



2014-2015 Bunker Hill Community College Catalog Addendum  
As of November 14, 2014

For the latest updates to this catalog, please visit [bhcc.mass.edu/catalog/](http://bhcc.mass.edu/catalog/), click on “Programs of Study” and view all certificate, degree and course modifications, additions and omissions.

### Articulation Agreements

A.S. Hotel and Restaurant Management  
Southern New Hampshire University-Hospitality Management

### New Courses

#### **ACC-509 - Introduction to Accounting Software** **3 Credits**

This course introduces students to Accounting Information Systems. The course focuses upon integrated systems, set up, and applications. The modules covered include, among other topics: report writing, invoicing, purchasing, inventory control, accounts receivable, accounts payable, cash receipts, cash disbursements, payroll, and spreadsheet applications. Prerequisites: Writing Skills II (ENG095) or placement and Academic Reading III (ESL098) or Reading Skills II (RDG095).

#### **BIO-211- Environmental Microbiology/Lab** **4 Credits**

Environmental Microbiology introduces students to the diversity of microbial populations and their ecological roles in terrestrial, aquatic, and marine environments. The course will also focus on industrial microbiology and the relationships of microbes to urban communities. Microbial community ecology and interactions with plants and animals will also be covered. Students will explore how microbial activities sustain natural ecosystems, contribute to environmental quality, and how these functions are harnessed to support and manage artificial systems. Laboratory investigations will introduce students to the standard experimental procedures used to study microbes. This course will satisfy a required program elective for students enrolled in the AS Biological Sciences–Transfer Option. This course will not satisfy the microbiology requirement for healthcare and nursing students. Students in health related programs should enroll in Microbiology & Lab (BIO205). Prerequisite: C or better in General Biology & Lab (BIO195). Completion or concurrent enrollment in General Biology II & Lab (BIO196) recommended. 3 hours lecture–3 hours’ lab

#### **CHN-511- Elementary Mandarin II** **3 Credits**

The course builds on the basic skills in Mandarin I. It is designed for students who might be planning to visit China for business, pleasure or for further study, and it will teach students some of the unique cultural practices of the country, from the forms of courtesy to the way of asking questions. The objective of the course will be to sharpen students’ oral and written communication skills. We will focus on everyday situations and combine practice in speaking with exercises in writing. The course will stress clarity in writing, and the course will teach students how to think critically in formulating statements and understanding meaning. (Prerequisite: Grade C or better in Elementary Mandarin I or by permission of instructor).

**ECE-151 - Beyond The Basics: Respecting the Infant-Toddler Child** **1 Credit**

This course will explore the importance of building positive relationships with infants and toddlers through responsive, respectful and reciprocal interactions that follow developmentally appropriate best practices and extend the infant and toddler's learning.

Prerequisite: Grade of C or better in ECE-103 Child Growth and Development or equivalent.

**ECE-152- Language and the Infant-toddler. Why and How?** **1 Credit**

This course focuses on the development of language for infants and toddlers, how the brain growth plays an important role in language and how to help children move towards their potentials for optimal growth and development. Students will learn the reasons why this is so critical and how to engage children with language before they can even talk. Prerequisite: Grade of C or better in ECE-103 - Child Growth and Development or equivalent.

**ECE-153 - Supportive Relationship and Curriculum: Expanding the Infant/Toddler Connections** **1 Credit**

This course addresses the capacity for the rapid learning by the infant-toddler child and explores how this growth is enhanced through daily experiences and supportive relationships. Students will learn ways to expand these connections and to nurture the infant-toddler through curriculum and supportive relationships. Prerequisite: Grade of C or better in ECE-103 - Child Growth and Development or equivalent.

**ECE-154- Supervision for Team Building** **1 Credit**

Early care and education teachers must work closely with each other to meet the demanding needs of young children. Learn ways to build teams from diverse groups of teachers and help them work smoothly together toward shared goals. Prerequisite(s) Requirement: Students must have a grade of C or better in ECE103 Child Growth and Development or equivalent prior to enrolling in the courses in this series. It is recommended that students be Lead teacher certification by the Department of Early Education and Care before enrolling in this course for easier understanding of course materials.

**ECE-155 - Trouble in the House: Handling Conflict in Supervision and Among Staff** **1 Credit**

Early care and education teachers have to serve the needs of many: children, parents, other teachers and staff, and supervisors. Yet, these caring people are often uncomfortable with conflict and handle the demands of conflict resolution poorly, causing more problems than are solved. This module will provide real ways to tackle these problems and build stronger teams through positive conflict resolution. Prerequisite(s) Requirement: Students must have a grade of C or better in ECE103 Child Growth and Development or equivalent prior to enrolling in the courses in this series. It is recommended that students be Lead teacher certification by the Department of Early Education and Care before enrolling in this course for easier understanding of course materials.

**ECE-156 - Helping Adult Learners Move Forward** **1 Credit**

The early care and education teacher is an adult learner with his/her own personal and professional goals. This module explores the ways for supervisors to help their teachers to grow and develop to meet their goals while strengthening the program at the same time. Prerequisite(s) Requirement: Students must have a grade of C or better in ECE-103 Child Growth and Development or equivalent prior to enrolling in the courses in this series. It is recommended that students be Lead teacher certification by the Department of Early Education and Care before enrolling in this course for easier understanding of course materials.

**ECE-157 - The What's And How's Of Emergent Curriculum And The Project Approach in ECE** **1 Credit**

Emergent curriculum and the project approach go beyond the traditional way of planning program activities and curriculum for young children in the classroom. Using the newest understandings to incorporate children's interests into program curriculum, this module examines the what's and how's of emergent curriculum. Prerequisites: Grade of C or better in ECE-103 Child Growth and Development. Recommended ECE104 – Curriculum in Early Childhood Education, prior to taking these courses for better understanding of material.

**ECE-158 - Project Planning With Emergent Interests of Children – Where to Begin** **1 Credit**

Figuring out children's interests requires observation and reflection. Teachers must be attentive to what is happening around children and what they are excited by, frightened of, and curious about. Where to begin with the project approach is all about the skills of observing the children around the classroom. Prerequisites: Grade of C or better in ECE103 - Child Growth and Development. Recommended: ECE-104 – Curriculum in Early Childhood Education, prior to taking these courses for better understanding of material.

