

2024-25  
ACADEMIC YEAR



# SUNY CORNING COMMUNITY COLLEGE CATALOG





# Table of Contents

<b>General</b>	5	Posthumous Degree Policy	27
Vision Statement	5	Registration	27
Mission Statement	5	Repeat Courses	28
SUNY CCC Values	5	Residency Requirement	28
Accreditation	5	Semester Schedule Limits and Course Loads	29
SUNY CCC Institutional Learning Outcomes	5	SUNY Cross-Registration Policy	29
Non-Discrimination Notice	5	Transcript of Courses	29
Catalog Information	6	Warning Grades	29
Telephone Directory	6	Withdrawal from College	29
Calendar	6	Writing-Process and Writing-in-Content-Areas Courses	30
College Closing	7	<b>Admission</b>	31
<b>Basic Course Information</b>	8	Introduction	31
General Course Information	8	Application Process	31
Course Categories Chart	9	Admission Policy	31
Mathematics Flow Chart	9	Educational Opportunity Program	34
Nursing Courses (General Information)	11	<b>Degrees &amp; Certificates</b>	35
<b>Academic Policies and Procedures</b>	12	Micro-credentials	36
Introduction	12	Program Link to Career or Transfer Paths	38
Academic Honesty	12	Academic Programs & Divisions	40
Academic Policy Appeals	13	SUNY Transfer Paths	40
Academic Progress Policy	13	<b>Cost and Payment</b>	42
Accelerated College Education Program (ACE)	15	Payment Plans	42
Adding Courses	15	Emergency Loans	42
Advanced Standing	15	Taxpayer Relief Act	42
Animal Use In Courses Policy	15	Refund of Tuition and Fees	42
Attendance	15	Costs	43
Audit of a Course	16	<b>Financial Aid Awards and Procedures</b>	45
Catalog Changes	16	Introduction	45
Changing Programs	16	Types of Aid	45
Course Cancellations	16	Applying for State and Federal Aid	45
Course Shelf Life	16	When to Apply	45
Course Substitutions	16	How Eligibility is Determined	45
Dean's and President's Lists	18	Disbursement of Federal Aid	46
Developmental Progress Policy	18	Financial Aid Refunds	46
Dropping a Course	19	Financial Aid Programs	46
Early Alert	20	Educational Loans	48
Email	20	Scholarships, Awards, and Loans	49
Emergency Leave of Absence Policy	20	Veterans' Benefits	49
Final Exams	20	Policies Affecting Eligibility for Financial Aid	50
Fresh Start	20	Repeat Courses & Financial Aid Eligibility	51
General Education Requirement (SUNY)	22	Academic Progress Policy for Federal Financial Aid	51
Grades	25	Satisfactory Academic Progress Policy for Federal Financial Aid	51
Graduation Application and Review	25	Standards of Federal Satisfactory Academic Progress	51
Graduation Requirements	26	Program Completion Requirement (150% Rule) for Federal Financial Aid Eligibility	53
Graduation Honors	26	Multiple Programs of Study for Federal Aid Eligibility	53
Independent Study	26	Fresh Start and Federal Aid Eligibility	54
Military Absence Policy	26	Appeal Process	54
Multiple Programs	27	Withdrawal from SUNY CCC and Financial Aid Obligations	54
Pass/No Grade-No Credit Option	27	Academic Progress Requirements for New York State Aid	55
Placement into Courses	27		

