1. Describe major psychological theories of human development and discuss how they explain growth throughout the lifespan.
2. Identify and explain key developmental milestones in physical, cognitive, moral, emotional, and social domains from prenatal development through late adulthood.
3. Analyze the influence of biological, environmental, and cultural factors on human development at different stages of development.

4. Describe the process and application of the scientific method in developmental psychology, including ethical issues and how research informs contemporary topics in the field.
5. Explain how knowledge created in the field of developmental psychology has contributed to and/or been used to create, maintain, or dismantle social inequalities.
6. Critically reflect on personal development and how psychological theories and research inform one's understanding of the self and interpersonal relationships.

## Technology & Math

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### **CIS 1290      Generative AI: Principles & Applications, 1 cr**

This course introduces students to the principles and practical applications of generative artificial intelligence (GenAI). Students explore how emerging AI tools are transforming creativity, productivity, and problem-solving across industries. Applied activities engage students in hands-on exploration of generative AI systems to enhance workplace efficiency while critically evaluating their capabilities, limitations, and ethical implications. Emphasis is placed on prompt engineering, responsible use, and understanding how generative AI is shaping the future of technology and work.

#### Essential Objectives:

1. Identify and describe key tools, models, and use cases of generative AI across domains such as text, image, music, and data synthesis, with emphasis on their role in professional and creative contexts.
2. Apply prompt engineering techniques such as crafting, refinement, and multimodal customization to solve practical problems and enhance productivity in workplace or project settings.
3. Assess the quality, accuracy, and creativity of AI-generated content while identifying model limitations, sources of bias, and opportunities for improvement.
4. Discuss the ethical and legal issues associated with generative AI use; including copyright, bias, privacy, intellectual integrity, and responsible adoption in educational and workplace environments.
5. Explain current trends and future directions in generative AI applications and development.

### **CIS 2300      Ethical Hacking and Cyber Defense Lab, 1 cr**

Students develop and practice cybersecurity skills through hands-on, team-based, and competitive challenges. Students gain exposure to real-world security concepts through practical application. This lab provides a dynamic training ground for aspiring cybersecurity professionals, offering applied experience in identifying, analyzing, exploiting, and mitigating cyber threats within simulated environments. Recommended prior or concurrent learning: Introduction to Computer Science, Networking Foundations, or equivalent experience.

#### Essential Objectives:

1. Demonstrate the ability to identify, analyze, and mitigate common vulnerabilities through guided and competitive lab exercises involving network defense, forensics, and web application security.
2. Work collaboratively in team-based challenges to communicate findings, prioritize and coordinate defense strategies, and develop shared solutions under time constraints.
3. Identify career pathways and evaluate the skills required for industry-recognized certifications and professional roles.



### III. Approved Revisions to Existing Courses

Note: These are the revised and approved title, course description, and essential objectives.

#### Arts, Communication, and Humanities

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#### **ARH 2200**      **Multicultural Art in the United States** (*formerly HUM-2200*)

In this course, students examine 19th-21st century multicultural art in the United States and develop an expansive idea of beauty and aesthetic value that moves beyond the traditional art historical narrative. Students explore the value, quality, influence, and integrity of the artistic expressions of Native American and African American communities and of Americans from immigrant and refugee backgrounds.

##### Essential Objectives:

1. Evaluate artworks by Native American, African American, and Americans from immigrant and refugee backgrounds with special attention to the historical, social, economic, political, and cultural circumstances that surround their creation.
2. Define important terms such as colonialism, postcolonialism, neocolonialism, ethnocentrism, racism, and antiracism.
3. Identify how the power structures and systems of thought based in the European art historical narrative have shaped perceptions of art and aesthetic value.
4. Discover and reflect on how art history can work to re-center the experiences, stories, and various means of creative expression from these communities.
5. Discuss the effect of colonization and oppression on the arts and cultures of Native American, African American, and immigrant communities and individuals.
6. Identify the ways that individuals and communities demonstrate resilience, flexibility, and agency through artistic practice.
7. Examine how particular art/cultural objects may project a specific, inaccurate, or limited image of a culture.
8. Critically view and analyze artworks that specifically respond to the colonial narrative.
9. Analyze selected artworks using an art historical framework to situate the work within its visual, historical, social, and cultural context.

#### **ART 1070**      **Introduction to Jewelry**

Students explore the fundamentals of jewelry making including sawing, piercing, filing, sanding, and surface enrichment while creating chains, pendants, earrings, necklaces, pins, bracelets, and rings. Using metals, paper, beads, stones, found objects, fibers, and recycled materials, students design and construct pieces of wearable art. Students investigate jewelry as a craft and fine art and discuss the cultural and historical significance of jewelry as adornment.

##### Essential Objectives:

1. Demonstrate and apply techniques and processes of metalworking, such as sawing, filing, piercing, sanding, and texturizing metal plates.
2. Employ a variety of jewelry making techniques such as creating beads, beading, wire work, hinging, drilling, surface enrichment, and chain mailing.

3. Demonstrate knowledge of a variety of materials used in jewelry making by selecting the appropriate medium for a variety of methods and projects.
4. Conceptualize and design three-dimensional pieces of jewelry.
5. Explain and employ safe studio techniques.
6. Identify jewelry and other types of wearable ornamentation as a means of cultural and geographic expression.
7. Examine, discuss and critique artwork, including reference to the historical, social, and cultural context with emphasis on the impact of global and/or cultural diversity on the development of jewelry as an art form.
8. Design and complete individual projects.
9. Create a portfolio of mixed media projects.
10. Display finished works in a professional manner.

#### **ART 1210            Introduction to Adobe Creative Cloud**

This course is an introduction to the industry-standard software for professional designers. Students develop basic skills within the Adobe Creative Cloud software, applying their digital workflow across multiple Adobe programs to achieve effective solutions to design assignments. Students gain skills with design research, experimentation, and creative thinking across multiple projects in print and digital composition.

Essential Objectives:

1. Demonstrate fundamental skills across multiple Adobe apps using raster images, vector graphics, and page layout in print and digital compositions.
2. Develop a digital workflow across multiple Adobe Creative Cloud programs, including usage of various file formats.
3. Demonstrate methods for optimizing size, color, and quality of images and/or photographs for print and digital applications.
4. Create vector graphics and utilize tools to create, resize, and design type.
5. Create basic page layout using multiple forms of content.
6. Demonstrate the ability to properly store data, set appropriate permissions for cloud-based files and applications, and apply file management and file packaging processes on local and remote networks.
7. Examine and discuss images and design in their current and historical, cultural, and social contexts.
8. Discuss how digital technologies can perpetuate systems of inequality and/or can be used as tools for social transformation.
9. Create individual projects and display them in a professional manner.

#### **ART 2211            Painting I**

In this course, students explore beginning painting strategies in oils, acrylic, or watercolor. Emphasis is on process and investigation of various spatial structures in both representational and nonrepresentational modes. Students develop formal vocabulary, visual sensitivity, and manipulative skills. Recommended prior learning: Drawing I or Introduction to Studio Art.

Essential Objectives:

1. Demonstrate technical skills used in creating paintings including surface preparation and the proper use of brushes and/or knives.
2. Select and employ painting techniques including but not limited to ebauche, grisaille, scumbling, impasto, glaze, wash, wet-into-wet, dry brush, and spray techniques.
3. Explore color theory, values, form, light and shadow relationships, perspective, composition, and design.
4. Examine and discuss the historical, social, and cultural context of paintings with an emphasis on global or cultural diversity.
5. Explore the environmental impacts of conventional painting materials and the use of sustainable alternatives.
6. Demonstrate the environmentally safe use and disposal of materials.
7. Create and display a portfolio of paintings.

## **ART 2311      Printmaking**

Students explore materials, design considerations, and techniques in non-press print processes such as block printing, collography, monoprint, and silkscreen. Students also investigate the history and technology of printmaking.

Essential Objectives:

1. Demonstrate technical skills employed in a variety of printmaking techniques, such as monotypes, soft uneven prints, etchings, relief prints, silk screens, linoleum prints, and woodblock prints.
2. Illustrate printmaking processes by discussing choices of paper, color, mediums, techniques, and the printing process.
3. Identify and describe printing processes and technology such as engraving, etching, lithography, serigraphy, and off-set lithography.
4. Discuss the history of printing.
5. Examine, discuss and critique artwork, including reference to the historical, social, and cultural context with emphasis on the impact of global and/or cultural diversity on the development of printing as an art form.
6. Design and complete individual projects.
7. Create a portfolio of prints.
8. Display finished works in a professional manner.

## **ART 2315      Digital Photography II**

In this course, students deepen their exploration of aesthetics, composition, design, and image modification using digital photography techniques. Students study advanced techniques for both camera work and software applications designed for digital manipulation. Access to a digital camera is essential. Prerequisite: Digital Photography I.

Essential Objectives:

1. Identify and demonstrate advanced techniques in digital photography.
2. Adjust images through the use and understanding of tools such as color corrections, curves, use of layers, masking, paths, and others.
3. Demonstrate advanced printing techniques such as color balancing, monochrome printing, and the correlation of file size to print size.
4. Create images for use within web design, page layout, brochures, illustration, or standard photographic prints.
5. Produce images that demonstrate a personal aesthetic and creative style.
6. Explore various special effect techniques available through photographic manipulation software.
7. Demonstrate techniques to alter, repair, or enhance existing images.
8. Examine, discuss and critique artwork, including reference to the historical, social, and cultural context with emphasis on the impact of global and/or cultural diversity on the development of photography as an art form.
9. Design and complete individual projects demonstrating skills beyond a beginning level.
10. Create a portfolio of images
11. Display finished works in a professional manner.

## **COM 1015      Communication in the Early Childhood Education and Afterschool Workplace**

In this course, students develop effective communication and relationship-building skills for early childhood education and afterschool workplace settings. The course focuses on building effective communication skills with parents, colleagues, children, youth, and community partners. Emphasis is on active listening, observation, reporting, and the use of clear language in interpersonal and small group situations. This course introduces concepts that are aligned with the National Association for the Education of Young Children (NAEYC) Professional Standards for Early Childhood Educators: Standards 2, 4, & 6.

Essential Objectives:

1. Describe and apply effective and professional communication skills with children and adults, including reflective listening, assertiveness, negotiation, and conflict resolution. [NAEYC Standard 6c]

2. Evaluate and practice communication strategies to support respectful, reciprocal relationships with families, colleagues, and community partners, including advocacy and confidentiality. [NAEYC Standard 2a, 6a, 6c]
3. Explore factors that influence communication patterns across diverse communities and families, including the impact of culture, personal and family values, language, race, ethnicity, gender, socioeconomic conditions, stress and trauma, religion, age, and abilities on communication. [NAEYC Standard 2a, 6c]
4. Describe and practice communication strategies to support diverse children and families, including those with diverse abilities and special needs. [NAEYC Standard 2a, 2c, 4c, 6c]
5. Examine and practice written and oral communication strategies to engage families and communities in children's development and learning. [NAEYC Standard 2b, 6c]
6. Describe common roles for participants in team and small group activities and develop strategies for decision making. [NAEYC Standard 6c]
7. Demonstrate effective and professional oral and written communication skills with varied and diverse audiences in the early childhood education workplace. [NAEYC Standard 6c]
8. Reflect on one's own communication style and develop strategies for improved communication skills based on individual professional goals. [NAEYC Standard 6c, 6d, 6e]
9. Prepare a formal presentation that demonstrates proficiency using the CCV Oral Communication Rubric.

### **COM 1180      Storytelling through Media**

This course investigates the essence and power of storytelling, revealing how narrative can be effectively applied in a range of contexts and across multiple media platforms to achieve specific goals for various entities, including businesses, nonprofit organizations, government agencies, and political or social campaigns. Students explore the opportunities and perils of storytelling with regard to audience engagement and apply their learning to demonstrate proficiency in developing their own stories and selecting appropriate media technology and delivery strategies to convey these.