**ECE-159 - Project Planning With Emergent Interests of Children – Pushing the Plan Beyond Beginnings to Document Learning** **1 Credit**

Considering how long a project should last is tricky. How to keep the children interested and how to end the project are also essential ingredients of a successful project. How does a classroom "document" the learning that children have obtained? Prerequisites: Grade of C or better in ECE103 - Child Growth and Development. Recommended: ECE104 - Curriculum in Early Childhood Education, prior to taking these courses for better understanding of material.

**ECE-160 - Language and Literacy: Why So Important?** **1 Credit**

Language development is a critical skill needed by every young child. This module will look at the emergence of language skills, brain development and the need for stimulation from the people and environments interacting with the child. Ways to evaluate the needs of young children and counter challenges with strong literacy environments will be addressed. Prerequisites: Students must have a grade of C or better in ECE103 Child Growth & Development or equivalent prior to enrolling in the courses in this series. Recommended: ECE-104 - Curriculum in Early Childhood Education, prior to taking these courses for better understanding of material.

**ECE-161 - Reading, Writing, Listening, Speaking – Pushing It Beyond The Basics** **1 Credit**

Language development begins with listening skills and moves through speaking, pre reading and pre writing skills. This module will consider these areas of need and ways to help children grow and develop in their skills in all areas .Prerequisite: Students must have a grade of C or better in ECE103 Child Growth and Development or equivalent prior to enrolling in the courses in this series. Recommended: ECE104 - Curriculum in Early Childhood Education, prior to taking these courses for better understanding of material.

**ECE-162 - Dual Language Learners: The Challenges** **1 Credit**

Because language development is so critical to growth and development of the young child, those children who are dual language learners need particular attention to help them reach their potential for strong development in all areas. Ways to address these concerns in the classroom will be a focus. Prerequisites: Students must have a grade of C or better in ECE103 Child Growth & Development or equivalent prior to enrolling in the courses in this series. Recommended: ECE-104 Curriculum in Early Childhood Education, prior to taking these courses for better understanding of material.

**ECE-163 - Science and Nature with Young Children** **1 Credit**

Children learn science concepts by playing and the easiest place for that to occur is in the natural environment. Emphasis of this module will be on the ways children learn science and the match between young children's curiosity and science learning. Prerequisites: Grade of C or better in ECE103 - Child Growth and Development. Recommended: ECE104 Curriculum in Early Childhood Education, prior to taking these courses for better understanding of material.

**ECE-164 - Project Planning with Emergent Interests of Children – Using Nature and Science to Plan Projects** **1 Credit**

Science seems scary and foreign to many teachers and children. Figuring out what to do and how to understand ways to pique children's interests requires observation and reflection. Teachers must be attentive to what is happening around children and what they are excited by, frightened of, and curious about. Where to begin with nature study and science learning is all about the skills of observing the children around the classroom

Prerequisites: Grade of C or better in ECE103 - Child Growth and Development. Recommended: ECE-104 Curriculum in Early Childhood Education, prior to taking these courses for better understanding of material.

**ECE-165 - Project Planning with Emergent Interests of Children – Pushing the Plan Beyond the Simple** **1 Credit**

Considering what projects to plan and how long a project should last is tricky. How to keep the children interested and how to develop the project are also essential ingredients of a successful project. How do we help children "document" their ideas and go beyond the simple plans to more complex thinking and activity? Prerequisites: Grade of C or better in ECE103 - Child Growth and Development. Recommended: ECE-104 Curriculum in Early Childhood Education, prior to taking these courses for better understanding of material.

**ECE-166 - The Law, the Realities, Identification and Care** **1 Credit**

Children with special needs, diverse abilities and atypical behavior require additional consideration when including them into traditional and typical classrooms. The law is clearly stated as to what is required for children to be included as they move to public school. But, what is the responsibility of those in programs for younger children? How does the teacher meet these requirements and help with identification and care of all children? Prerequisites: Students must have a grade of C or better in ECE103 Child Growth and Development or equivalent prior to enrolling in the courses in this series. Prior to enrollment it is recommended that students will have taken ECE111- Young Children with Special Needs or equivalent for a deeper understanding of the material of this course.

**ECE-167 - Observations and Then Curriculum Considerations** **1 Credit**

Figuring out children's needs and the ways in which they learn requires observation and reflection. Teachers must be attentive to what is happening around children and what they are excited by, frightened of, and curious about. Parents and family members must be consulted to see how to best meet the needs of all children. Prerequisites: Students must have a grade of C or better in ECE103 Child Growth and Development or equivalent prior to enrolling in the courses in this series. Prior to enrollment it is recommended that students will have taken ECE111 - Young Children with Special Needs or equivalent for a deeper understanding of the material of this course.

**ECE-168 - Observations and then Relational Connections****1 Credit**

Children with special needs have social and emotional needs just like all other children. Their needs for relational skill development are sometimes quite challenging. How do we handle this in our classrooms? How to help other children to be accepting and helpful? Prerequisites: Students must have a grade of C or better in ECE103 Child Growth & Development or equivalent prior to enrolling in the courses in this series. Prior to enrollment it is recommended that students will have taken ECE111 - Young Children with Special Needs or equivalent for a deeper understanding of the material of this course.

**ECE-223- CDA Professional Portfolio Course****3 Credits**

CDA (The Child Development Associate National Credentialing Program) Professional Portfolio Course will assist each student in developing their reflective Professional Portfolio as it relates to the 13 Functional Areas required by CDA and specific to the early childhood program in which the student is employed (family child care, infant/toddler or preschool care). This course is designed to expand the scope and level of each student's work capability as they develop their competency in these 13 functional areas. Each area will require the development of evidence to show competency through the preparation of a portfolio used for earning their CDA credential. Students will be eligible to apply for the CDA credential once completing all the requirements of the Council on Professional Recognition. Note: An application and credentialing fee is required by the Council and will be the student's responsibility. For information about the CDA process visit the CDA website at [www.cdacouncil.org](http://www.cdacouncil.org). Prerequisites: Admission to the Early Childhood Development Certificate with Child Development Associate Credential and ECE 101, 103, 104, 106 and ENG 111 plus a Learning Community Seminar. (These are the course requirements for completion of the Early Childhood Development Certificate).