<b>Rights, Responsibilities, and Other Important Information</b>	58
Introduction	58
Acceptable Use Policy	58
Accessibility Services and Requesting Accommodations	61
Alcohol Use Policy	63
Anti-Bullying Policy	63
Athlete's Code of Conduct	64
Behavioral Intervention Team	64
Children on Campus	65
Chosen Name	65
Confidentiality and Privacy Rights	66
Consensual Sexual and Amorous Relations Policy	67
Drug-Free Campus	68
Equal Employment and Educational Opportunity	69
Financial Obligations	70
Freedom in the Classroom	71
Freedom of Protest	71
Grievances	71
Health Services	71
Library Use	71
Non-Students on Campus	71
Reasonable Accommodations Policy	72
Religious Absences	72
Response Policy for Sexual Violence and Other Misconduct	73
Safety/Security	77
Service-Assistance Animal Policy	77
Sexual Violence Students' Bill of Rights	78
Student Code of Conduct	79
Tobacco Free Campus	80
Weapons on Campus	81
Whistleblower Protection Policy	81
<b>College Faculty and Administrators</b>	83
College Administration	83
Full-time Faculty	84
Full-time Administrators	86
<b>Appendices</b>	89
Building Codes	89
ACE High School Codes	89
Off Campus Course Locations	89
Satellite Campuses	90
Glossary	91
Spencer Hill Campus Map	93
<b>Addendum</b>	95
<b>Academic Programs</b>	96
Accounting/Financial Management	96
Business Administration	99
Business Administration (Transfer Program)	101
Chemical Dependency Counseling	103
Chemical Technology	105
Community and Public Health	107
Computer Aided Drafting (CAD)	113
Computer Numerical Control Programming	115

Computer Science	117
Criminal Justice	120
Cybersecurity	125
Digital Design	128
Directed Studies	131
Education Studies (Teacher Education Transfer)	133
Electrical Technology – Electronics	138
Engineering Science	140
Environmental Science	143
Fine Arts and Design	146
Human Services	149
Information Technology	151
Liberal Arts and Sciences: Humanities and Social Sciences	153
Machine Tool Technology	159
Mathematics and Science	164
Mechanical Technology: CAD Design	168
Mechatronics	171
Nursing	174
Police Basic Training	178
Sustainability Studies	180
<b>Microcredentials</b>	184
Applied Electronics for Manufacturing Assemblers	184
Applied Electronics for Manufacturing Technicians	185
Bookkeeping/Accounting	186
Certified Cisco Network Administrator (CCNA)	187
Childhood Development Associate Preparation	188
Customer Sales and Service	189
Direct Support Professional – Front Line Supervisor	190
Direct Support Professional I	191
Direct Support Professional II	192
Direct Support Professional III	193
Emergency Management	194
Emergency Medical Technician (EMT)	195
Enhanced Bookkeeping/Accounting	196
Fire Protection Technology: Exterior Operations	197
Fire Protection Technology: Interior Operations	198
Fire Protection Technology: Leadership Development	199
Mechanical Assembler 1	200
Mechanical Assembler 2	201
Pre-Nursing Science Primer, Part 1	202
Pre-Nursing Science Primer, Part 2	203
Recovery Peer Coaching & Advocacy	204
Tax Preparer	205
Teaching Assistant II	206
Teaching Assistant III	207
Technical Theater Certification	208
<b>Courses</b>	209
Accounting	209
Anthropology	209
Arabic	210
Art	210
Business	214
Business/Office Technology	216
Career Planning	216

Chemical Technology . . . . .	216
Chinese . . . . .	217
Community Engaged Learning . . . . .	217
Computer Information Technology . . . . .	218
Computer Network Technology . . . . .	218
Computer Repair Systems . . . . .	219
Computer Science . . . . .	219
Computer Science Network Security . . . . .	221
Computing Graphics . . . . .	221
Criminal Justice . . . . .	221
Early Childhood . . . . .	224
Economics . . . . .	225
Education . . . . .	225
Electrical Technology . . . . .	226
Engineering . . . . .	227
English . . . . .	228
Fire Science . . . . .	232
First Year Experience . . . . .	234
French . . . . .	234
Game Design & Development . . . . .	235
Geography . . . . .	235
German . . . . .	236
Government . . . . .	236
Greek . . . . .	237
Health Education . . . . .	237
Hebrew . . . . .	240
History . . . . .	240
Hospitality . . . . .	243
Human Services . . . . .	243
Humanities . . . . .	245
Internship . . . . .	246