#### **Essential Objectives:**

1. Examine the significance of traditional storytelling to the human experience and explain how people respond to and connect with spoken, visual, and written messages.
2. Define storytelling in the public sphere and discuss the role and significance of storytelling through media in the 21st century.
3. Discuss how storytelling can develop a message or image that expresses the essence of an entity, resonates emotionally with a targeted audience's needs and wants, and achieves the goal of the message.
4. Analyze strategies and concepts applied to communication projects and delivered through various media channels and evaluate their effectiveness in eliciting the desired response from targeted audiences.
5. Create narratives across multiple digital platforms by integrating text, image, and sound to convey desired messages to select audiences.
6. Discuss the social and ethical responsibilities of the storyteller in the contemporary context.
7. Understand the personal, professional, civic, and ethical challenges posed by new media, including privacy issues, intellectual property, and the use of artificial intelligence.
8. Prepare a formal presentation that demonstrates proficiency using the CCV Oral Communication Rubric.

### **ENG 1020      Introduction to Research Methods**

This writing course introduces students to research methods across social science disciplines. Topics include various methodologies (e.g., interviewing, questionnaires, observation, literature search, data collection), presentation formats (e.g., written vs. oral), and APA style documentation procedures. It also examines library and web-based research techniques. This course fulfills the research and writing intensive requirement. Students must complete a final research paper with a grade of C- or better in order to pass this course. Prerequisite: English Composition

#### **Essential Objectives:**

1. Demonstrate research methodologies commonly used in the social sciences, including formulating and narrowing research questions, observation, survey design, interviewing, and presentation skills (oral & written).
2. Compare and contrast quantitative and qualitative research methods used to study human behavior.

3. Demonstrate information literacy skills: distinguish between and utilize both primary and secondary sources; perform library and web-based literature searches; and evaluate data and resources for credibility, reliability, and validity.
4. Demonstrate the ability to apply APA citation style in academic writing by parenthetically citing sources in the text and correctly compiling them in the relevant end sources page.
5. Compose, revise, and edit a research-driven final paper that includes a thesis, addresses an academic research question, integrates five or more scholarly and professional sources, including primary and secondary evidence as needed, and demonstrates writing proficiency by achieving a grade of C- or better.

## **ENG 1062      English Composition II**

This course is an introduction to interdisciplinary writing and an opportunity to refine critical reading and writing skills. Students construct complex essays, enhance their writing skills, and experiment with a greater variety of strategies to interest, inform, and persuade. Students must complete a final research paper with a grade of C- or better in order to pass this course. This course fulfills the research and writing intensive requirement. Prerequisite: English Composition.

### **Essential Objectives:**

1. Explore through reading, writing, and critical discussion, a broad range of texts from a variety of genres such as memoir, travel, argument, satire, humor, and reflection.
2. Write and revise essays that demonstrate a variety of rhetorical strategies designed to meet the needs of specific audiences.
3. Develop complex positions or arguments through writing, synthesizing personal ideas with information, arguments, and perspectives in order to support a claim and create new meaning, insight, and understanding.
4. Analyze and evaluate underlying strategies in selected works to define specific rhetorical components and evaluate their purpose and power.
5. Distinguish opinions, facts, inferences, and persuasive approaches in primary and secondary sources.
6. Demonstrate the ability and willingness to approach a particular idea, problem, task, or writing goal from multiple perspectives.
7. Develop a process for getting started, developing, and structuring drafts, as well as revising toward a final product.
8. Examine and practice variations in style with the aim of developing a distinctive writing style of one's own.
9. Demonstrate information literacy skills: distinguish between and utilize both primary and secondary sources; perform library and web-based literature searches; and evaluate data and resources for credibility, reliability, and validity.
10. Demonstrate the ability to apply either APA or MLA citation styles in academic writing by parenthetically citing sources in the text and correctly compiling them in the relevant end sources page.
11. Compose, revise, and edit a research-driven final paper that includes a thesis, addresses an academic research question, integrates five or more scholarly and professional sources, including primary and secondary evidence as needed, and demonstrates writing proficiency by achieving a grade of C- or better.

## **ENG 1310      Introduction to Literature**

In this course, students read a culturally diverse selection of fiction, poetry, and drama with an emphasis on how to study literature: understanding plot and character, identifying themes and the author's point of view, and analyzing techniques in prose and verse. This course fulfills the research and writing intensive requirement. Students must complete a final research paper with a grade of C- or better in order to pass this course. Prerequisite: English Composition.

### **Essential Objectives:**

1. Describe the formal elements of the novel, short fiction, poetry, non-fiction, and drama.
2. Define literary elements such as theme, character, plot, imagery, setting, point of view, and symbolism.
3. Analyze how writers use formal and literary elements to express ideas, emotions, and cultural values.
4. Identify figurative uses of language such as irony, metaphor, and personification from a wide range of literary works.

5. Describe the cultural and historical context of selected works of literature and explain the impact of global and/or cultural diversity on the development of these works.
6. Discuss the contributions of selected works of literature to social change, thought, and/or well-being on an individual or collective level.
7. Write short reaction papers and analyses of a wide range of selected literary works, critically editing drafts for precision and clarity as well as correct mechanics.
8. Demonstrate information literacy skills: distinguish between and utilize both primary and secondary sources; perform library and web-based literature searches; and evaluate data and resources for credibility, reliability, and validity.
9. Demonstrate the ability to apply MLA citation style in academic writing by parenthetically citing sources in the text and correctly compiling them in the relevant end sources page.
10. Compose, revise, and edit a research-driven final paper that includes a thesis, addresses an academic research question, integrates five or more scholarly and professional sources, including primary and secondary evidence as needed, and demonstrates writing proficiency by achieving a grade of C- or better.

### **ENG 1350      World Mythology**

This course is an exploration of the meaning of mythology and the evolution of mythical thought from an interdisciplinary standpoint. Consideration is given to mythology as an explanation of the way the world is ordered and how human beings respond to that order. Students explore a diverse range of myths from cultures around the world and examine the relevance of myths in our daily lives.

#### **Essential Objectives:**

1. Examine myths from the perspective of various disciplines and world cultures.
2. Compare and contrast different cultural approaches to myth while recognizing the universality of mythical themes.
3. Analyze the connection between myths and human development.
4. Compare and contrast the journeys of male and female heroes.
5. Examine cultural paradigms and explain how myths can define a culture's ideals.
6. Interpret mythical images, themes, and archetypes in written works and art forms.
7. Determine the relevance and importance of myths in our modern world and in the student's personal development.
8. Analyze and critique the relationship between mythology and social injustices.

### **ENG 2050      Global Issues in the Media**

This writing course examines the worldwide reporting of key issues in a range of audio, print, and electronic media. Students study and write about several of the most significant issues facing today's world and discover how the language and style employed in creating and communicating news can affect public understanding and response to world events. Students must complete a final research paper with a grade of C- or better in order to pass this course. This course fulfills the research and writing intensive requirement. Prerequisite: English Composition

#### **Essential Objectives:**

1. Explore and analyze how a diversity of media sources (including radio, television, blogs, the foreign press, newspapers, weeklies, and narrative journalism) cover important global issues.
2. Analyze the role of journalism and journalists at important times throughout history and learn the role of journalists within news organizations to better understand collection, evaluation, and dissemination of information as it relates to the research process.

3. Discuss and describe the purpose and power of rhetoric - including the media's use of informal spoken communication, sound bites, images, and speeches - and how it relates to understanding ethical issues involved in reporting and interpreting media communication.
4. Critically examine and reflect on the ways perception of contemporary world events is shaped by the medium in which they are communicated, including social media, crowd-sourced reporting, and official and unofficial blogs.
5. Examine global news reporting across different media platforms, both national and international, for differences in the selection of stories, and explore racial, gendered, historical, political, economic, and cultural biases in reporting.
6. Demonstrate consistent and confident use of standard English conventions, including grammar, usage, organization, and mechanics.
7. Demonstrate information literacy skills: distinguish between and utilize both primary and secondary sources; perform library and web-based literature searches; and evaluate data and resources for credibility, reliability, and validity.
8. Demonstrate the ability to apply either APA or MLA citation styles in academic writing by parenthetically citing sources in the text and correctly compiling them in the relevant end sources page.
9. Compose, revise, and edit a research-driven final paper that includes a thesis, addresses an academic research question, integrates five or more scholarly and professional sources, including primary and secondary evidence as needed, and demonstrates writing proficiency by achieving a grade of C- or better.

### **ENG 2370      Detective Fiction**

This course introduces detective fiction, a unique mystery subgenre, that is studied with an emphasis on defining and appreciating its evocative style and influence on a variety of cultures.

Essential Objectives:

1. Identify specific characteristics associated with detective fiction.
2. Define basic literary elements such as theme, character, plot, imagery, point of view and narrative technique, and explain how these elements are used to express ideas, emotions and values in specific works.
3. Compare and contrast important authors and their works.
4. Describe the diverse social, cultural, global, and historical factors that impact specific writers and their works.
5. Evaluate significant contributions of detective fiction writers to literature, cinema, and culture.

### **ENG 2510      Women & Literature**

This course is a survey of women and literature from broad and culturally diverse perspectives. It includes the study of writings by women authors, women as characters in fiction, and the condition of women as theme and subject matter in literature. Students explore the use of literary elements and analysis as they examine the social and historical contexts that have determined the roles of women around the world and through different time periods.

Essential Objectives:

1. Distinguish between literary genres, such as the novel, short fiction, poetry, non-fiction and drama.
2. Define literary elements such as theme, character, plot, imagery, setting, point of view, and symbolism.
3. Explain how writers use literary elements to express ideas, emotions, and values in specific works.
4. Describe the cultural and historical context of selected works of literature.
5. Discuss the ways in which literature illuminates the societal expectations of women across various cultures and times.
6. Examine the ways in which the patriarchal Western literary canon has marginalized women and individuals with diverse gender identities.
7. Ascertain patterns of self-discovery and self-assertion in literature.
8. Determine the social and literary significance of the roles in which women are cast and how they reflect, reinforce, or challenge societal expectations of gender norms and cultural values.

9. Critically analyze selected literary works.

### **FLM 2060      Digital Filmmaking II: Nonfiction Filmmaking**

This course builds on the skills acquired in FLM-1050, Digital Filmmaking I, to create more complex, nonfiction productions. Students refine skills in cinematography, lighting, sound capture, sound mix, and digital editing. Students complete hands-on short film projects in documentary, promotional, and community-based storytelling, supported by research.

Prerequisite: Digital Filmmaking I.

Essential Objectives:

1. Demonstrate proficiency in the use of camera, lighting, sound recording, and editing skills that reflect personal vision and communicate compelling nonfiction stories.
2. Develop complex story ideas, scripts, and storyboards for short films in documentary, promotional, and community-based storytelling.
3. Apply skills of professional filmmaking, including camera work, lighting, sound recording, and editing to enhance visual story and effectively communicate message.
4. Analyze and critique the nonfiction film genre related to short film projects in historical, social, and cultural contexts and how they have influenced social change.
5. Create short film projects and discuss how the principles and practices of visual storytelling influence the creative decision-making process.
6. Develop a personal plan for continued interest in filmmaking by closely examining the career of a film professional.

### **HUM 1710      Special Topics: Modern American Censorship**

This course explores the powerful forces that shape how information is created, controlled, and consumed. From ancient empires to modern democracies, propaganda and censorship have been wielded to influence public opinion, suppress dissent, and construct cultural narratives. Students examine historical case studies, contemporary media landscapes, and fictional portrayals to understand how bias infiltrates communication and perception.