**ECE-224- CDA Mentoring and Coaching Practicum****3 Credits**

This course will allow students to gain work experience to be used toward completion of requirements for the CDA (The Child Development Associate National Credentialing Program). The course follows the requirements for the CDA, allowing for 180 hours of work experience, observed by a faculty advisor who will provide coaching and mentoring feedback based on the 13 functional areas of the CDA comprehensive scoring instrument. Students will be eligible to apply for the CDA credential once completing all the requirements of the Council on Professional Recognition. Note: An application and credentialing fee is required by the Council and will be the student's responsibility. For information about the CDA process visit the CDA website at [www.cdacouncil.org](http://www.cdacouncil.org). Prerequisites: ECE 223 with grade of B or better or concurrently with Department Chair permission.

**ENV-115 Earth Science / Lab****4 Credits**

A study of the materials, principles, and processes that define and govern the Earth system. This course covers the fundamentals of geology: rocks, minerals, the rock cycle, geologic time, plate tectonics, earthquakes, volcanoes, geologic structures, weathering and erosion, hydrologic cycle, groundwater, glaciers and geologic hazards. Laboratory activities include mineral and rock identification, geologic structure and landform identification, interpretation of geologic maps and cross-sections, field geology, and other fundamental topics. Prerequisites: ENG095, a grade of C or better in Foundations of Mathematics MAT093, and Writing Skills II RDG095 or placement. Course meets 3 hours lecture; 1.5 hours lab.

**ENV-113 - Introduction to Oceanography/Lab****4 Credits**

This course ingrates the physical, chemical, geological, and biological characteristics of the world's oceans with emphasis on the New England coast and Boston Harbor. Topics include plate tectonics and the evolution of ocean basins, ocean sediments, coastal processes and landforms, physical and chemical properties of sea-water, atmospheric and oceanic circulation, the origins and dynamics of waves and tides, the coastal ocean, marine life, ocean productivity and resources, marine environmental concerns, marine policies, and cutting-edge marine technologies. Laboratory activities offer hands-on experiences about real-world oceanographic issues using oceanographic materials and techniques in both the laboratory and the field. Course meets 2.5 hours lecture; 1.5 hours lab. Prerequisites: Writing Skills II ENG095 or placement, Foundations of Mathematics MAT093 or placement, and Reading Skills II RDG095 or placement.

**GIS-124 - Introduction To Geographic Information Systems/ Lab****4 Credits**

Geographic Information Systems (GIS) are a powerful way to access, map, and analyze geographic information. This course provides an introduction to the concepts of GIS and geospatial analysis of databases. Through a series of lectures, hands-on computer based exercises, and web enhanced modules, students will learn how to use Microsoft Excel to manage database information, analyze geospatial data, and create maps using GIS tools and software. This course is designed as a core requirement for the A.S. Environmental Science program but can also be used as a stand-alone course to compliment a wide range of academic disciplines to map resources and other mapping related functions of planning and management. This course can serve as a feeder course into a full GIS Certificate program. This course will be offered as an online course and as a face-to-face course. Course meets 2.5 hours lecture; 1.5 hours lab. Prerequisites: RDG095 or ESL098 or exemption by placement.

**OIM-103- MS Word I****3 Credits**

This course uses Microsoft Word and covers introductory and limited intermediate applications, including but not limited to font and paragraph settings, page setup, table format, headers and footers, page numbering in sections, footnotes, citations, bibliographies, mail merge and envelopes, spell check and thesaurus, and electronic forms. Students create documents commonly used within academic and business settings. Students develop correct keyboarding technique in order to meet the industry standard for speed and accuracy. Note: An exemption test is available through the Center for Self-Direction Learning each semester for students with previous keyboarding experience by contacting the Prior Learning Coordinator.

**OIM-106- Records and Information Management****3 Credits**

This course provides an introduction to records and information management (RIM) including alphabetic, subject, numeric and geographic filing systems and guidelines, as well as the components of the records management lifecycle, and associated regulatory, privacy, compliance and risk issues. Students will complete hand-on projects using a records management online learning platform and using Microsoft Access and Excel. Business research using Internet Explorer is integrated with PowerPoint presentations and team assignments to tie together all the various professional skills using a qualitative approach. Use of the Moodle online platform is required. Pre/co-requisite: CIT 110 or CIT 133.

**OIM-112- MS Word II****3 Credits**

This course covers intermediate and advanced MS Word applications to create common business documents such as letters, memorandums, tables, reports, desktop publishing flyers, and electronic forms. Students learn to use accelerator keys, macros, templates, bullets and numbering, leaders, merging, sorting, hyperlinks, section breaks, styles, formulas, clip art, WordArt, and column layout. Diagnostic and speed-building exercises are used to improve keyboarding accuracy and speed. A minimal speed of 40 words per minute is strongly recommended. Students acquire skills that prepare them for MOUS (Microsoft Office User Specialist) certification. Prerequisite: Grade of C or better in MS Word I (OIM103) or Keyboarding: Document Generation I (OIM101) and Applications/Concepts (CIT110) or by permission of the department chairperson (Formerly OIM110 Document Generation).

**OIM-132- Administrative Business Communication I****3 Credits**

This course will develop the skills needed to create formal and informal documents that are used within office and medical office environments. Writing assignments will include emails, memorandums and letters. Students will learn to prepare agendas as well as implement and conduct business meetings as well as develop skills in taking minutes at meetings. Projects using email and electronic calendars will involve advanced features of both systems. Individualized review of fundamental English skills will be based on pre-test results. Proofreading and editing skills will also be included. Prerequisite: Writing Skills II (ENG095). (Formerly OIM130 Business Correspondence and Editing).