Italian . . . . .	247
Latin . . . . .	248
Machine Technology . . . . .	248
Management . . . . .	249
Marketing . . . . .	250
Mathematics . . . . .	250
Science, General . . . . .	255
Astronomy . . . . .	256
Biology . . . . .	256
Chemistry . . . . .	259
Earth Science . . . . .	261
Geology . . . . .	261
Mechanical Technology . . . . .	261
Media Communications . . . . .	263
Medical Terminology . . . . .	264
Music . . . . .	264
Nursing . . . . .	269
Philosophy . . . . .	273
Physical Education . . . . .	274
Physical Education Development . . . . .	277
Physics . . . . .	277
Psychology . . . . .	278
Russian . . . . .	279
Sign Language . . . . .	280
Sociology . . . . .	280
Spanish . . . . .	282
Speech . . . . .	282
Technology . . . . .	283
Theatre . . . . .	284
Wellness . . . . .	286

# General

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## Vision Statement

To be the educational heart of the community where all identities thrive, students reach new heights, and transformative partnerships grow.

## Mission Statement

Empower Our Students. Elevate Our Community.

## SUNY CCC Values

- Equity
- Connectedness
- Exploration
- Collaboration
- Critical Thinking
- Creative Expression
- Grit

## Accreditation

The degree programs described in this catalog are registered with the New York State Education Department and are approved by the State University of New York Board of Trustees. The College is accredited by the Middle States Commission on Higher Education. The Nursing Program is accredited by the Accreditation Commission for Education in Nursing, Inc., 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326. It may be contacted at 404-975-5000 for program information. SUNY CCC is fully accredited by the Veterans Administration for educational benefits to qualified veterans under existing applicable public laws. Corning is also accredited under Chapter 35, Title 38, U.S.C. (a program of educational aid for children, spouses, and survivors of veterans whose deaths or permanent total disabilities were a result of injuries or diseases received from their military service). SUNY CCC is also part of the National Council for the State Authorization Reciprocity Agreements.

## SUNY CCC Institutional Learning Outcomes

SUNY CCC's Institutional Learning Outcomes are the expectation of student achievement through curricular and co-curricular activities.

1. Demonstrate critical thinking.
2. Communicate effectively orally and in writing, and through other modes of expression.
3. Utilize research, apply scientific reasoning and mathematical concepts, and employ creative techniques to solve problems.
4. Demonstrate knowledge and skill proficiency in a program of study.
5. Apply information literacy skills necessary to support continuous, lifelong learning.
6. Apply interpersonal, social, cultural, and global awareness and civic knowledge to problems.
7. Demonstrate growth in professional and personal development.

## Non-Discrimination Notice

SUNY Corning Community College is committed to fostering a diverse community of outstanding faculty, staff, and students, as well as ensuring equal educational and employment opportunity and access to services, programs, and activities without regard to an individual's race, color, national origin, religion, age, disability, sex, gender identity, sexual orientation, pregnancy, predisposing genetic characteristics, military status, criminal conviction, or any other protected characteristic. Employees, students, applicants, or other members of the College community (including, but not limited to vendors, visitors, and guests) may not be subjected to harassment that is prohibited by law or treated adversely or retaliated against based upon a protected characteristic.

The College's policy is in accordance with federal and state law and regulations prohibiting discrimination and harassment. These laws include the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972, and the NYS Human Rights Law. These laws prohibit discrimination and harassment, including sexual harassment and sexual violence. Inquiries regarding the application of Title IX and other laws, regulations, and policies prohibiting discrimination may be directed to: Executive Director of Human Resources, 1 Academic Drive, Corning, NY 14830, hr@corning-cc.edu, 607-962-9444. Inquiries may also be directed to the United States Department of Education's Office for Civil Rights, 32 Old Slip, 26th

Floor, New York, NY 10005-2500, OCR.NewYork@ed.gov, 646-428-3800. The College's complete Equal Employment and Education Opportunity Policy, which includes the procedure for filing complaints of discrimination and harassment, is available in the back of this catalog.