Essential Objectives:

1. Define censorship as a concept.
2. Explain the philosophical, political, religious, and ethical perspectives and motivations that lead to conflict over censorship.
3. Outline the history and the development of propaganda and censorship in current American cultures.
4. Discuss the relationship between censorship, bias, and propaganda as it relates to media and the dissemination of information in American society.
5. Analyze the history of censorship-related legislation and judicial responses to such legislation.
6. Examine the changes in American society that have resulted in changing standards of what is acceptable and what is taboo and the controversies surrounding the definition of what constitutes artistic freedom.
7. Describe the belief in the democratization of information and its impact on personal perspectives.
8. Analyze the impact that censorship, bias, and propaganda have on marginalized demographic groups.

### **HUM 2010      Seminar in Educational Inquiry**

Inquiry is the foundation for this interdisciplinary capstone course. It provides a forum for critical thinking about substantive issues, problems, and themes that affect the world, our society, our communities, and ourselves. Throughout the semester, students are challenged to ask critical questions, evaluate evidence, create connections, and present ideas in discussions and writing. This process prepares students for developing and presenting a culminating portfolio through which they demonstrate proficiency in writing and information literacy, as well as make connections to prior learning. Because the final portfolio is essential in demonstrating these proficiencies, students must complete the portfolio with a grade of C- or better to pass the course. This course is required for students planning to graduate and should be taken within the year prior to



graduation once all competency area requirements have been satisfied. Prerequisite: English Composition and a Research & Writing Intensive course or equivalent skills.

**Essential Objectives:**

1. Explain your educational experience and what it has taught you about how questions are framed and knowledge is gained.
2. Investigate the philosophical and ethical questions arising from issues pertaining to identity, community, knowledge, truth, change, and responsibility.
3. Demonstrate advanced reading, writing, and critical thinking skills in both group and individual work.
4. Locate, evaluate, and incorporate appropriate scholarly and professional sources, including primary and secondary evidence as needed, to address an academic research question.
5. Complete a culminating portfolio that includes:
  - a. A research paper with an arguable thesis that integrates five or more scholarly and professional sources to address an academic research question and demonstrates proficiency in writing and information literacy according to the SEI research paper rubric.
  - b. A reflective essay that articulates how the student's educational experience has influenced their understanding of themselves, personally and professionally, and the world.
  - c. A presentation related to the content of the paper.

**HUM 2150 Celtic Cultures: Myth, Music, and Memory**

In this interdisciplinary course, students explore the rich tapestry of Celtic culture spanning Ireland, Scotland, Wales, Brittany, Cornwall, the Isle of Man, and beyond through their shared mythology, folklore, music, art, and historical traditions. Students examine how common themes in Celtic legend and song reflect broader societal values and beliefs, and how these stories continue to influence contemporary cultural identity. Through readings, multimedia, and hands-on engagement with Celtic artistic expressions, learners gain insight into the diversity and unity of Celtic societies across time and geography.

**Essential Objectives:**

1. Identify major themes in Celtic mythology, folklore, music, and visual arts, and examine how these reflect the historical and cultural circumstances of various Celtic societies, including Ireland, Scotland, Wales, Brittany, Cornwall and the Isle of Man.
2. Critically analyze a broad selection of early and modern Celtic cultural expressions, including literature, oral traditions, music, and visual media, focusing on how they portray cultural identity, political change, religious belief, gender roles, and social transformation across different Celtic regions.
3. Define literary and artistic elements such as theme, character, symbolism, narrative structure, musical motifs, and visual style, and discuss how these are employed distinctively within Celtic cultural traditions.
4. Compare written and oral Celtic narratives to their adaptations in contemporary media, including film, music, and digital storytelling, examining how artistic interpretation and multimedia techniques influence the portrayal of Celtic history and identity.
5. Describe the revival and evolution of traditional Celtic music and art, and evaluate their roles in shaping modern cultural identity, community life, and artistic innovation within and beyond Celtic regions.
6. Discuss the role of Celtic literature, folklore, music, and visual culture in shaping global perceptions of "Celticness," and critically assess what cultural understanding is gained or lost in the international transmission and adaptation of Celtic traditions.
7. Explore the intersection of Celtic pagan traditions with Christianity as it took hold in the region and how religious movements, including neopaganism, have adapted Celtic pagan traditions to reflect their own values.

**MUS 1010 Music Appreciation**

Music appreciation gives students the skills to listen to and better understand music. Through guided listening and reading, students become familiar with the elements of music and explore music in different styles, genres, historical periods, and cultures.

Essential Objectives:

1. Recognize and describe the fundamental elements of music: rhythm, melody, harmony, and texture.
2. Distinguish among the many musical forms, from simple phrases and themes to the more complicated compositional structures.
3. Explore the history of music and how it developed alongside human civilization, from pre-historic, ancient music to the modern era.
4. Identify and discuss the different forms of Western music and identify the major periods of music development from the medieval to the present.
5. Examine, and discuss examples of music with reference to the historical, social, and cultural context with emphasis on the impact of global and/or cultural diversity.

**PHI 2010            Comparative Religion**

This course introduces and compares such major religions as Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, and Taoism. Students study mythical, ethical, and cultic aspects of these religions through reading and discussion of both sacred writings and literature of religious commentary.

Essential Objectives:

1. Trace the history and mythological origins of the world's major religions.
2. Interpret the stories, myths, and scriptures associated with the world's religions.
3. Compare the beliefs, ethical teachings, and rituals of selected religions.
4. Examine the role religion plays in individual lives and in the global community.
5. Analyze the ways in which the world's religions connect and conflict through their histories, beliefs, and practices.
6. Analyze and critique the relationship between religion and the role it can play in social justice and social injustices.

**PHI 2080            Science & Spirituality**

This course examines the evidence of potential common ground between mystical, spiritual, and scientific perspectives on the nature of reality. Modern scientific discoveries relative to the writings of clerics, mystics, and poets from major religions and other spiritual traditions are discussed and explored.

Essential Objectives:

1. Compare and contrast the writings of selected mystics, clerics, poets and other spiritual sources with those of prominent theorists and scholars from the scientific community.
2. Discuss recent scientific experiments where evidence seems to confirm that there are links between the natural and supernatural previously considered to be outside the realm of science.
3. Describe those aspects of scientific theory that confound our previous beliefs about the nature of physical reality.
4. Trace the history of scientific inquiry and the evolution of scientific thought from Aristotle and Thomas Aquinas to the mechanical universe of Newton and Descartes and on to Einstein, Niels Bohr, David Bohm and the "new" science.
5. Describe the nature of "unseen reality" from the perspective of different spiritual sources.
6. Compare and contrast a spiritual and a scientific approach to defining and addressing a social justice problem and propose a just solution.

**Business and Accounting**

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Staff Co-Chair: Julie Dalley      [julie.dalley@ccv.edu](mailto:julie.dalley@ccv.edu)

**ACC 1050            Fundamentals of QuickBooks**

This course is an introduction to QuickBooks Pro accounting software including setting up a new company and chart of accounts; recording transactions with customers, vendors and employees; managing lists; running and customizing reports; changing forms; and generating letters. Recommended prior learning: Financial Accounting, Office Accounting, or equivalent skills.

**Essential Objectives:**

1. Compare and contrast online and desktop versions of QuickBooks.
2. Describe the benefits of using QuickBooks.
3. Learn to set up a QuickBooks accounting system for a new company including charts of accounts, adding customers, vendors, and employees, and customizing invoices.
4. Practice writing checks, making deposits, reconciling banks statements, and entering credit card charges using QuickBooks.
5. Practice adding customers, adding jobs, recording cash sales, invoicing, printing customer reports, and receiving payment on invoices in QuickBooks.
6. Practice paying and entering bills, paying sales tax and payroll taxes, paying employees, and printing both vendor and payroll reports in QuickBooks.
7. Review and understand financial reports including balance sheets, profit and loss statements, and cash flow statements.

**BUS 2140      Personal Finance**

A study of the tools used in personal financial planning. The student is introduced to the process used by professional planners and shown how this can be helpful in planning their own financial futures.

**Essential Objectives:**

1. Devise a strategy for cash management including budgeting, cash flow, checking accounts, savings accounts, and interest-bearing short-term investments.
2. Demonstrate how to interpret their own personal financial statement including items such as: bank statements, credit card statements, medical bills, and pay stubs.
3. Understand the relationship between their personal financial position and their life goals.
4. Understand and apply the concept of time value of money to personal financial decisions.
5. Discuss the various types and methods of acquiring personal debt with an emphasis on cost and tax implications.
6. Develop the knowledge of various types of insurance and how to determine the need for that product.
7. Understand and demonstrate the relationship between risk and reward, return, and tax liabilities.
8. Understand the basic elements of investing in financial instruments such as stocks, bonds, and mutual funds and their tax implications.
9. Understand the basic elements of retirement planning and investment strategies such as 401K plans, IRA's, defined contribution plans, and other financial tools.
10. Discuss the ethical and legal issues associated with personal financial planning.

**BUS 2440      Introduction to Business Law**

This course provides an introduction to the principles and practices of law as it applies to business operations and the legal and constitutional environment of business. The course focuses on contract law, the Uniform Commercial Code, negotiable instruments, commercial transactions, debtor and creditor rights, bankruptcy, and agency relationships.

**Essential Objectives:**

1. Describe the organization of state and federal legal systems, including court hierarchies and sources of law.
2. Explain how the civil legal system provides for the resolution of business disputes.
3. Discuss the general principles of contracts, partnerships, corporations, real and personal property, commercial transactions, and bankruptcy.
4. Define and correctly use the basic legal terminology associated with business transactions.

5. Differentiate among the various legal documents used in business transactions.
6. Examine the online digital environment as it relates to business law including cyber-crime, cyber-torts, e-contracts, and cybersecurity.
7. Apply the Uniform Commercial Code to business contracts and negotiations.
8. Describe common legal problems arising in a business context, avenues of resolution, and possible outcomes given current legal standards and precedent.
9. Discuss common ethical considerations likely to arise in a business law context.
10. Identify resources that can provide guidance in the solution to legal problems.

## Science & Allied Health

Faculty Co-Chair: Joseph Dionne  
 Staff Co-Chair: Jennifer Guarino

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### **AHS-1045 Introduction to Healthcare**

This course provides students with an introduction to the professional healthcare workplace. Students explore current trends as well as the legal and ethical responsibilities of healthcare professionals. Students gain knowledge and practical skills in communication, workplace safety, physical assessment, and caregiving. Basic concepts in medical math, medical terminology, human biology, and human development are introduced.

#### Essential Objectives:

1. Identify fundamental components of the healthcare delivery system, including technology, current trends, and challenges.
2. Identify biases in healthcare, including discrimination, implicit bias, and systemic racism, and the impact they have on the health outcomes of individuals and groups.
3. Describe professional conduct in the healthcare workplace, including expected attitudes, behaviors, standards of dress and hygiene, and teamwork in the care of others.
4. Demonstrate effective oral and written communication techniques for a healthcare setting to include communication with patients, co-workers, supervisors, and diverse populations.
5. Describe the ethical and legal responsibilities in a healthcare setting, including the protection, documentation, and secure management of patient health information within electronic health records (EHR), in accordance with the Health Insurance Portability and Accountability Act (HIPAA) and other regulatory standards.
6. Demonstrate personal and workplace safety techniques, including infection control procedures, body mechanics and safe lifting, and environmental hazards in a healthcare setting.
7. Employ knowledge of basic body systems and human development to discuss wellness and disease states.
8. Demonstrate math skills and recording standards associated with common measurements, conversions, and calculations in a healthcare setting.
9. Demonstrate and practice physical assessment skills, including obtaining vital signs, height and weight measurements, and general assessment, such as pain evaluation and psychosocial observations.
10. Explore the scope and diversity of career opportunities in healthcare, establish professional goals, and outline steps to achieve those goals through assignments such as informational interviews, job shadows, or other career-exploration activities.