**OIM-232- Administrative Business Communication II****3 Credits**

The course covers human relations skills, non-verbal communication, diversity, cultural sensitivity, and global awareness. Meeting and event planning as well as telephone techniques are included. Students research business-related topics, write formal reports and work in groups to develop PowerPoint presentations. Resumes, cover letters, and mock interviews are included to prepare students for internship placement. Students continue individualized review of English skills as needed. This course is offered fall only. Pre-requisite: Grade of C or better in Business Correspondence (OIM130) or Administrative Business Correspondence I (OIM132). Pre/co-requisites: Records and Information Management (OIM106), Document Generation (OIM110) or MS Word II (OIM112), and Technology and Procedures (OIM115) or permission of department chairperson. A CORI check may be required to participate in the Office and Information Management Internship (Formerly OIM230 Administrative Business Communications). In order to be eligible to participate in the Office and Information Management Internship, student may be required to undergo a CORI Check.

**OIM-505- OIM Career Exploration****3 Credits**

This online class provides students with the tools needed to evaluate their career goals and to explore strategies for securing employment within the office and/or medical office job market. Students will complete modules that engage them in activities designed to evaluate values, skills, and interests as related to their own interests. Students will use resources on the BHCC portal and elsewhere to explore individual careers and research employers and the local job market. Resumes and cover letters will also be completed.

**OIM-121 - OIM Practicum****3 Credits**

This field experience takes place after students have completed the coursework required for the certificate. Students work for 45 hours within a work environment related to their career goals, abilities, and skills. Students complete the OIM Career Exploration course prior to the practicum and participate in a weekly seminar during the field experience. Prerequisites: Students complete all coursework with a grade point average of 2.75 or higher. Students must meet with the Internship Coordinator during the semester prior to completing the practicum.

**SOC-203 - Social Problems****3 Credits**

This course critically examines contemporary social problems by applying national and global sociological perspectives to the issues of poverty, racial and ethnic inequalities, sexuality, crime, the environment and health. Students explore the systemic causes of social problems. Students may be expected to participate in service-learning projects in order to apply course materials to real world efforts to solve social problems. Topics are subject to change as the course adapts to current events that are happening in our society. Prerequisites: C or better in SOC101 and ENG111.

**SOC-204 - The Sociology of Organizations****3 Credits**

This course will explore how social institutions are created and maintained. Their impact on individual and social lives will be analyzed. Concepts like bureaucracy, power, conflict, functionalism, and stratification will be discussed in detail. Some of the organizations to be focused upon include: education, government, economic organizations, health care, social services, sports, religion, the family, and communication/media. This course will empower students with concepts and skills that will help them to better understand how social structures work and interact with each other. An open systems approach will be used in this course.

**Revised Courses****AHE-104 Vital Signs: Understanding Human Behavior for the Health Care Professional****3 Credits**

*\*This course replaces the former AHE-104 – Health Employment Issues*

This course introduces students to the challenges and responsibilities of healthcare professionals and college students. Discussions center on cross-cultural issues, human growth and development; psychological and sociological factors involved in the patient healthcare professional relationship.

**ENV-110 - Sustainable Resource Conversation****4 Credits**

This course is an introduction to fundamental concepts of sustainability and resources conservation as related to environmental policy and environmental management. Through lectures, laboratories, and dialogue, students develop literacy in sustainability topics including environmental values and ethics; natural resource economics; environmental policies and regulations; sustainability management; sustainable development; ecosystem resources and management, biodiversity and wildlife conservation; forest and soil conservation, water conservation and quality, climate change and climate action planning. This course meets the General Education Requirement Area 5 Course meets 3 hours lecture; 1.5 hours lab. Pre-requisites: MAT093, ENG095, RDG095 or placement equivalency.

**SOC-111- The Family****3 Credits**

This course examines psychological and sociological factors related to the dynamics of family life. The course covers the process of the growth and adjustment of each family member as the family structure changes. Students discuss the historical, contemporary, and future family. Prerequisites: C or better in SOC 101 and ENG 111.

**VMA-102- Visual Design: Composition and Color****3 Credits**

*\*This course replaces the former VMA-102 – Two-Dimensional Design*

This course introduces the student to elements and principals of design that are fundamental to all fields of visual art. Within the context of 2-dimensional problem solving, students will develop a working vocabulary of visual elements including line, form, space, and color, in order to explore the expression of principles of composition such as balance, rhythm, emphasis, and proportion. Students will experience working with a variety of mediums and begin to develop skills in both visual thinking and craftsmanship. Prerequisites: Writing Skills II (ENG095) and Foundations of Mathematics (MAT093).

**VMA-103D- Visual Design: Form and Time****3 Credits***\*This course replaces the former VMA-103 – Three-Dimensional Design*

This course introduces the student to the fundamental elements and principles of design within the context of 3-dimensional form and time, both essential to the understanding of 2D and sequential art and design. Working with a variety of materials students will explore the fundamentals of scale, volume, space and light in 3 dimensions. Through exploring sequence and visual narrative, students will be introduced to the fundamentals of viewer experience in time. Prerequisites: Writing Skills II (ENG095) and Foundations of Mathematics (MAT093).

**Practical Nursing I - PNP-111****10 Credits**

The course provides the foundation for theory and practice of practical nursing certificate. The concepts of optimal health, person, nurse, environment, and holistic nursing are introduced within the framework of health promotion, health restoration and health maintenance. The student is introduced to critical thinking skills required for the practical nurse. The student is introduced to vocational trends and issues in the practical nursing field. Additional expenses may include supplies, equipment and uniforms. Course meets 6 hours of lecture / lab 1-2 days per week and 6 hours of clinical practice at the college or at selected health care facilities. Pre-requisite: acceptance into the Practical Nursing Program, MAT097, ENG111, BIO203, BIO204.