## Catalog Information

Every effort is made to ensure that the information provided in this catalog is accurate and current at the time of publication. SUNY Corning Community College reserves the right to correct errors and to add, withdraw, or modify programs or courses based on changing needs or circumstances consistent with SUNY and NYS Education Department policy. The information in this catalog was frozen as of 5/3/23.

## SUNY CORNING COMMUNITY COLLEGE

1 Academic Dr.  
Corning, New York 14830  
admissions@corning-cc.edu  
corning-cc.edu

## Telephone Directory

Main number	607-962-9222
Toll free	800-358-7171
Voice/TDD Service	use 711 relay
EAC Fax	607-962-9582
Accelerated College Education Program (ACE)	607-962-9491
Academic Affairs	607-962-9231
Admissions	607-962-9151
Airport Corporate Park	607-936-7397
Alumni Relations	607-962-9284
Arthur A. Houghton, Jr. Library	607-962-9251
Athletics	607-962-9318
CCC Development Foundation	607-962-9458
College Store	607-962-9322
Enrollment Advisement Center (financial aid, registration, bills)	607-962-9875
Health Office	607-962-9257
Honors Program	607-962-9245
Housing Information	607-962-9528
Human Resources	607-962-9229
Humanities & Social Sciences Division	607-962-9271
Information Technology (Help Desk)	607-962-9555
Intramurals & Recreation	607-962-9476
Liberal Arts & Professional Studies Division	607-962-9239
President	607-962-9232
Public Safety	607-962-9000
STEAM Division	607-962-9243

Student Accounts	607-962-9490
Student Development	607-962-9583
Student Accessibility Services	607-962-9262
Student Life	607-962-9002
Student Residence Life	607-962-9528
Student Transcripts	corning-cc.edu/transcript
Veteran's Service	607-962-9433
Workforce Education & Academic Pathways	607-936-5501

## Calendar

The following calendar indicates important dates for traditional semesters. Courses offered at different times would follow a modified schedule. The Calendar is subject to change.

### 2024-2025

#### Fall 2024

Classes begin	August 26
No classes-Labor Day holiday	September 2
Early alerts submitted	September 4 - September 11
Warning grades submitted	October 2 - October 6
No classes - October break	October 14 - October 15
Last day to drop a full-term course	October 27
No classes -Thanksgiving break	November 27 - November 29
Last day of classes	December 9
Final examinations	December 10 - December 16

#### Spring 2025

Classes begin	January 27
Early alerts submitted	February 5 - February 12
Warning grades submitted	March 5 - March 12
Last day to drop a full-term course	April 6
Spring break	March 17 - March 21
Last day of classes	May 9
Final examinations	May 12 - May 16
Commencement	May 17

## Winter 2025 Session

Classes in session	December 23 - January 24
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## Summer 2025 Sessions

Summer Term I	May 27 - July 1
Summer Term II	July 14 - August 15

Day and evening summer sessions of varying lengths are offered throughout the summer. Specific information is available from Enrollment Advisement Center.

## College Closing

If the College closes due to inclement weather or other emergency, text messages are sent first. Emergency text notifications are sent to the cell phone number students have included in the "Cell Phone" field of the student information system (MyBanner). After text messages are sent, an announcement will be posted on the College's website ([www.corning-cc.edu](http://www.corning-cc.edu)) and social media channels.

# Basic Course Information

## General Course Information

Course descriptions can be found under the "Courses" link at the top of the Catalog Home Page. Courses are listed alphabetically by subject prefixes and 4-digit numbers that indicate the course level. Generally numbers that begin with a 0 are non-credit or developmental courses and do not apply to a degree. Those that begin with a 1 are freshmen or first-year level courses; a 2 indicates a sophomore or second-year level course and usually has a prerequisite. See the program pages for program specific requirements. When a prerequisite is indicated, students who believe they have knowledge similar to the prerequisite may consult with the course instructor about registration.