### **AHS-1410 Introduction to Phlebotomy**

This course provides students with an overview of the techniques, equipment, standards of care, safety considerations, diagnostic procedures, and collection protocols related to the field of phlebotomy. Students will participate in a minimum of 20 hours of practical instruction and skills development in phlebotomy in addition to academic content associated with the corresponding procedures. Professionalism, communication, and intercultural competencies will also be modeled and

practiced. The course aligns with the Certified Phlebotomy Technician exam administered by the National Healthcareer Association.

**Essential Objectives:**

1. Describe the roles and qualifications of the phlebotomist and other clinical laboratory professionals, and identify the various laboratory departments in which they work.
2. List and define various regulatory bodies, policies, and associated abbreviations that pertain to the field of phlebotomy, including the College of American Pathologists (CAP), the Occupational Safety and Health Administration (OSHA), The Joint Commission (TJC), the Environmental Protection Agency (EPA) and the Health Insurance Portability and Accountability Act (HIPAA), and describe their impact on hospitals, clinics, and medical offices.
3. Explain the regulations and protocols regarding workplace safety, operational standards, and exposure control precautions, including the Bloodborne Pathogen Standard.
4. Identify and describe circumstances, considerations, and risk factors that may complicate or impact procedures.
5. Describe the techniques and procedures involved in the appropriate collection of blood specimens, including Standard Precautions and patient preparation.
6. Evaluate appropriate additives used in blood collection, how they work, color coding used with each type, proper order of draw when additives are required, and special precautions when using additives.
7. Identify and explain special collection procedures including timed specimens, metabolism evaluation tests, forensic tests, therapeutic tests, blood donation, and non-blood specimen processing.
8. Describe laboratory standards, regulations, and procedures associated with the collection, storage, transportation, and disposal of specimens including the distribution of laboratory results and chain of custody guidelines.
9. Demonstrate proficiency in understanding, interpreting, evaluating and applying quantitative data and information.
10. Identify and describe the impact of discrimination, bias, systemic racism, and sociocultural factors on the health outcomes of protected individuals and marginalized groups.
11. Demonstrate effective communication techniques, professional conduct in a healthcare environment, standards of dress and hygiene, and teamwork as they relate to interactions with patients, colleagues, and diverse populations.

**Laboratory Objectives:**

1. Identify and describe blood collection equipment, proper identification of patient and of specimens, proper selection and preparation of skin puncture site, and selection of antiseptic.
2. Describe and demonstrate methods for preventing exposure incidents by following work practice controls, using engineering controls and personal protective equipment, practicing good personal hygiene, and properly cleaning and disinfecting equipment and supplies.
3. Demonstrate the blood collection process from application of personal protective equipment to patient discharge.
4. Demonstrate post-puncture care and appropriate disposal of sharps, needles, and waste.
5. Describe special collections of other body fluids including urine, throat cultures, nasal swabs, and wound cultures.
6. Demonstrate best practices for patient interactions, including intercultural competency, professionalism, and patient-centered care.

**BIO-1030            Introduction to Nutrition**

This course introduces students to the physiological basis of nutrition and evaluates dietary requirements. Emphasis is placed on metabolism, digestion, and nutrients used in the human body and the nutrition involved in health, disease, and aging.

**Essential Objectives:**

1. Distinguish current peer-reviewed scientific evidence from unsubstantiated statements related to nutrition.

2. Describe how Dietary Reference Intakes (DRIs) are established and how they compare for individuals based on nutrition, disease, and aging.
3. Outline current dietary guidelines that promote disease prevention and meet nutritional and caloric needs throughout the lifecycle.
4. Describe the digestion and absorption of carbohydrates, proteins, and lipids with an emphasis on organs, hormones, and enzymes.
5. Evaluate and discuss the biological role of vitamins and minerals in maintaining homeostasis.
6. Analyze how carbohydrates, fats, and proteins are broken down to harvest energy and describe the conditions by which each of these molecules is metabolized.
7. Record and evaluate diets for nutritional and caloric adequacy and safety.
8. Demonstrate proficiency in understanding, interpreting, evaluating, and applying quantitative data and information.
9. Explain how knowledge created in the natural sciences has contributed to the creation, maintenance and dismantling of social inequalities and discuss the impacts of diversity and inclusion on scientific research and practice.
10. Investigate the role of sociocultural, environmental, and political determinants on food accessibility and nutritional equity in diverse and economically disadvantaged populations.

## **BIO-2012      Human Anatomy and Physiology II, 4 credits**

This is the second semester of a two-semester course that examines the structure and functions of the human body emphasizing and building upon the concepts learned in Human Anatomy & Physiology I. Topics include special senses, endocrine system, blood, cardiovascular system, respiratory system, digestive system, urinary system and reproductive system. This is a laboratory course that involves hands-on or simulated laboratory experiences. Prerequisite: Human Anatomy & Physiology I.

### **Essential Objectives:**

1. Examine and explain the function of the special senses, including taste, hearing, equilibrium and sight.
2. Describe the gross and microscopic anatomy of the major endocrine glands and discuss their associated hormones, and the mechanisms involved in their regulation.
3. Discuss the composition of blood and the role of each of its components and be able to explain the fundamentals of immunity.
4. Describe the gross and microscopic anatomy and the physiology of the regulation of the cardiovascular system.
5. Identify the gross and microscopic anatomical components of the respiratory system and be able to describe the physiology of the regulatory mechanisms of this system.
6. Describe the gross and microscopic anatomy of the digestive system and understand nutrient digestion and absorption of food components.
7. Understand and explain the gross and microscopic anatomical components of the urinary system, including its role in fluid and electrolyte balance.
8. Identify the gross and microscopic anatomical components of the reproductive system, reproductive hormones, and their effects on reproductive function as well as on general body structure and metabolism.
9. Describe diseased states and how they impact different organ systems.
10. Demonstrate proficiency in understanding, interpreting, evaluating and applying quantitative data and information.
11. Explain how knowledge created in the natural sciences has contributed to the creation, maintenance and dismantling of social inequalities and discuss the impacts of diversity and inclusion on scientific research and practice.

### **Lab Objectives:**

1. Apply knowledge of the scientific method to:
  - a. formulate and evaluate real-world scientific questions;
  - b. ethically plan and implement accurate data collection;
  - c. analyze and evaluate data;

- d. generate conclusions based on analysis and justify claims with evidence;
  - e. integrate the related work of other scientists; and
  - f. propose ideas for further inquiry.
2. Communicate findings in a format appropriate to the discipline and type of investigation, such as a laboratory notebook, laboratory report, observational study, field investigation report, poster, or presentation using appropriate evidence to support these findings.
  3. Understand the structure and purpose of peer-reviewed publications.
  4. Complete labs in the following areas: function of the senses, endocrine system, blood, cardiovascular system (including the heart and blood vessels), lymphatic system and immune function, respiratory system, digestive system, renal physiology, reproductive system, and fluid and electrolyte balance.
  5. Evaluate scientific information for validity, accuracy, reliability, and methodology.
  6. Identify and follow lab safety techniques that are aligned with CCV's Chemical Hygiene Plan, Lab Safety Agreements, and chemical Safety Data Sheets (SDS).

### **BIO-2120            Elements of Microbiology, 4 credits**

This course offers the student an opportunity to examine organisms that are too small to see with the naked eye and is a comprehensive study of the basic principles of microbiology. A brief survey of the history of the science is given. Emphasis is placed on understanding the variety and differences of microbes and their relationship to humans. Includes a lab component. Prior successful completion of BIO-2012, Human Anatomy and Physiology II, is recommended.

#### **Essential Objectives:**

1. Compare the theoretical aspects of historical development in the field of microbiology to current concepts of microbiology.
2. Identify macroscopic and microscopic morphology of common microbial isolates.
3. Apply the theoretical and practical aspects of physical and chemical methods used to control microorganisms.
4. Explain the relationships that can exist between host and microorganism.
5. Discuss the disease process as it relates to common microbial pathologies.
6. Model and explain the theoretical and practical aspects of culturing and staining bacteria.
7. Demonstrate proficiency in understanding, interpreting, evaluating, and applying quantitative data and information.
8. Explain how knowledge created in the natural sciences has contributed to the creation, maintenance and dismantling of social inequalities and discuss the impacts of diversity and inclusion on scientific research and practice.

#### **Lab Objectives:**

1. Apply knowledge of the scientific method to:
  - a. formulate and evaluate real-world scientific questions;
  - b. ethically plan and implement accurate data collection;
  - c. analyze and evaluate data;
  - d. generate conclusions based on analysis and justify claims with evidence;
  - e. integrate the related work of other scientists; and
  - f. propose ideas for further inquiry.
2. Communicate findings in a format appropriate to the discipline and type of investigation, such as a laboratory notebook, laboratory report, observational study, field investigation report, poster, or presentation using appropriate evidence to support these findings.
3. Understand the structure and purpose of peer-reviewed publications.
4. Evaluate scientific information for validity, accuracy, reliability, and methodology.
5. Identify and follow lab safety techniques that are aligned with CCV's Chemical Hygiene Plan, Lab Safety Agreements, and chemical Safety Data Sheets (SDS).

**BIO-2340            Fundamentals of Ecology, 4 credits**

This course introduces students to the fundamentals of ecology. It provides an introduction to aquatic and terrestrial ecosystems, spatial and temporal changes in ecosystems, and the relationships between organisms within their environment. Students use sampling techniques common within the field to investigate ecological communities. Includes a lab component and field work. Prerequisite: BIO-1210 or BIO-1211

**Essential Objectives:**

1. Explain how the life sciences and the physical sciences integrate to inform the study of natural systems.
2. Explain the ecological terms population, community, and ecosystem, and how energy flows and matter cycles in nature.
3. Identify the major ecosystems and describe the ecological characteristics that make each of them distinct.
4. Explain how abiotic and biotic factors influence the biological diversity present in a given region.
5. Investigate ecological relationships between species and analyze their effects on population and community dynamics, including but not limited to competition, mutualism, commensalism, predation, parasitism, amensalism, and symbiosis.
6. Analyze the impacts of invasive and other non-native species on ecological communities and populations and investigate management strategies used to control their spread.
7. Explain how pollution can alter ecosystem function and how ecosystems can adjust to and recover from pollution's effects.
8. Explain how climate change is affecting community and population dynamics in a variety of ecosystems.
9. Discuss how ecological data informs natural resource management decisions.
10. Evaluate how human activities affect regional and global ecology and natural resource sustainability.
11. Explain how knowledge created in the natural sciences has contributed to the creation, maintenance and dismantling of social inequalities and discuss the impacts of diversity and inclusion on scientific research and practice.

**Lab Objectives:**

1. Apply the scientific method to design and carry out experiments and write lab reports.
2. Analyze and critique ecological experiments found in scientific publications.
3. Employ ecological sampling techniques, like transects and plots, to study aquatic and terrestrial communities.
4. Use mapping and GIS software to demonstrate how data is collected and analyzed for ecological communities.
5. Demonstrate proficiency in understanding, interpreting, evaluating, and applying quantitative data and information, and present findings to others through oral presentations, written materials, online resources, etc.
6. Apply proper techniques in using common scientific tools to collect data and describe how they work (i.e., microscopes, spectrophotometers, UV sterilizers, etc.).
7. Identify and demonstrate lab safety techniques that are in line with CCV's Chemical Hygiene Plan, Lab Safety Agreements, and chemical Safety Data Sheets (SDS).

**CHE-1031            General Chemistry I, 4 credits**

This is the first course of a two-semester sequence on the fundamental principles of chemistry. Topics include atomic structure, stoichiometry, gas laws, thermochemistry, modern atomic theory, liquids and solids, and molecular structure. Includes a lab component. Prior learning in College Algebra or equivalent is strongly recommended. Prerequisite: Intermediate Algebra or above.