**Practical Nursing II - PNP-112****10 Credits**

Practical Nursing II is a course which builds on all the semester I courses and concepts with particular attention to the individuals with more complex health care needs and with problems related to alteration in health status. Principles of Nutrition and Pharmacology are applied in relation to health and the disease process. Teaching is an integral component of each unit of study. Subjective and objective data are influenced by culture, age and previous experiences of the patient and is a building block for critical thinking. The Nursing Process is utilized as the critical thinking tool in assessing this data for the purpose of planning and implementing holistic individualized nursing care. Applications of the concepts of caring and therapeutic nurse-patient relationships are stressed. During the clinical experience, the student will be accountable for providing competent, ethical and legal care in the role of the Practical Nurse. Additional expenses may include supplies, equipment and uniforms. Course meets 6 hours of lecture/lab 1-2 days per week and 18 hours of clinical practice per week at the college or at selected health care facilities. Prerequisite: Practical Nursing I PNP-111, Drug Calculation NUR100 and Principles of Psychology PSY101

**Practical Nursing III - PNP-113****10 Credits**

The student synthesizes and integrates cultural sensitivity and health education to provide safe and effective care and advocate for patients throughout the lifespan. The student outlines and implements a plan of care related to the challenges of the pediatric/MCH/geriatric patient, integrating the concepts of Erikson's developmental stages and extends care to family and community. Knowledge of medications and nursing implications of administration are expectations in the clinical setting. Legal and ethical principles are taught and adhered to within the scope of practice of the LPN. The leadership role of the practical nurse is defined and practiced in the long-term care setting where patient outcomes are predictably defined. Additional expenses may include supplies, equipment and uniforms. Course meets 6 hours of lecture / lab 1-2 days per week and 18 hours of clinical practice per week at the college or at selected health care facilities. Prerequisite: Practical Nursing II PNP112.

## Course Level, Grid and Prerequisite Changes

- Community Health Worker Certificate Program (catalog page 84)
  - HSV-112 prerequisites are now **PSY-101; ENG095** or placement and **ESL098** or **RDG095** or placement.
  - Health Employment Issues (AHE-104) is now called: **Vital Signs: Understanding Human Behavior for Health Care Professionals**
  - HSV-119 is now **HSV-219** (No title change). Prerequisites are now **AHE104; PSY215** and **ENG095** or placement and **ESL098** or **RDG095** or placement.
  - HSV-116 is now **HSV-216** (No title change and no prerequisite changes).
  - HSV-118 is now **HSV-218**. Prerequisites are now **PSY215** and **ENG095** or placement and **ESL098** or **RDG095** or placement.
- Early Childhood Development Certificate Program (catalog page 107)
  - **ECE-102** – Issues in Early Childhood Education; **ECE-117** – Observation/ Recording Behavior and **PSY-101** – Principles of Psychology have been removed.
  - An **LCS** – Learning Community Seminar has been added
  - Total number of certificate credits changes to **18**
- Early Childhood Development Program (catalog page 108)
  - ECE-102 is now **ECE-202**
  - ECE-111 is now **ECE-211**
  - ECE-112 is now **ECE-212**
  - ECE-117 is now **ECE-217**
  - ECE-120 is now **ECE-220**
  - ECE-121 is now **ECE-221**
  - \*All course titles, descriptions and titles remain the same*
  - Under the grid, under Note\*, **INT-123** has been added as a career electives
- Education Concentration (catalog page 110)
  - Under General Education Courses for Quantitative Thought/ Area 4 the credits change to **3-4 credits**
  - EDU-101 is now **EDU-201**

- EDU-111 is now **EDU-211**

- EDU-140 is now **EDU-220**

*\*All course titles, descriptions and titles remain the same*

- Total number of credits changes to **61-62**

- Under the grid, Note\*\*, (second line), **EDU-102** and **INT-123** have been added as career electives.

- Business Administration/Finance Option (catalog page 121)

- The prerequisite for ACC-102 is **ACC-101** not ENG-111

- Fine Arts Concentration (catalog page 122)

- Under Concentration Courses, Two Dimensional Design has been replaced with a new title, **Visual Design: Composition and Color** and new course number: **VMA-102**

- Three Dimensional Design has been replaced with a new title, **Visual Design: Form and Time** and new course number, **VMA-103**.

- Visual and Media Arts Program (catalog page 123)

- Under Concentration Courses, Two Dimensional Design has been replaced with a new title, **Visual Design: Composition and Color** and new course number: **VMA-102**.

- Three Dimensional Design has been replaced with a new title, **Visual Design: Form and Time** and new course number, **VMA-103**. Prerequisite, **VMA-102**

- Human Services Program (catalog page 140)

- HSV-116 is now **HSV-216**

- HSV-117 is now **HSV-217**

- HSV-118 is now **HSV-218**

- HSV-120 is now **HSV-220**

- HSV-121 is now **HSV-221**

*\*All course titles, descriptions and titles remain the same*

- Practical Nursing Certificate (catalog page 193)

- General Education Courses that have been added:

CPT or LOEP		0	CPT score 10.0 or above or LOEP exam 98 or above
ENG111	College Writing I	3	ENG095 or placement and ESL098 or RDG095 or placement
BIO203	Anatomy/Physiology/ Lab I		BIO101 or BIO108 or BIO195 or equivalent
BIO204	Anatomy/Physiology/ Lab II		BIO203

- Medical Assistant Certificate Program (catalog page 164)

- Health Employment Issues (AHE-104) is now called: **Vital Signs: Understanding Human Behavior for Health Care Professionals.**
- **Human Growth and Development/ PSY-213** has been removed.

- This program should read, Associate in Science: Paralegal Studies program not Criminal Justice Program (catalog page 185)

- Patient Care Technician Certificate Program (catalog page 188)

- Health Employment Issues (AHE-104) is now called: **Vital Signs: Understanding Human Behavior for Health Care Professionals.**
- **Human Growth and Development/ PSY-213** has been removed.

- Pharmacy Technician Program (catalog page 190)

- PMT-111; PMT-112 and PMT-113 are now all **4 credits.**
- **Pharmaceutical Calculations/ PMT-101** has been removed.