New courses are continuously being added and some courses are being deleted from the curricula, so if a course is not listed in this catalog, students should consult the appropriate division to find a description. For more detailed information about a course, the course outline (syllabus) is available from the division secretary. Help in locating information about courses is also available from counselors, advisers, or the Enrollment Advisement Center.

Please note also that not every course is offered every semester. Fall and Spring are used to indicate when courses are normally offered. "ASN" identifies those courses not offered on a regular basis.

For more information on CCC's non-credit course offerings, contact our Department of Workforce Education and Academic Pathways or visit our website under the Community tab.

Discipline	Prefix
Accounting	ACCT
Anthropology	ANTH
Arabic	ARAB
Architectural Drawing	TECH
Art	ARTS
Astronomy	ASTR
Biology	BIOL
Business	BUSN
Business/Office Technology	BUOT
Career Planning	CRPL
Chemical Technology	CHTK
Chemistry	CHEM

Discipline	Prefix
Chinese	CHIN
Community Engaged Learning	INDI
Computer	CRST, CSCS, CSIT, CSNT, CSST, CSWT
Computer Science Network Security	CSNS
Computing Graphics	CADD
Criminal Justice	CRJ
Earth Science	ERTH
Economics	ECON
Education	EDUC
Electrical Technology	ELEC
Engineering	ENGR
English	ENGL
French	FREN
First Year Experience	FYEX
Game Design & Development	GAME
Geography	GEOG
Geology	GEOL
German	GERM
Government	GOVT
Greek	GREK
Health Education	HLTH
Hebrew	HEBR
History	HIST
Honors	HONS
Hospitality	HOSP
Humanities	HUMA
Human Services	HUSR
Internship	ITRN
Italian	ITAL
Latin	LATN
Machine Technology	MACH
Management	MGMT
Marketing	MKGT
Mathematics	MATH
Mechanical Technology	MECH
Media Communications	MCOM
Medical Terminology	MEDT
Music	MUSC
Nursing	NURS
Philosophy	PHIL
Physical Education Development	PEPD
Physical Education	PFIT
Physics	PHYS
Psychology	PSYC
Russian	RUSS
Science (General)	SCIN



Discipline	Prefix
Sign Language	SIGN
Sociology	SOCI
Spanish	SPAN
Speech	SPCH
Sustainability	SUST

Discipline	Prefix
Technology (General)	TECH
Theatre	THEA
Wellness	WELL
Wine Making	WINE

## Course Categories Chart

### How courses meet discipline electives

Liberal Arts and Sciences Electives	Business	Accounting, Business, Computer, Computer Network, Computer Science, Management, Marketing, Office Administration, Hospitality.
	Communications	English, Media Communications, Speech, Theatre.
	Honors	All courses with the HONS prefix.
	Humanities	Art, Foreign Languages, Humanities, Media Communications, Music, Philosophy, Sign Language, Speech, Theatre, 2000-level English.
	Laboratory Science	Any Astronomy, Biology, Chemistry, Geology, Physics, and General Science courses which have laboratory experiences along with lectures.
	Mathematics	All courses with the MATH prefix.
	Science	Includes all Laboratory Science and most General Science courses.
	Social Sciences	Anthropology, Economics, Geography, Government, History, Psychology, Sociology.
Additional Courses		Architectural Drawing, Career Planning, Chemical Technology, Computing Graphics, Community Engaged Learning, Computer Repair, Computer Science Network Security, Criminal Justice, Education, Electrical Technology, Engineering, First Year Experience, Game Design & Development, Health Education, Law Enforcement, Internship, Machine Tool Technology, Mechanical Technology, Medical Terminology, Nursing, Physical Education Professional Development, Sustainability Studies, Technology (General), Wellness, Winemaking.
Wellness Requirement		<u>Awareness/Instructional</u> : Health Education, Wellness. <u>Activity</u> : Physical Education.