**Essential Objectives:**

1. Distinguish between the chemical and physical properties of matter.
2. Demonstrate mathematical proficiency within the SI measurement system.
3. Classify and use balanced chemical equations to solve stoichiometric problems.



4. Use systematic nomenclature and standardized symbols to represent atoms, molecules, ions and chemical reactions.
5. Determine the solubility, concentration and ionic properties of compounds dissolved in aqueous solution and apply these concepts to the solution of physical problems.
6. Describe the intermolecular forces influencing properties of gases, liquids, and solids.
7. Use theoretical models to predict atomic structure, chemical bonding, and molecular geometry.
8. Apply simple gas laws, ideal gas law, and Dalton's law to chemical problems.
9. Explain the laws of thermodynamics and the concepts of energy, heat, and work and apply these concepts to the solution of physical problems.
10. Predict periodic trends and formulate energy diagrams using the quantum mechanical model of the atom.
11. Demonstrate proficiency in understanding, interpreting, evaluating and applying quantitative data and information.
12. Explain how knowledge created in the natural sciences has contributed to the creation, maintenance and dismantling of social inequalities and discuss the impacts of diversity and inclusion on scientific research and practice.

Lab Objectives:

1. Apply knowledge of the scientific method to:
  - a. formulate and evaluate real-world scientific questions;
  - b. ethically plan and implement accurate data collection;
  - c. analyze and evaluate data;
  - d. generate conclusions based on analysis and justify claims with evidence;
  - e. integrate the related work of other scientists; and
  - f. propose ideas for further inquiry.
2. Communicate findings in a format appropriate to the discipline and type of investigation, such as a laboratory notebook, laboratory report, observational study, field investigation report, poster, or presentation using appropriate evidence to support these findings.
3. Understand the structure and purpose of peer-reviewed publications.
4. Evaluate scientific information for validity, accuracy, reliability, and methodology.
5. Identify and follow lab safety techniques that are aligned with CCV's Chemical Hygiene Plan, Lab Safety Agreements, and chemical Safety Data Sheets (SDS).

**CHE-1032      General Chemistry II, 4 credits**

A continuation of CHE-1031. Topics include solution properties, kinetics, equilibrium, reaction mechanisms, thermodynamics, acid-base reactions, electrochemistry, and element properties. Includes a lab component. Prerequisite: General Chemistry I.

Essential Objectives:

1. Classify the different types of intermolecular forces within solutions.
2. Use the Bronsted-Lowry and Lewis definitions of acids and bases to classify compounds and perform acid-base calculations.
3. Describe the laws of chemical kinetics, including the Arrhenius equation, and apply these laws to the solution of physical problems.
4. Manipulate kinetic data to evaluate the nature of molecular interactions.
5. Calculate the free energy change associated with chemical processes.
6. Understand the concept of equilibrium and use the equilibrium constant in homogeneous and heterogeneous equilibrium calculations.

7. Predict the rate and direction of chemical reactions using Le Chatelier's Principle and apply this principle to the solution of physical problems.
8. Evaluate the concentration of reactants and products at equilibrium in aqueous solutions.
9. Use the laws of thermodynamics to predict whether or not a reaction will occur spontaneously.
10. Apply the concepts of radiochemistry and nuclear chemistry to problems involving radioactive decay, radiochemical dating, nuclear fission, and nuclear fusion.
11. Demonstrate proficiency in understanding, interpreting, evaluating and applying quantitative data and information.
12. Explain how knowledge created in the natural sciences has contributed to the creation, maintenance and dismantling of social inequalities and discuss the impacts of diversity and inclusion on scientific research and practice.

Lab Objectives:

1. Apply knowledge of the scientific method to:
  - a. formulate and evaluate real-world scientific questions;
  - b. ethically plan and implement accurate data collection;
  - c. analyze and evaluate data;
  - d. generate conclusions based on analysis and justify claims with evidence;
  - e. integrate the related work of other scientists; and
  - f. propose ideas for further inquiry.
2. Communicate findings in a format appropriate to the discipline and type of investigation, such as a laboratory notebook, laboratory report, observational study, field investigation report, poster, or presentation using appropriate evidence to support these findings.
3. Understand the structure and purpose of peer-reviewed publications.
4. Evaluate scientific information for validity, accuracy, reliability, and methodology.
5. Identify and follow lab safety techniques that are aligned with CCV's Chemical Hygiene Plan, Lab Safety Agreements, and chemical Safety Data Sheets (SDS).

**ENV-1120      Geospatial Technology**

This course provides an introduction to the fundamentals of geospatial technology, including Geographic Information Systems (GIS), Global Positioning Systems (GPS), cartography, remote sensing, and spatial analysis through a series of hands-on computer-based exercises. Participants learn how to utilize geospatial technology to address social and environmental issues.

Essential Objectives:

1. Describe the fundamental concepts of Geographic Information Science and Technology.
2. Explain basic functions, uses, and real-world applications of geospatial software and hardware.
3. Employ fundamental remote sensing and spatial analysis techniques using both open source and leading industry technologies.
4. Demonstrate basic proficiency in map creation and design principles, including thematic map display, employment of map projections, and cartographic design.
5. Create and acquire spatial data using sources including the Global Position System.
6. Access and create different sources of data and evaluate their quality.
7. Demonstrate proficiency in understanding, interpreting, evaluating, and applying quantitative data and information.
8. Explain how the analysis and presentation of spatial information have been used to perpetuate or disrupt systems of inequality.

### **MEC-1330      Fundamentals of Engineering and Design**

This project-based course provides a hands-on introduction to the multi-stage design process for students interested in entering various Science, Technology, Engineering, and Math (STEM) fields. Class experiences focus on critical analysis of real-world problems, developing design solutions, and evaluating their effectiveness. Students work in teams, explore interdisciplinary solutions, and effectively communicate results. Basic algebra and computer skills are required.

#### **Essential Objectives:**

1. Explore the scope and diversity of career opportunities in STEM fields, establish professional goals, and outline steps to achieve those goals through assignments such as informational interviews, job shadows, or other career-exploration activities.
2. Discuss and use tools such as 3D modeling, rapid prototyping tools, laser cutters, and 3D printers.
3. Identify and discuss relevant challenges that face communities, the environment, or industry and introduce potential solutions through individual and collaborative problem solving.
4. Analyze practical challenges and design solutions for them.
5. Use relevant design principles to create solutions to technical challenges.
6. Design, test, and evaluate prototypes through hands-on experiences.
7. Use principles of the scientific method to enhance and modify prototypes from original design.
8. Document and reflect on learning, challenges, and other insights gained through the design process.
9. Describe the multi-stage design process to an audience of stakeholders.

### **Social Sciences and Professions**

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### **CRJ 2050      Criminology**

This course examines the nature and causation of crime. Students explore the theories of criminal behavior and the factors which affect crime distribution and displacement. The course introduces students to research methods used in analyzing crime typologies and measuring criminal behavior.

#### **Essential Objectives:**

1. Define criminology and distinguish between the classical and positive schools of criminological thought.
2. Compare and contrast the major theories of criminal behavior.
3. Evaluate the principal research methodology of statistical sources for measuring criminal behavior.
4. Assess factors which affect crime distribution and displacement.
5. Distinguish typological patterns and characteristics of crimes in general and compare them in relation to gender, age, socioeconomic status, and race.
6. Analyze current issues and trends in criminology and criminal behavior both in the United States and in global cultures & diverse societies.
7. Examine relationships between victims and offenders including factors contributing to victimization and concepts of shared responsibility.
8. Assess effectiveness of Vermont laws designed to protect, assist, and compensate victims of crime.
9. Explain how knowledge created through evolving research in criminology has been used to create, maintain, and dismantle social inequalities.

### **CRJ 2080      Correctional Philosophies and Practices**

An interdisciplinary study of the historical and contemporary philosophies and practices of sentencing, punishment, and rehabilitation in American corrections. The course examines all facets of institutional and community-based corrections, including facilities, probation, intermediate sanctions, and parole, as well as special issues in the field. Prerequisite: Introduction to Criminal Justice

**Essential Objectives:**

1. Describe the historical evolution of American correctional systems and explore how these systems have contributed to and/or been used to create, maintain, or dismantle social inequalities.
2. Apply philosophical approaches and theories to current systemic challenges in corrections using appropriate terminology.
3. Critically examine ethical, legal, and professional standards in the field of corrections with a focus on civil and human rights.
4. Summarize the various elements of contemporary correctional facility management.
5. Evaluate current theory and practice connected to trauma, mental health, and substance use as they relate to individuals and families involved in the criminal-legal system and their families.
6. Critically examine the research concerning correctional privatization, community supervision, rehabilitation, victim services, and reentry programs.
7. Examine statistical research focused on the role of race, gender, ethnicity, and socioeconomic status in the modern American corrections system.
8. Discuss the importance of cultural competence and trauma-informed practice in criminal justice professions and identify skills and strategies for supporting and collaborating with individuals from diverse backgrounds.

**EDU 1030 Introduction to Early Childhood Education**

This course is an overview of early childhood education and the ways in which early childhood experiences can enhance the development of the whole child. Students examine the scope of early education services for children ages birth to eight years old. Topics include child development, national and state standards, curriculum development, early intervention, regulation, and career exploration. This course introduces concepts that are aligned with the National Association for the Education of Young Children (NAEYC) Professional Standards for Early Childhood Educators: Standards 1, 2, 4, 5, & 6.

**Essential Objectives:**

1. Discuss the cultural, historical, and philosophical evolution of early childhood education.
2. Explore early education programs in the context of family and community relationships, including the need for cultural competence when supporting and collaborating with individuals from diverse backgrounds. [NAEYC Standard 1b, 1c, 2a, 2b, 2c, 4a, 4c]
3. Understand the theories of child development and how they relate to the implementation of Developmentally Appropriate Practices (DAP). [NAEYC Standard 1a, 1b, 4a, 4b, 4c]
4. Discuss national and state standards for the provision of education to young children and how early childhood education programs meet these standards. [NAEYC Standard 6b]
5. Review the elements of early childhood education curricula, the theoretical framework for different approaches to what is taught, and the pedagogy of inclusion and universal design. [NAEYC Standard 1d, 4b, 4c, 5b]
6. Analyze evidence-based research on effective models of early education. [NAEYC Standard 1d, 4b, 5c, 6a]
7. Examine the early intervention system and the provision of services to support the development of children with diverse abilities and/or affected by trauma. [NAEYC Standard 1a, 2c]
8. Discuss the regulation of programs, staff, and facilities to ensure health and safety, including the role of the state in policy development and regulation enforcement. [NAEYC Standard 6b]
9. Explore the scope and diversity of career opportunities in the field of early childhood education, the NAEYC Code of Conduct, and dispositions required for work in the field, through assignments such as informational interviews, job shadows, or other career exploration activities. [NAEYC Standard 6a, 6b]

**EDU 1270 Supporting Young Children with Diverse Abilities**

This course introduces students to the history, philosophy, legislation, and recommended practices for supporting children with diverse abilities from birth through age 8. The course provides an overview of typical and atypical development and explore impacts of congenital and environmental factors on children with diverse abilities. Course topics include family-centered practice, early intervention, at-risk populations, inclusion, referrals, and partnerships with special education and health professionals. Prerequisite: a child development course. This course introduces concepts that are aligned with the National Association for the Education of Young Children (NAEYC) Professional Standards for Early Childhood Educators: Standards 1-6