- Professional Human Services Work Certificate Program (catalog page 194)

- HSV-112 prerequisites are now **PSY-101; ENG095 or placement and ESL098 or RDG095 or placement.**
- HSV-118 is now **HSV-218** and the prerequisites are: **PSY-215; ENG095 or placement and ESL098 or RDG095 or placement.**
- HSV-116 is now **HSV-216.**

- Psychiatric Rehabilitation Certificate Program (catalog page 195)
  - HSV-112 prerequisites are now PSY-101; ENG095 or placement and ESL098 or RDG095 or placement.
  - HSV-118 is now HSV-218 and the prerequisites are PSY-215; ENG095 or placement and ESL098 or RDG095 or placement.
  - HSV-116 is now HSV-216.
- Substance Abuse Services Certificate Program (catalog page 206)
  - HSV-112 prerequisites are now PSY-101; ENG095 or placement and ESL098 or RDG095 or placement
  - HSV-118 is now HSV-218 and the prerequisites are PSY-215; ENG095 or placement and ESL098 or RDG095 or placement.
  - HSV-115 is now HSV-215
  - HSV-116 is now HSV-216
  - Under the grid, Note\*, the last sentence should read, **A placement experience in a human services agency is required by the course following a C.O.R.I. background check.**
- Taxation Certificate Program (catalog page 208)
  - The first two courses should be in the same box, **CIT-110 or CIT-234**. Course titles, credits and prerequisites remain the same.
  - Under Elective-Select One, remove the **MAT-097 prerequisite**, the space should be blank.
  - Total number of credits changes to **24**

- The transformation agenda has been added below the grid.
- **This workforce solution is 100% funded by a grant awarded by the U.S. Department Labor, Employment and Training Administration, TAACCCT grant agreement # TC-22505-11-60-A25. The solution was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. Massachusetts Community Colleges are equal opportunity employers. Adaptive equipment available upon request for persons with disabilities. For the most current Transformation Agenda, please visit [www.bhcc.mass.edu](http://www.bhcc.mass.edu), under Programs of Study/ Taxation Certificate Program.**

- World Studies Emphasis Certification (catalog page 218)
  - Choose five courses in the current grid from the six (6) areas below:
  - Area I: Languages
  - Area II: Literature
  - Area III: History
  - Area IV: Sociology
  - Area V: Geography
  - Area VII: Science
- Additional ECE course level modifications
  - ECE-110 becomes **ECE-210**
  - ECE-113 becomes **ECE-213**
  - ECE-215 becomes **ECE-215**

*\*All course titles, descriptions and titles remain the same*
- HSV-101 prerequisites are now C or better in PSY-101; ENG095 or placement and ESL098 or RDG095 or placement
- HSV-119 prerequisites are now Grade of C or better in PSY215 and AHE-104 or LCS101B and RDG095 or ESL098 and ENG095 or placement.
- MAT-181 – In the first line of the course description, the words “theory and applications” should be placed after “concepts”.
- Under General Education Requirements; Area 4, **MAT100**: Topics in Career Math has been added as a math elective.

### Expiring Degree and Certificate Programs

- International Business Certificate Program (catalog page 151)
  - **BUNKER HILL COMMUNITY COLLEGE IS CURRENTLY NOT ACCEPTING STUDENTS INTO THIS PROGRAM AS OF THE 2014-2015 ACADEMIC YEAR.**
- Business Administration Program/ International Business Option (catalog page 152)
  - **BUNKER HILL COMMUNITY COLLEGE IS CURRENTLY NOT ACCEPTING STUDENTS INTO THIS PROGRAM AS OF THE 2014-2015 ACADEMIC YEAR.**

- Medical Office Information Specialist (*Fast Track*) (catalog page 171)
  - **BUNKER HILL COMMUNITY COLLEGE IS CURRENTLY NOT ACCEPTING STUDENTS INTO THIS PROGRAM AS OF THE 2014-2015 ACADEMIC YEAR.**
- Registered Nursing Program: Day/Evening/Weekend/Hybrid Option (catalog page 200)
  - **BUNKER HILL COMMUNITY COLLEGE IS CURRENTLY NOT ACCEPTING STUDENTS INTO THE WEEKEND AND HYBRID OPTIONS FOR THE 2014-2015 ACADEMIC YEAR.**

### New Degree and Certificate Programs

- ✓ Administrative Support Specialist Certificate Program
- ✓ Early Childhood Development with Child Development Association Credential Certificate Program

### Deleted Courses and Programs

- VMA-222
- ECE-095
- VMA-204
- VMA-204
- Medical Office Information Specialist Certificate Program (*Fast Track*)

### Revised Accreditation Statement

The **Practical Nursing Program** has initial approval status granted by the Massachusetts Board of Registration in Nursing, 239 Causeway Street, Suite 500, 5th Floor, Boston, MA 02114 (telephone: 617-973-0900; or 1-800-414-0168; fax: 617-973-0984; URL: <http://www.mass.gov/dph/boards/rn>) and is in the process of seeking accreditation by the Accrediting Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326 (telephone: 404-975-5000; fax: 404-975-5020; email: [info@acennursing.org](mailto:info@acennursing.org); URL: <http://www.acennursing.org>).

### Malden Satellite

The main number is 617-228-2000

## Student Payment Information

Cost of Attendance Page 32 – Please see changes in red

The Board of Higher Education sets tuition and the College sets fees. Both are subject to change.

Fall Semester. . . . .	<del>\$1,603.00</del>	<b>\$1,640.00</b>
Spring Semester. . . . .	<del>\$1,067.00</del>	<b>\$1,090.00</b>

*\* Massachusetts state law requires that all students taking nine or more credits in the fall semester or nine or more credits in the spring semester have medical insurance. There are no exceptions.*

### Outstanding Financial Obligations (catalog page 32)

Bunker Hill Community College is responsible for making “diligent efforts” to collect amounts due to the state. Diligent efforts shall include written billings, dunning notices and subsequent assignments to a collection agency. The student is responsible for all collection costs and any fees incurred in the collection of debt and for informing the College of any dispute regarding the debt. The College advises students that their debts may be discharged through the intercept of any Commonwealth and Federal payments that are due to them or scheduled to be paid to them including tax refund.