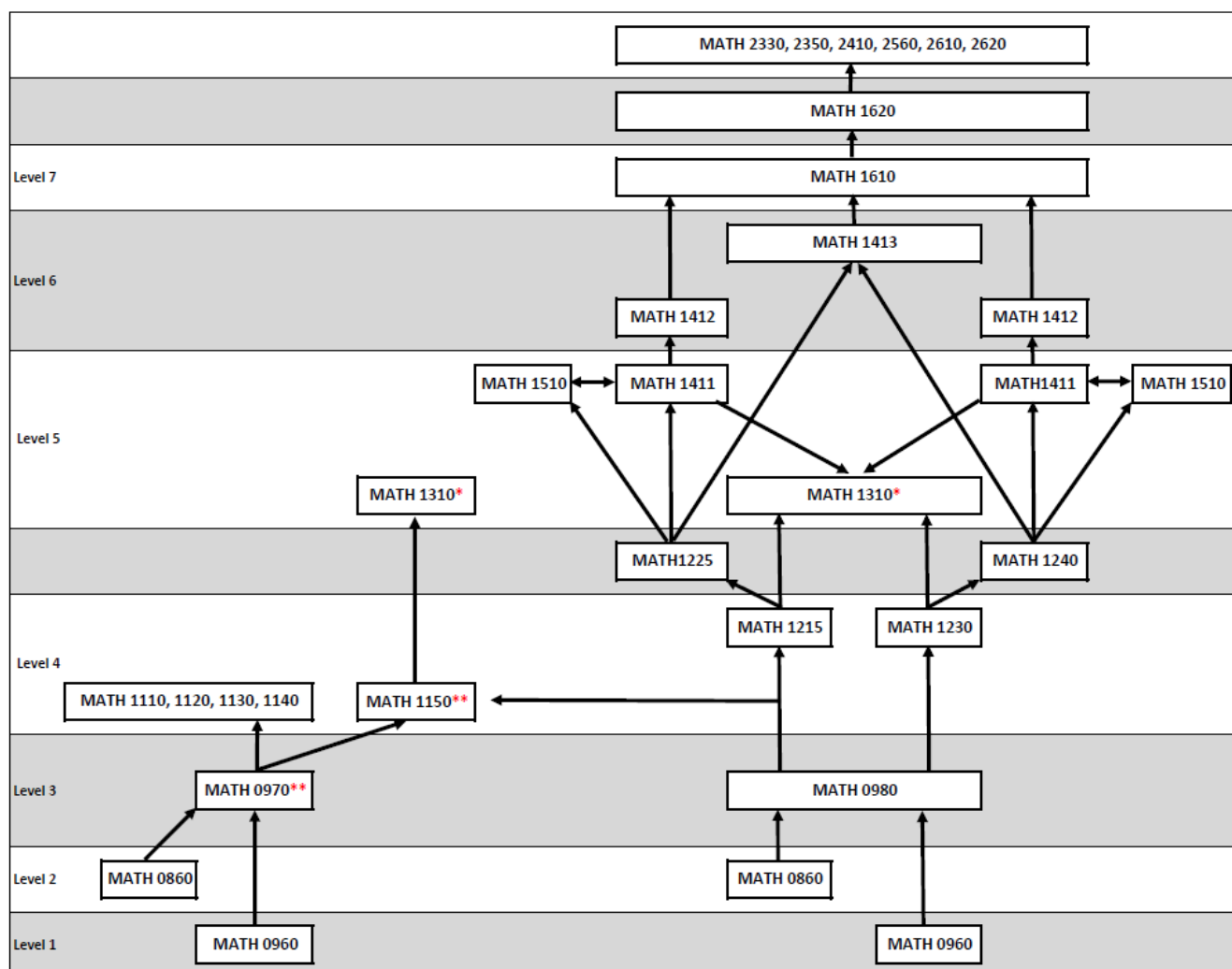
Free Electives

Equivalent Credit Courses Equivalent credit courses are not used to satisfy degree requirements.

## Mathematics Flow Chart

1. Students begin their math courses according to placement based on assessment, their program requirements, and prior course work. Those who need basic skills begin with MATH0960.
2. All remote and online math classes require virtual or in-person proctoring for exams. Contact the instructor for more information.