**Essential Objectives:**

1. Describe, explain, and analyze historical, legal, and philosophical foundations of early intervention and early childhood special education and explain the impact of past concepts on present theories, recommended best practice, legislation, and attitudes. [NAEYC Standard 5c]
2. Demonstrate an understanding of typical and atypical physical, social, emotional, cognitive, and linguistic development of children prenatal through age 8. [NAEYC Standard 1a]
3. Explain how diverse and complex factors, including environment, culture, language, socio-economic conditions, and adverse childhood experiences, can impact the development of children with diverse abilities. [NAEYC Standard 1b, 1c, 2a, 3c]
4. Discuss and employ a variety of strategies to observe and report on children's development and explain how and when to make referrals. [NAEYC Standard 1d, 3a, 3b, 3c, 5c]
5. Describe evidence-based practices and adaptations in early childhood and school settings, including universal design, to create healthy, respectful, and inclusive learning environments for all children. [NAEYC Standard 1d, 4a, 4b, 4c, 5b, 5c]
6. Explain and analyze effective approaches for collaborating with families with children of diverse abilities. [NAEYC Standard 2a, 2b, 2c, 3d, 4a, 6a, 6b]
7. Identify and describe state systems, processes, and legal frameworks for supporting children and families with diverse abilities. [NAEYC Standard 2c, 3b, 6b]
8. Describe the roles and services provided by early intervention professionals such as speech pathology, occupational therapy, physical therapy, etc. [NAEYC Standard 2c, 3d, 6a]
9. Describe and analyze processes to prepare and implement Individualized Family Service Plans (IFSPs) and Individual Education Program (IEP) plans. [NAEYC Standard 2c, 3c, 3d, 4b, 4c, 6c]

**EDU 2045 Curriculum Development for Early Childhood Education**

This course explores philosophical principles and practical demands of building curricula for early childhood education. Based on integrated state and national standards, emphasis is on developing a child-centered and developmentally appropriate curricula for the early years from infancy to age eight. Recommended Prior Learning: a course in child development. This course introduces concepts that are aligned with the National Association for the Education of Young Children (NAEYC) Professional Standards for Early Childhood Educators: Standards 1-6

**Essential Objectives:**

1. Discuss the historical influences and evolution of early childhood education as it connects to curriculum development, theories, and practices. [NAEYC Standard 5b, 5c, 6b]
2. Design curricula based on theories and research in child development that consider universal design, learning style modalities, language and literacy, mathematical thinking, nature and sciences, social studies and creative expression for early education. [NAEYC Standard 1a, 1b, 1c, 1d, 4c, 5b, 5c]
3. Discuss the roles of environment (indoors and outdoors), schedule, and routine in curriculum development and implementation. [NAEYC Standard 1c]
4. Assess an early education curriculum for its effective use of state and national standards (VELS and NAEYC Developmentally Appropriate Practices). [NAEYC Standard 1d, 3b, 4b 4c, 6d]
5. Practice creating meaningful content and learning experiences for children using an ongoing cycle of observation, reflection, documentation, and response. [NAEYC Standard 3a, 3b, 3c, 5b, 5c]

6. Compare and contrast models of curricula, including open-ended, played-based, and more structured academic approaches. [NAEYC Standard 4b, 5c]
7. Describe a variety of media and instructional technologies that may be used to enhance learning environments and curricula. [NAEYC Standard 4b, 5b, 5c, 6c]
8. Explore collaborative strategies for engaging and communicating with families about curriculum planning and implementation. [NAEYC Standard 2a, 2b, 2c, 3d, 6a, 6c]
9. Reflect on one's professional role as teacher and use self-assessment techniques to enhance curricula for the children and families served in one's practice. [NAEYC Standard 5b, 5c, 6a, 6e]

#### **INT-2860 Professional Field Experience**

This course connects classroom learning to experience in a workplace or community setting. Students design a field study that meets their personal and degree program goals. The classroom component may include critical analysis and reflection on work, service to the community, the roles and responsibilities of citizens, and the relationship between learning and the field study. The course consists of at least 15 hours of class time and 80 hours in the field. Students must meet with an academic advisor and receive approval before enrolling in this class. Prerequisite: Degree students must successfully complete English Composition and a minimum of 30 prior college credits or advisor permission. Certificate seeking students generally enroll during the final semester of their program with advisor assistance.

##### **Essential Objectives:**

1. Clarify and reflect on personal career goals; examine the settings, challenges, and opportunities of various professions.
2. Design a learning contract that aligns field experience goals with the student's program outcomes.
3. Demonstrate effective participation in a workplace or community setting (e.g., communication, teamwork, appropriate workplace ethics).
4. Apply program-specific learning and skills in a workplace setting.
5. Examine the ways in which an individual contributes to society through work and community engagement.
6. Describe how organizations impact the social, economic, and political systems in a community.
7. Evaluate the learning gained in the field experience through a process of reflection and supervisor feedback.
8. Develop important job search skills (e.g., resume and cover letter writing, researching employment opportunities, and interviewing) to support life-long career development.

#### **PSY 1010 Introduction to Psychology**

This course is a survey of the basic issues, concepts, theories, and methods of psychology. Students explore the scientific approach to understanding human behavior through a study of sensory processes, perception, emotion, motivation, intelligence, learning, and personality formation.

##### **Essential Objectives:**

1. Discuss the development of psychology as a social science, including practices that create, maintain, or dismantle social inequalities.
2. Understand the basic components of neurobiology and explore emerging neuroscience research.
3. Discuss how environmental stimuli are sensed and perceived.
4. Describe the nature of consciousness and its relationship to psychological well-being.
5. Explain theories of learning and memory formation and discuss how intelligence is measured.
6. Understand key milestones in language, cognitive, and socio-moral development.
7. Compare theories of motivation and emotion.
8. Identify psychodynamic, behavioral, social, cognitive, and humanistic theories of personality and discuss the approach each takes to understanding human behavior.
9. Discuss how individuals and groups are influenced in social settings over time.

10. Evaluate how socio-cultural norms and values shape psychological diagnosis and treatment and discuss the importance of cultural competence in the field of psychology.
11. Demonstrate proficiency in understanding the scientific method and in interpreting and evaluating statistical and other quantitative data as applied to human behavior in an ethical manner.
12. Explore the scope and diversity of career opportunities in the field of psychology and related professions through assignments such as informational interviews, job shadows, or other career exploration activities.

### **PSY 1130      Introduction to Substance Use Disorder**

This course is an introduction to the causes, symptoms, and stages of substance use disorders. Topics include factors which lead to substance use and abuse, signs and symptoms of abuse and addiction, stages of chemical dependency, and career opportunities for those interested in substance use disorder counseling and treatment. This course includes six hours of relevant ethics training.

#### **Essential Objectives:**

1. List commonly abused substances and describe their effects on the body, the brain, and behavior.
2. Compare the various models and theories of addiction.
3. Identify physical symptoms and behavioral signs of substance abuse and identify the stages of dependency.
4. Describe psychological, sociological, physiological, and cultural features that function as risk and protective factors in the prevention and treatment of substance use disorders.
5. Identify and describe modalities and resources used in the treatment of substance use disorders.
6. Understand the process of recovery from substance use disorders.
7. Understand ethical standards guiding professional conduct with clients in the context of HIPAA and the Code of Federal Regulations Title 42, Part 2.
8. Explore the scope and diversity of career opportunities related to substance use disorder prevention and treatment through assignments such as informational interviews, job shadows, or other career exploration activities.

### **SOC-2040      Race, Ethnicity, Class, and Gender**

This course explores how race, ethnicity, class, gender, and other intersecting identities shape individual experiences and social structures across diverse societies. Students examine inequality, prejudice, and privilege through a global lens, investigating how cultural, political, and historical contexts influence social dynamics. Emphasis is placed on social diversity, underrepresented voices, and the ways communities are labeled or marginalized within institutions such as education, employment, and civic life.

#### **Essential Objectives:**

1. Define the evolving sociological frameworks and language used to describe race, ethnicity, class, gender, sex, sexuality, and ability.
2. Examine theories related to the origins of prejudice, including conscious and unconscious thoughts, attitudes, and behaviors.
3. Discuss the intersection of race, ethnicity, class, and gender and examine methods through which social scientists conduct research on these intersections.
4. Describe the ways in which social privilege, political power, and traditional ideologies create, reinforce, and maintain racial, ethnic, class, and gender stereotypes across different cultural and national contexts.
5. Analyze how traditional and emerging ideologies, institutions, social structures, policies, and technologies—including algorithmic decision-making and artificial intelligence—create, maintain, or challenge inequalities and impact access to opportunities in areas such as employment, education, and civic participation across diverse global societies.
6. Analyze how underrepresented voices and social diversity influence community dynamics in settings such as neighborhoods, schools, workplaces, and civic spaces across different cultural and national settings.

## Technology & Math

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Staff Co-Chair: Deb Grant [Deb.Grant@ccv.edu](mailto:Deb.Grant@ccv.edu)

### **CIS-1041      Computer Applications**

This course provides a hands-on introduction to office application software designed for computers and mobile devices. Topics include cloud applications, presentations, word processing, and spreadsheets. Basic computer and internet skills are required.

#### Essential Objectives:

1. Demonstrate the ability to create, organize, and securely share files using local and cloud-based platforms, applying file management best practices across local and remote systems.
2. Apply primary features of word processing software to create, format, and edit accessible documents used in workplace settings.
3. Design and construct accessible spreadsheets using basic formulas, functions, charts, and data visualization tools to organize and analyze quantitative information for informed decision-making in the workplace.
4. Create and design professional presentations that engage audiences, ensure accessibility and inclusion, and communicate information clearly and effectively.
5. Identify and apply ethical uses of generative artificial intelligence (GenAI) to enhance productivity and streamline tasks in common computer applications.
6. Determine the appropriate and efficient use of software applications for a variety of workplace tasks.

### **CIS-1045      Introduction to Multimedia Applications & Tools**

This course introduces the many applications that enhance the world of multimedia and the web, as well as the technological decisions that are needed to deploy them. Students learn how various tools are used to create a rich, dynamic audio/visual experience for users in many different formats. Emphasis is given to understanding current, new, and emerging technologies and the impact they have on web-based media. Basic computer skills are required.

#### Essential Objectives:

1. Identify the major concepts, tools, techniques, and methods of using multimedia applications on the Internet.
2. Describe the current trends, ethics, and accessibility issues of multimedia applications and related generative artificial intelligence (GenAI) tools.
3. Discuss the application of copyright and fair use doctrine to web-based media.
4. Discuss how digital media perpetuates or disrupts systems of inequality.
5. Analyze the strengths, weaknesses, access issues and suitable applications of various file types as well as required hardware for users.
6. Investigate HTML, photo, image, voice, video, podcast, web conference, and slideshow applications.
7. Create media that accurately conveys information, thoughts, and ideas.
8. Investigate the internet's social network applications: blogging, wikis, bookmarking, and tagging.
9. Compare and contrast static and dynamic web applications.
10. Demonstrate appropriate prompt engineering when working with generative AI applications for text and media.
11. Demonstrate effective and ethical searching, evaluating, and citing digital information.
12. Apply accessibility principles and universal design practices to ensure multimedia content is inclusive and usable by diverse audiences.



## **CIS-1145      Programming I**

This course introduces students to the foundational concepts of programming. Students learn sequence, decision, and repetition coding concepts to develop effective solutions. Students gain experience working with complex data types like lists, arrays, and dictionaries to model advanced scenarios, identify coding inefficiencies, and provide robust alternatives.

### **Essential Objectives:**

1. Analyze the purpose and structure of programming including input, processing, and output.
2. Compose variables with expression and repetition structures.
3. Demonstrate how to effectively structure decision statements and repetition statements/loops.
4. Apply programming logic to solve problems with a flow chart and/or pseudo-code.
5. Assess and evaluate code for efficiency and security issues.
6. Evaluate methods associated with strings.
7. Demonstrate how to work effectively with variables while writing clean code, making use of simple data types including floats, integers, Booleans, and strings.
8. Implement classes that show data structures, arrays, objects, and dictionaries such as index structures and key-value pairs.
9. Debug code by identifying and fixing errors or malfunctions in program logic.
10. Explain the role of functions within code and how to develop functions for code reuse.
11. Demonstrate an awareness of potential biases in coding and develop equitable and accessible programming solutions.
12. Apply generative artificial intelligence (GenAI) tools effectively for prompt engineering, iterative testing, and critical review to enhance problem-solving and creativity.