**Please be advised that your student account debt constitutes an “educational benefit overpayment or loan” as defined pursuant to 11 U.S.C section 523(a)(8), and therefore is not dischargeable in bankruptcy.**

### Payments (catalog page 32)

A payment plan is available to eligible students for the fall and spring semesters, excluding the summer and mini sessions. You may sign up on the payment plan by logging on to [onlineservices.bhcc.mass.edu](http://onlineservices.bhcc.mass.edu). For specific information about the payment plan, **log on to <http://www.bhcc.mass.edu/autopay/>**

### **Residency Tuition (catalog page 33)**

Students registering for classes at Bunker Hill Community College, who are claiming entitlement to in-state tuition, must complete the Massachusetts Community College In state Tuition Eligibility Form. An eligible person shall mean a U.S. Citizen, lawful immigrant, permanent resident, or holder of another legal immigration status who has satisfied the duration residency requirement of six months prior to the start of the semester of enrollment, but not more than one year prior to that date and can demonstrate his/her intent to remain in Massachusetts. The institution reserves the right to make any additional inquiries regarding the applicant’s status and to require submission of any additional documentation it deems necessary. Questions concerning residency requirements should be directed to the Registrar’s Office at 617-228-2403. Special Cost Courses Students enrolled in health career program courses with prefixes AHE, CLS, CTC, DMS, EMT, MIG, MRC, NUR, RTH, SGT, SON, VSN, PNP and students enrolled in CIT141 and CIT241 must pay an additional fee of \$35 per credit hour. Other health related courses may be added. Also a malpractice insurance fee of \$15.00 per academic year may apply for some health courses. **For more information, students should go to the Student Payment Office, Room B219, or call 617-228-2150.**

Chapter 23 of the Massachusetts Acts of 1988 requires that all students registered for nine or more credit hours must participate in a comprehensive health insurance plan unless they certify that they are participating in a health insurance plan with comparable coverage. If a student has comparable coverage and wishes to waive participation in the Massachusetts Community Colleges insurance plan, the student must submit waiver information via the Internet by the due date that appears on the registration statement or at the time of registration. Students may access the waiver form online at [www.Gallagherstudent.com/bhcc](http://www.Gallagherstudent.com/bhcc). The College has set up dedicated computer stations in the Main Lobby of the Charlestown campus for students without Internet access.

MassHealth and enrollment in a subsidized Health Benefit Plan through the Connector, qualifies as comparable coverage. However, MassHealth Limited, the Health Safety Net and Children's Medical Security plan do not qualify and cannot be used to waive coverage. Free care that is provided by hospitals and community health is not insurance and cannot be used to waive coverage. In addition, coverage from insurance carriers outside the U.S. and coverage by foreign National Health Service programs travel, and accident insurance plans cannot be used to waive coverage. Therefore, all international students must participate in the Student Health Insurance Program (SHIP) or obtain coverage from a U.S. based carrier that meets state requirements.

All questions regarding Student Health Insurance Program (SHIP) should be directed to [connector@state.ma](mailto:connector@state.ma).

All students carrying nine or more credit hours in the fall or nine or more credit hours in the spring must comply. Classes offered in the Center for Self-Directed Learning or during mini sessions are considered part of the long semester for purposes of determining health insurance requirements. Students are not required to have health insurance coverage during the summer term, **and students enrolled in all web classes are not required to purchase the College health insurance plan.**

The Student Payment Office (catalog page 55) is open Monday through **Wednesday 8:30 am to 7:00 PM Thursday 11:00 am to 7:00 pm and Friday 8:30 AM to 4:00 PM** to assist students with account information The Student Payment Office is **closed** on weekends.

### **Modified Guidelines and Policies**

#### **Affirmative Action and Equal Opportunity Guidelines**

Bunker Hill Community College is an affirmative action/equal opportunity institution and does not discriminate on the basis of race, creed, religion, color, sex, sexual orientation, gender identity, age, disability, genetic information, maternity leave, and national origin in its education programs or employment pursuant to Massachusetts General Laws, Chapter 151B and 151C, Titles VI and VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; Section 504, Rehabilitation Act of 1973; Americans with Disabilities Act, and regulations promulgated thereunder, 34 C.F.R. Part 100 (Title VI), Part 106 (Title IX) and Part 104 (Section 504). All inquiries concerning application of the above should be directed to Thomas L. Saltonstall, Director of Diversity and Inclusion, Affirmative Action Officer, and Coordinator of Title IX and Section 504, at 250 New Rutherford Avenue, Room E236F, Boston, MA 02129, by calling 617-228-3311 or via email at [tsalton@bhcc.mass.edu](mailto:tsalton@bhcc.mass.edu).

When a student or employee believes s/he has been discriminated against based on race, creed, religion, color, national origin, age, sex, gender identity, genetic information, maternity leave, sexual orientation or disability status, the College's Affirmative Action Plan provides an informal complaint process and a formal complaint process which may be accessed by any member of the College

community. Whether a complaint/grievance is formal or informal, the College will conduct a prompt, thorough, fair and objective investigation, and will take such corrective action as is appropriate under the circumstances. No student or employee shall be retaliated against for filing a discrimination complaint/grievance or for cooperating with the College's investigation thereof.

For more information, to file a complaint/grievance, or for a copy of the plan and/or complaint/grievance procedure, contact Thomas L. Saltonstall, the College's Affirmative Action Officer at 617-228-3311.

### **Affirmative Action and Equal Opportunity Policy**

Bunker Hill Community College does not discriminate on the basis of race, creed, religion, color, gender, sexual orientation, gender identity, age, disability, genetic information, maternity leave status, criminal record or national origin in its educational programs or in admission to, access to, treatment in or employment in its programs or activities as required by Title VI, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; and Section 504, Rehabilitation Act of 1973 and regulations promulgated thereunder. Direct all inquiries concerning the application of these regulations to Thomas L. Saltonstall, Director of Diversity and Inclusion, the College's Affirmative Action Officer and Title IX and Section 504 Coordinator, 250 New Rutherford Avenue, Room E236F, Boston, MA 02129, by emailing [tsalton@bhcc.mass.edu](mailto:tsalton@bhcc.mass.edu) or by calling 617-228-3311.

### **Annual Notice for Publication**

Bunker Hill Community College (BHCC) is the largest community college in Massachusetts. The College enrolls approximately 14,000 students on two campuses and at three satellite locations. BHCC offers Associate Degrees and Certificate Programs in 103 different areas, including: Business, Biotechnology, Engineering, Computer Science, Visual and Media Arts, Culinary Arts and many more.