## Mathematics Courses Flow Chart



MATH 0860 Basic Math Skills (1 Week Class)

MATH 0960 Prealgebra

MATH 0970 Quantitative Reasoning I

MATH 0980 Beginning Algebra

MATH 1005 Math for Nursing I

MATH 1006 Math for Nursing II

MATH 1110 Structures of Mathematics I

MATH 1120 Structures of Mathematics II

MATH 1130 Math for Elementary Teachers I

MATH 1140 Math for Elementary Teachers II

MATH 1150 Quantitative Reasoning II

MATH 1215 College Mathematics I (Interm. Algebra)

MATH 1225 College Mathematics II (Interm. Alg/Trig)

MATH 1230 Elements of Applied Math I

MATH 1240 Elements of Applied Math II

MATH 1310 Elementary Statistics

MATH 1411 Elementary Functions I (College Algebra)

MATH 1412 Elementary Functions II (Trig. & More)

MATH 1413 Precalculus

MATH 1510 Fund. Concepts of Calc. (Business Calculus)

MATH 1610 Calculus I

MATH 1620 Calculus II

MATH 2330 Discrete Mathematics

MATH 2350 Introductions to Proofs

MATH 2410 Probability and Statistics I

MATH 2560 Intro. to Linear Algebra

MATH 2610 Calculus III

MATH 2620 Ordinary Differential Equations

**Note 1:** MATH 0860, 0960, 0970 and 0980 are developmental mathematics courses and DO NOT receive college credit.

**Note 2:** MATH 1005 and 1006 (Math for Nursing I and II) are available to nursing students above MATH 0960.

**Note 3:** MATH 1110, 1120, 1130, 1140 or 1150 can be taken in any order.

**\*Note 4:** MATH 1150 or 1215 or 1230 or higher **MEET** the prerequisite for MATH 1310.

**\*\*Note 5:** MATH 0970 and 1150 **DO NOT MEET** the prerequisite for MATH 1215 or MATH 1230.

## Nursing Courses (General Information)

1. Prerequisite for all Nursing courses: Acceptance into Nursing Program, successful completion of any developmental work required as a result of CCC assessment test; Eligible for MATH 1150 or higher; Biology and Chemistry in high school with a 75% or higher or a college course with a C or higher.
2. Annual Requirements for all Nursing courses: Professional level CPR certification through an American Heart Association course only; Evidence of current health insurance; Updated

health form specific for nursing students must be maintained throughout the program. Obtain a current criminal background check with a company designated by the Nurse Education Department and a Pennsylvania child abuse screening. All program requirements and prerequisites can be found in the "Academic Programs" section of College Catalog.

3. Ongoing Program Requirement: A grade of C+ (77%) or higher is required in all program requirements to continue in the program; satisfactory and safe performance in the skills lab is required to pass all Nursing courses.

# Academic Policies and Procedures

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## Introduction

These policies and procedures will guide and benefit you as you proceed through your studies. This section is arranged alphabetically for your convenience.

Consult the Enrollment Advisement Center (EAC) for assistance with interpretation of these policies. In matters where an educational judgment is necessary, the Enrollment Advisement Center or the appropriate Associate Dean can provide clarification. If you should disagree with the interpretation which you receive, the final source of appeal is the VP of Academic Affairs. Please ask questions about any policy which concerns you.

## Academic Honesty

The principles of integrity, respect and ethical behavior are long standing traditions at CCC. It is expected that all students will recognize these values and adhere to all aspects of student conduct and academic honesty inside and outside of the classroom. The act of academic dishonesty is one in which a student is trying to gain an unfair academic advantage or is avoiding actions required by a course, which have been designed to improve some aspect of the student's education.

Knowingly and willfully aiding or collaborating with a student in the violation of an Academic Honesty policy, even if not personally committing any violation, is considered academic dishonesty. The following list describes various instances or actions that the College considers to be acts of academic dishonesty. While trying to be thorough, this list is not absolute. It is up to the practical judgment of faculty and students to consider cases that are not included here.