## **CIS-1151      Website Development**

This course explores the creation of effective websites and pages. Topics include the application of website development tools and management of site content, presentation, and behaviors. Students explore and modify Hypertext Markup Language (HTML), Cascading Style Sheets (CSS), and use JavaScript code. Students manage a website's associated files and folders, web publishing client/server process, and administration of a website.

### **Essential Objectives:**

1. Evaluate a variety of websites for content, style, accessibility, and functionality.
2. Analyze how web-based media can perpetuate systems of inequality or promote social change.
3. Identify current trends in web design and development including content management systems, build tools, and version control.
4. Describe accessibility, copyright, security, and other legal and ethical considerations in web design.
5. Examine the role of the web server and server-side permissions.
6. Explain the differences between HTML and XHTML and the importance of semantic HTML 5.
7. Create a web page in both an Integrated Development Environment (IDE) and a WYSIWYG editor.
8. Use a variety of media file formats and describe the characteristics of each format and their effect on quality and speed.
9. Demonstrate the appropriate and effective use of HTML tags in web page design.
10. Demonstrate the effective use of inline, internal, and external CSS for style and positioning HTML elements.
11. Compare PHP and JavaScript as they relate to the construction and interactivity of a web page.
12. Create a form to collect data and understand the options for processing and storing that data.
13. Describe logistics and costs involved in planning, implementing, hosting, and maintaining a website.

14. Design and build a multi-page website that includes internal navigation, consistent style, and interactive elements, and effectively conveys information, thoughts, and ideas.

## **CIS 1350      Operating Systems**

This course explores the core concepts of operating systems, including how they manage hardware, memory, storage, and processes across platforms such as Windows, Linux, and macOS. Students learn about operating systems in virtualized environments while gaining hands-on experience with file systems, permissions, and security configurations. Topics include process management, scheduling, I/O systems, virtualization, and security fundamentals aligned with related CompTIA A+, Network+, and Security+ objectives. Recommended prior or concurrent learning: Introduction to Computer Science or equivalent skills.

### **Essential Objectives:**

1. Explain technology terms and acronyms using plain language, including fundamental operating system concepts such as processes, threads, memory management, and file systems.
2. Identify the purposes, characteristics, and architectural differences between Windows, Linux, and macOS, including open-source and proprietary models.
3. Demonstrate the ability to install, configure, and navigate operating systems using both graphical and command-line interfaces, including package managers and system utilities.
4. Apply concepts for managing disks, directories, processes, and virtual memory, including optimization techniques and troubleshooting methods.
5. Evaluate the boot process, system recovery options, and the role of virtualization in modern computing environments.
6. Apply procedures to maintain a secure computing environment using permissions, encryption, updates, and firewalls, and explain their role in system hardening and isolation.
7. Explain how operating systems manage networking, device drivers, and connectivity in both physical and virtual/cloud-based systems.
8. Examine how modern operating systems integrate artificial intelligence (AI) and support automation.

## **CIS 1430      Spreadsheets**

This course introduces students to essential spreadsheet skills using Microsoft Excel. Students learn to organize, analyze, and present data effectively. By the end of the course, students gain proficiency in creating well-organized, functional spreadsheets that aid in data analysis, visualization, and decision-making. Basic computer and internet skills are required.

### **Essential Objectives:**

1. Demonstrate the basic functions of spreadsheet software, including data entry, formatting, and navigation.
2. Apply formulas and functions to perform calculations, organize data, and automate tasks.
3. Demonstrate the ability to set appropriate permissions for cloud-based files and applications and apply file management principles to local and remote networks.
4. Analyze, interpret, and manage data sets to identify trends and insights by applying features such as filters, sorts, conditional formatting, data validation, pivot tables, and macros.
5. Create visually appealing charts and graphs to summarize and effectively communicate data findings.
6. Develop spreadsheets that incorporate a combination of formulas, functions, and visualizations to address and solve practical challenges in professional settings.
7. Evaluate the accuracy and validity of spreadsheet data by reviewing formulas and functions for errors and logical consistency.

8. Discuss the integration of artificial intelligence (AI) tools to enhance productivity and streamline spreadsheet tasks.
9. Use spreadsheets to analyze and visualize data in ways that demonstrate how spreadsheets can inform decision-making, shape perspectives, and highlight issues such as inequality or opportunities for social change.

#### **CIS-1450            Foundations of Cloud Computing**

This course introduces cloud computing concepts across major providers with an emphasis on how security is built into cloud architectures. Topics include service and deployment models, global infrastructure, Identity and Access Management (IAM), networking and segmentation, encryption, logging/monitoring, governance and compliance, support and pricing, and migration considerations. Students practice selecting appropriate cloud services for common workloads and evaluate cost-risk trade-offs when moving to the cloud. Students are prepared to earn cloud credentials and have the opportunity to take the Amazon Web Services (AWS) Cloud Practitioner certification exam. Prerequisite: Introduction to Computer Science or equivalent technology skills. Recommended prior or concurrent learning: Operating Systems.

##### **Essential Objectives:**

1. Describe common computing models and identify the advantages and disadvantages of each, including public, private, on-site, cloud, and hybrid.
2. Differentiate between different cloud deployment/service models including public, private, hybrid, IaaS/PaaS/SaaS, and explain the shared responsibility model for each.
3. Assess business migration considerations and recommend when to adopt/re-platform/re-architect.
4. Explain core IAM concepts including principals, roles/policies, least privilege, and MFA/passkeys, and apply them to simple scenarios.
5. Identify cloud support and pricing models and analyze cost-risk trade-offs.
6. Differentiate between compute, storage, and database service options.
7. Analyze and select service options with respect to scalability, availability, and security controls across different cloud vendors.
8. Identify career opportunities related to cloud computing in business, information technology, and other fields.

#### **CIS 2120            Networking Foundations**

This course covers the basic networking concepts found in the CompTIA Network+ certification. Concepts include network operating systems, security vulnerabilities, hardware, troubleshooting techniques, and the role, setup, and administration of Local Area Networks (LANs). Recommended prior or concurrent learning: Operating Systems.

##### **Essential Objectives:**

1. Explain technology terms and acronyms using plain language.
2. Identify the characteristics and security steps for various network protocols and devices used in LANs, Wide Area Networks (WANs), and wireless networks.
3. Articulate the functions and features of TCP/IP addressing and protocols.
4. Identify threats to network security and appropriate countermeasures and controls.
5. Demonstrate how to install and configure network cabling and appliances.
6. Manage, optimize, and troubleshoot computer networks.

#### **CIS 2245            Concepts of Computer Security**

This course is an introduction to computer and information security and covers concepts found in the CompTIA Security+ certification including network infrastructure, access control, security threats and applications, encryption, and monitoring. Recommended prior or concurrent learning: Networking Foundations and Operating Systems.

##### **Essential Objectives:**

1. Explain the roles that authentication, authorization, and access control play in a secure computing environment and the associated technologies.

2. Explain evolving categories of cybersecurity threats targeting systems and users, and describe their potential impact on confidentiality, integrity, and availability.
3. Describe the potential impact and remediation of threats to infrastructure and services.
4. Describe the technologies involved in secure encrypted communication.
5. Propose solutions to threats and vulnerabilities such as hardening network devices, hosts, services, and applications.
6. Demonstrate the use of common tools for monitoring a system as well as network and vulnerability testing.
7. Describe security issues related to wireless and mobile networking and methods for increasing security.
8. Identify basic infrastructure steps for data security and protection including data backup, disk redundancy, power backup, and environmental controls.
9. Discuss organizational security including social engineering, physical security, auditing, disaster recovery, incidence response, and policies.
10. Describe how to secure a cloud-based or hybrid computing environment.

### **CIS 2255 Principles and Management of Cybersecurity**

Students explore the broad range of concepts, governance, and policy involved in protecting information assets within computer systems and networks. This foundational course covers concepts found in the CompTIA Security+ certification including law, ethics, cryptography, and the fundamentals of system and network security. Students develop strategies for identifying and remediating organizational vulnerabilities and risk assessment based on the CIA Triangle security model (confidentiality, integrity, and availability).

#### **Essential Objectives:**

1. Define issues critical to information security and risk management in a professional environment.
2. Describe the need for contingency planning and discuss scenarios.
3. Analyze information security policy in a business setting.
4. Demonstrate security policy models.
5. Define and discuss security management practices.
6. Identify control classification categories established and maintained by NIST (National Institute for Standards and Technologies) and the ISO (International Organization for Standardization).
7. Evaluate protection mechanisms and formulate cost basis analysis for implementation.
8. Create a SETA plan (security, education, training, and awareness) for an organization or business.
9. Assess cybersecurity roles and skills to identify career paths and develop strategies for ongoing growth in the field.

### **CIS 2265 Cyber Defense and Network Security**

In this course, students develop concepts, knowledge, and skills for enterprise network management and security. This course covers network and security concepts found in the CompTIA Network+ and Security+ certifications including configuration and management of network devices and services for enterprise networks. Current risks and threats to computer systems, networks, and the information held and transmitted within are examined. Through a variety of activities, students apply strategies and practical techniques used in cyber defense to protect systems and the information stored and transmitted. Prerequisite: System Administration

#### **Essential Objectives:**

1. Identify risks and threats to enterprise networks.
2. Discuss network protocols, layers, services, and associated vulnerabilities.
3. Describe the stages of penetration testing: reconnaissance, scanning, vulnerability assessment, exploits, reports, and related tools, and perform lab activities.

4. Demonstrate how to configure, manage, and secure enterprise network services, infrastructure, end nodes, routers, firewalls, IDS/IPS, DMZ, and segmentation.
5. Develop and present an enterprise cyber-breach response plan based on industry best-practices and case studies.
6. Design Defense-in-Depth (DiD) technical solutions for network security including authorization, access control, encryption, and input sanitization.
7. Identify and discuss the role of digital forensics in security and incident response.
8. Explain the risks and implications of cyberterrorism and how to minimize and mitigate incidents.
9. Analyze how security policies and procedures are assessed, developed, implemented, and modified in response to emerging cyber risks.

#### **MAT 0310      Math and Algebra for College**

This course introduces students to math relevance in college and careers and is designed to strengthen a student's math literacy, problem solving, quantitative reasoning, and fundamental algebra skills. Students engage in activities and assignments that build foundational mathematical and problem-solving skills. Credits earned in this course do not apply to degree program completion.

##### Essential Objectives:

1. Use mathematical thinking to solve problems in everyday life, college, and work environments.
2. Add, subtract, multiply, and divide fractions and integers.
3. Apply the order of operations and distributive property to simplify and solve expressions.
4. Combine like terms and solve equations including simple one-step equations and those with variables on both sides.
5. Use ratios, rates, and proportions to solve real-world problems and compare quantities.
6. Understand and apply geometry concepts such as perimeter, area, and volume in practical situations.
7. Graph straight lines by finding and plotting points, use simple graphs to show how two quantities are related, and understand the concept of the slope of a line.
8. Simplify and evaluate expressions containing exponents, radicals, and polynomials.
9. Use quantitative reasoning to make sense of data, analyze information, and explain mathematical results.
10. Communicate mathematical ideas clearly, showing the steps and reasoning used to solve problems.