BHCC is one of the most diverse institutions of higher education in Massachusetts: 67% of students are people of color and 56% of BHCC's students are women. The College also enrolls more than 800 international students who come from more than 95 countries and speak 75 different languages.

### **Continuous Notice for Nondiscrimination**

Bunker Hill Community College does not discriminate on the basis of race, creed, religion, color, sex, sexual orientation, gender identity, age, disability, genetic information, maternity leave or national origin in its educational programs and in admission to, access to, treatment in or employment in its programs or activities as required by Chapters 151B and C of the Massachusetts General Laws; Titles VI and VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; and Section 504, Rehabilitation Act of 1973 and regulations promulgated thereunder.

Direct all inquiries concerning the application of these regulations to Thomas L. Saltonstall, Director of Diversity and Inclusion, the College's Affirmative Action Officer and Title IX and Section 504 Coordinator, 250 New Rutherford Avenue, Room E236F, Boston, MA 02129, by emailing [tsalton@bhcc.mass.edu](mailto:tsalton@bhcc.mass.edu) or by calling 617-228-3311.

### **Guideline Concerning Sexual Violence**

Committing an act of sexual violence upon a student, an employee or any other person in the College constitutes a violation of state and federal laws, and a major violation of the College's Affirmative Action Policy. Sexual violence is absolutely intolerable and totally unacceptable.

Sexual violence is generally defined as any sexual activity where consent is not obtained or able to be freely given, and includes rape (vaginal, oral or anal penetration without consent), acquaintance rape (rape committed by someone who is known by the victim), or any unwanted sexual activity that is forced or coerced by one person on another. It is a criminal offense to have sex with someone who is

incapable of giving consent due to being intoxicated, unconscious, mentally incompetent or under 16 years of age. An employee or student who commits an act of sexual violence may be subject to criminal prosecution and will be subject to disciplinary action by the College, up to and including expulsion and/or termination of employment.

Victims of sexual violence are encouraged to contact the College's Department of Public Safety at (617) 228-2222 or 228-2053, or by reporting the matter at Room E-127 as soon as is practicable under the circumstances. If a victim is more comfortable reporting the alleged sexual violence to a College employee with whom s/he is better acquainted, such as a Dean, administrator or faculty member, s/he may do so. Any employee to whom an incident of sexual violence is reported, however, is required to notify the College's Department of Public Safety and the Affirmative Action Officer and Title IX Coordinator forthwith. The Affirmative Action Officer and Title IX Coordinator is Thomas L. Saltonstall, and he may be contacted at Room E-236F, by calling (617) 228-3311 or via email at [tsalton@bhcc.mass.edu](mailto:tsalton@bhcc.mass.edu).

If any student or employee believes that he or she has been the victim of sexual violence, the student or employee also has the right to file an Affirmative Action Discrimination Grievance with the College. For a copy of the Affirmative Action Grievance Procedure or assistance with filing a complaint, please contact Thomas L. Saltonstall, the College's Affirmative Action Officer and Title IX Coordinator at (617) 228-3311, at Room E-236F or by emailing [tsalton@bhcc.mass.edu](mailto:tsalton@bhcc.mass.edu).

Reporting the incident to the College's Department of Public Safety, the Affirmative Action Officer and Title IX Coordinator, or another College employee does not commit the victim to filing charges. Federal and state laws, however, require the College to investigate such reports. The matter will be investigated both by BHCC Police and separately by the Affirmative Action Officer and Title IX Coordinator. Although every reasonable effort will be made to protect a victim's privacy, individuals with a need to know may be contacted and information may be shared as necessary to investigate and adjudicate the matter or as public safety requires. A report of the incident will be filed with local police in the event public safety is at risk even if the victim does not intend to report the incident to police or cooperate in an investigation.

The College prohibits retaliation against any person who presents a formal or informal complaint of sexual violence or who testifies or offers evidence connected with a complaint. Retaliation is a violation of the College's Affirmative Action and Diversity Policy whether or not the underlying claim of sexual violence is confirmed. For the full text of the College's policy concerning sexual violence, refer to Bunker Hill Community College's Affirmative Action Plan.

### **Sexual Harassment Guidelines**

Sexual harassment of a student, an employee or any other person in the College is unlawful, unacceptable, impermissible and intolerable. Sexual harassment is a form of sex discrimination. It occurs in a variety of situations which share a common element: the inappropriate introduction of sexual activities or comments into the work or learning environment. Often, sexual harassment involves relationships of unequal power and contains elements of coercion, as when compliance with requests for sexual favors becomes a criterion for granting work, study or grading benefits. However, sexual harassment may also involve relationships among equals, as when repeated sexual advances or demeaning verbal behaviors have a harmful effect on a person's ability to study or work in the academic setting.

For general purposes, sexual harassment may be described as unwelcome advances, requests for sexual favors and other physical or verbal conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education; (2) submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual or (3) such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile or demeaning employment or educational environment.

A student, an employee, or any other person in the College who is found to have engaged in sexual harassment is subject to discipline up to and including termination of employment or expulsion from the College.

When a student, an employee or any other person in the College believes s/he has been the subject of sexual harassment, the complaint/grievance process is a mechanism for redress. Whether a complaint/grievance is formal or informal, the College will conduct a prompt, thorough, fair and objective investigation, and will take such corrective action as is appropriate under the circumstances. Reasonable efforts are made to maintain confidentiality during the grievance process.

No student or employee shall be retaliated against for filing a discrimination complaint/grievance or for cooperating with the College's investigation thereof. For more information, for a copy of the Affirmative Action Complaint/Grievance Procedure, or to file a complaint/grievance, contact Thomas L. Saltonstall, the College's Affirmative Action Officer, at 250 New Rutherford Avenue, Room E-236F, Boston, MA 02129 by calling 617-228-3311, or via email at [tsalton@bhcc.mass.edu](mailto:tsalton@bhcc.mass.edu) .

Sexual harassment is forbidden by both federal and state regulations. In keeping with these regulations, a concerted effort will be made to protect employees, students and others from sexual harassment as defined. For the full text of the College's policy concerning sexual harassment, refer to the Bunker Hill Community College Affirmative Action Plan.