## **IV. Approved Courses for Archiving**

*Archived courses are removed from the catalog. They may be reinstated later, but to do so, they would need to go through the approval process for new courses.*

### **Arts, Communication, and Humanities**

Faculty Co-Chair: Fern Fryer      [evelyn.fryer@ccv.edu](mailto:evelyn.fryer@ccv.edu)

Staff Co-Chair: Jenny Gundy      [jenny.gundy@ccv.edu](mailto:jenny.gundy@ccv.edu)

ARH 2011	Survey of Western Art I
ARH 2012	Survey of Western Art II
ART-2301	Photography I
ART-2241	Acrylic Painting I
ENG-2145	Writing for Multimedia
HUM-2710	Special Topics: England Through Words, Images and Music

## Business and Accounting

Faculty Co-Chair: Barb Jones [barb.jones@ccv.edu](mailto:barb.jones@ccv.edu)

Staff Co-Chair: Julie Dalley [julie.dalley@ccv.edu](mailto:julie.dalley@ccv.edu)

No archived courses.

## Science & Allied Health

Faculty Co-Chair: Joseph Dionne [joseph.dionne@ccv.edu](mailto:joseph.dionne@ccv.edu)

Staff Co-Chair: Jennifer Guarino [Jennifer.guarino@ccv.edu](mailto:Jennifer.guarino@ccv.edu)

AHS-1810 Admin Med Assisting Internship

AHS-2711 Gerontology

## Social Sciences and Professions

Faculty Co-Chair: Katherine Penberthy [katherine.penberthy@ccv.edu](mailto:katherine.penberthy@ccv.edu)

Staff Co-Chair: Gilberto Diaz Santos [gilberto.diazsantos@ccv.edu](mailto:gilberto.diazsantos@ccv.edu)

HIS 2160 The African American Struggle for Equality

POS 2070 National Security & Terrorism

PSY 1050 Human Growth & Development

PSY 1180 Substance Use Prevention

## Technology & Math

Faculty Co-Chair: Tyler Whitney [Tyler.Whitney@ccv.edu](mailto:Tyler.Whitney@ccv.edu)

Staff Co-Chair: Deb Grant [Deb.Grant@ccv.edu](mailto:Deb.Grant@ccv.edu)

MAT 0210 Foundations of Math

## V. Approved Programmatic Changes for 26-27

The following are proposed new degree and certificate programs, as well as changes to existing programs or certificates including programs considered for archival.

### General Education Program

#### Added:

CRJ 2050 Criminology - Gen Ed - Social Science

PSY 2070 Lifespan Developmental Psychology - Gen Ed - Social Science

## Arts, Communication, and Humanities

Faculty Co-Chair: Fern Fryer [evelyn.fryer@ccv.edu](mailto:evelyn.fryer@ccv.edu)

Staff Co-Chair: Jenny Gundy [jenny.gundy@ccv.edu](mailto:jenny.gundy@ccv.edu)

## Revised Degree Programs

### **Design & Media Studies A.A., 60 credits**

*Added COM-2180 Content Creation for Social Media and INT-2860 Professional Field Experience as electives.*

### **Liberal Studies A.A. with Specialization in Education, 60 credits**

*Added new specialization in Education.*

#### **General Education Requirements**

INT 1050                      Dimensions of Self & Society  
ENG 1061                      English Composition

#### Mathematics:

MAT 2021    Statistics I

#### Digital and Computing Literacy

#### Communication:

COM 1020    Interpersonal and Small Group Communication  
OR  
COM-1030    Intercultural Communication

#### Research & Writing Intensive:

ENG-1310    Introduction to Literature

#### Arts & Aesthetics:

Choose one from:

ART 1011    Drawing I  
ART 1310    Digital Photography  
ART 1231    Ceramics I  
ART 2211    Painting I  
ART 2311    Printmaking I  
DAN 1030    Body Awareness  
ENG 2101    Creative Writing  
ENG 2120    Creative Writing: Poetry

#### Social Sciences:

Choose one from:

POS 1010    Introduction to Political Science  
POS 1020    American Politics & Government

#### Humanistic Perspectives:

Choose one from:

HIS 1212    U.S. History Since 1865  
HIS 1211    U.S. History to 1865

Natural Science: BIO 1210 Introduction to Biology

HUM 2010 Seminar in Educational Inquiry

#### **Program Requirements**

##### Education Courses:

Choose 15 credits from:

- EDU 2360 Perspectives on Learning
- EDU 2365 Perspectives on Development OR PSY-2010: Child Development
- EDU 2370 Critical Perspectives on Education
- EDU XXXX New CCV Course: Supporting Diverse Learners in K-12 Settings
- EDU XXXX New CCV Course: Literacy and Math Instruction and Intervention
- EDU 2075 Literature for Children
- EDU 2145 Social-Emotional Development in Children Ages 5-18

Extended Liberal Arts Learning (12 credits):

Students should work with their Coordinator of Student Advising to identify courses in their degree plan that meet transfer pathway goals.

### Revised Certificate Program

#### **Digital Media Production, 30 credits**

*Change title of certificate to Digital Filmmaking.*

*Removed requirement for ART-1011/ART-1060/ART-1310 Drawing I/Two-Dimensional Design/Digital Photography*

*Added COM-2180 Content Creation for Social Media as a requirement.*

*Note: change in title of FLM-2060 Digital Filmmaking II to Digital Filmmaking II: Nonfiction Filmmaking*

### Science & Allied Health

Faculty Co-Chair: Joseph Dionne

[joseph.dionne@ccv.edu](mailto:joseph.dionne@ccv.edu)

Staff Co-Chair: Jennifer Guarino

[jennifer.guarino@ccv.edu](mailto:jennifer.guarino@ccv.edu)

### Revised Degree Programs

#### **Environmental Science A.S., 60 credits**

*Add ENV-1120 as a required course for Digital and Computing Literacy General Education requirement*

#### **STEM Studies A.S., 60 credits**

*Remove "architecture" from program elective categories.*

*Add HOH as an elective category.*

*Add MEC-1330, Fundamentals of Engineering and Design, as a required course.*

#### **Health Science A.S., 60 credits**

*Allow any AHS course to count as a Health Science elective.*

*Add PSY-1010 Introduction to Psychology as an approved elective.*

*Add HOH-2080 Holistic Health, Wellness, and Medicine as an approved elective.*

*Change elective of PSY 1050 Human Growth & Development to PSY 2070 Lifespan Developmental Psychology*

### Revised Certificate Programs

#### **STEM Studies, 30 to 33 credits**

*Remove the prefix ARC from the Technical Electives as follows:*

*Add HOH as an elective category*

#### **Allied Health Preparation, 32-34 credits**

*Add HOH-2080 Holistic Health, Wellness, and Medicine as an approved elective.*

*Change elective of PSY 1050 Human Growth & Development to PSY 2070 Lifespan Developmental Psychology.*



## Social Sciences and Professions

Faculty Co-Chair: Katherine Penberthy [katherine.penberthy@ccv.edu](mailto:katherine.penberthy@ccv.edu)  
Staff Co-Chair: Gilberto Diaz Santos [gilberto.diazsantos@ccv.edu](mailto:gilberto.diazsantos@ccv.edu)

### Revised Degree Program

#### **Behavioral Science, A.S., 60 credits**

*Change requirement of PSY 1050 Human Growth & Development to PSY 2070 Lifespan Developmental Psychology.*

### New Certificate Programs

#### **Justice Studies Certificate, 30 credits**

This certificate prepares students for entry-level positions in criminal justice related agencies or organizations. Students gain foundational knowledge and professional communication skills needed to work in settings that provide direct service.

INT 1050    Dimensions of Self & Society  
ENG 1061    English Composition  
COM 1020    Interpersonal & Small Group Communication  
or  
COM 1030    Intercultural Communication  
or  
COM 2360    Conflict Resolution  
PSY 1010    Introduction to Psychology  
or  
SOC 1010    Introduction to Sociology  
CRJ 1010    Introduction to Criminal Justice  
CRJ 2010    Law Enforcement in America  
CRJ 2020    American Judicial Process  
CRJ 2080    Correctional Philosophy & Practice

#### Choose two of the following:

CRJ 2070    Criminal Investigation  
CRJ 2150    Restorative and Community Justice  
CRJ 2510    Criminal Law  
POS 1050    Constitution  
CRJ 2050    Criminology  
PSY 1130    Intro to Substance Use Disorders  
POS 1020    American Politics & Government  
INT 2860    Professional Field Experience

#### **Paraeducator Certificate, 30 credits**

This certificate prepares students for paraprofessional roles in K-12 settings. Students gain foundational knowledge and professional skills needed to provide instructional, behavioral, or social support to students under direct supervision of licensed or certified school staff.

INT 1050    Dimensions of Self & Society  
ENG 1061    English Composition  
MAT 1030    Applied Math Concepts

or

MAT 2021 Statistics I  
COM 1020 Interpersonal and Small Group Communication

or

COM 1030 Intercultural Communication  
EDU 2360 Perspectives on Learning  
EDU 2365 Perspectives on Development  
EDU 1XXX Supporting Students with Diverse Abilities in K-12 Settings  
EDU 2XXX Math and Literacy Instruction and Intervention for Paraeducators

Choose two courses from the list below (6 credits)

EDU 2075 Literature for Children  
EDU 2145 Social-Emotional Development in Children Ages 5-18  
EDU 2370 Critical Perspectives on Education  
ENG 1015 English for Academic Purposes  
ENG 1310 Introduction to Literature

Choose one from the list below:

BIO 1210 Introduction to Biology  
POS 1010 Introduction to Political Science  
POS 1020 American Politics & Government  
ART 1011 Drawing I  
ART 1310 Digital Photography  
ART 1231 Ceramics I  
ART 2211 Painting I  
ART 2311 Printmaking 1  
DAN 1030 Body Awareness  
HIS 1111: World History to 1500  
HIS 1112 World History Since 1500  
HIS 1212 U.S. History Since 1865  
HIS 1211 U.S. History to 1865  
ENV 1010 Intro to Environmental Science  
MAT 2021 Statistics I  
MUS 2341 Guitar I  
PHY 1041 Physics I  
THA 1041 Introduction to Theater  
THA 2121 Acting

### Revised Certificate Program

#### **Human Services Certificate, 30 credits**

*Change requirement of PSY 1050 Human Growth & Development to PSY 2070 Lifespan Developmental Psychology.*

### Technology & Math

Faculty Co-Chair: Tyler Whitney [Tyler.Whitney@ccv.edu](mailto:Tyler.Whitney@ccv.edu)  
Staff Co-Chair: Deb Grant [Deb.Grant@ccv.edu](mailto:Deb.Grant@ccv.edu)

### Revised Degree Program

#### **Information Technology A.S., 60 credits**

*Reduced and restructured recommended focus areas to include: Cloud Computing/Programming/Web Development, Cybersecurity and Networking, Data Analytics and AI, IT Support and Service Operations, and Project Management or*

*Field Experience. Added INT-2860, BUS-2010, and other new CIS courses as program course options in suggested focus areas.*

### Revised Certificate Programs

#### **Cybersecurity & Networking, 30 credits**

*Added CIS-1035 and new CIS 2XXX Ethical Hacking & Cyber Defense as either/or requirements.*

INT 1050      Dimensions

CIS 1035      Foundations of Information Security, 1 cr

Or

CIS 2XXX      Ethical Hacking & Cyber Defense Lab, 1 cr

CIS 1100      Introduction to Computer Science

CIS 1350      Operating Systems

CIS 2120      Networking Foundations

CIS 2245      Concepts of Computer Security

CIS 2230      System Administration, 4 cr

CIS 2235      Advanced System Administration, 4 cr

CIS 2255      Principles & Management of Cybersecurity

CIS 2265      Cyber Defense and Network Security

CompTIA Exam Preparation Workshops - 0 credits, optional

CED 0221      CompTIA Security+ Preparation Workshop

CED 0211      CompTIA Network+ Preparation Workshop

#### **IT Support & Service Operations, 28 credits**

*Changed title, added CIS-1035 as a requirement.*

### Archived Certificate Programs

**Cloud Computing, 25 credits**

**Web Development, 24 credits**