Examples of Violations of Academic Honesty include, but are not limited to the following:

- Plagiarism occurs when a person presents another's ideas, information, words, artwork, films, music, graphs, images, data or statistics as if they were his or her own creation. Plagiarism is a form of theft and is cheating.
- When a person copies material from a published source, such as a periodical, encyclopedia, book or downloads a passage from an Internet source and presents that information without proper documentation (reference or quotation) in a

paper or project, then that person has committed plagiarism. Even if the content or wording has been slightly changed, a little plagiarism is still plagiarism. If a person submits a paper or project in satisfaction of a course assignment that was authored or researched in part or in whole by someone else, then that person is guilty of plagiarism.

- Using prohibited materials such as the use of other students' work, past papers, reports or lab documents without the specific permission of the instructor.
- Using notes or information in any form when not specifically permitted. Using programming functions of calculators, memory in PDA's, cell phones, laptops or any other handheld computing device without authorization from the instructor.
- Gaining or providing unauthorized assistance on term papers, reports, projects, research data, take-home tests, quizzes or homework turned in for grading.
- Having another person represent himself or herself as you during a course, examination or activity.
- Receiving information from another student or communicating in any way during an examination, quiz or other course activity when not authorized by the instructor.
- Stealing or otherwise receiving information, questions or answers for an examination, quiz or other course activity when not authorized by the instructor.
- Intentionally impairing the work of another student or instructor.
- Forging or altering college records or documents

When a violation of the Academic Honesty policy is suspected, it is the instructor's responsibility to investigate the incident and determine the severity and intent of the violation. This investigation must be done in a timely fashion, but has no limits based on the nature of the investigation. All investigations must offer students an opportunity to provide evidence of their academic honesty. If the instructor concludes that an offense has occurred, the instructor will determine an appropriate penalty using his or her judgment as to the severity and intention of the infraction.

Any student violating the College's Academic Honesty Policy will, for their first offense, receive one or a combination of the following penalties imposed by the course instructor:

- Receiving a verbal warning
- Receiving a written warning
- Partial grade out of the total possible for the assignment



- Recreate or retake an assignment or assessment activity
- Receiving a zero or F on an assignment or assessment activity
- Receiving an F grade for the course

Instructors will submit the full record of their investigation, the result, and any penalties incurred to the VP of Academic Affairs. For a subsequent violation of academic integrity, a student will be subject to any combination of the above sanctions, and, after due review by the VP of Academic Affairs according to the procedure noted below, one of the following:

1. Suspension from the College for up to one academic year. Readmission will be contingent upon the approval of the academic dean.
2. Dismissal from the College.

#### Procedure:

When a course instructor believes that a student has violated the Academic Honesty Policy, the course instructor shall discuss the incident with the student as soon as possible. If, after the conference, the course instructor determines that an act of academic dishonesty has occurred, the course instructor may impose the appropriate sanctions. Within five (5) days of the course instructor's action, the course instructor shall complete an Academic Honesty Policy Violation Report, copying the Associate Dean of Instruction and the VP of Academic Affairs. Within five working days of completion of the course instructor's report, the Associate Dean of Instruction will notify the student via the student's college email address of the sanctions and the appeals' process. Copies of the notice shall be sent to the Associate Dean of Instruction, VP of Academic Affairs, and VP or Student Development and Enrollment Management. The student may appeal the course instructor's decision as outlined below. Upon completion of the appeals' process, the Associate Dean of Instruction shall notify the student of the final disposition of the matter and the sanctions to be imposed, if any, with copies to the course instructor, Associate Dean of Instruction, VP of Academic Affairs, and VP or Student Development and Enrollment Management.

#### Appeals' Process:

A student who is charged with violating the Academic Honesty Policy by a course instructor may appeal in writing to the Associate Dean of Instruction in which the alleged incident took place. The letter must state the specific grounds for the appeal. The student must submit a written appeal to the Associate Dean of Instruction within seven (7) working days of receipt of the notification of the imposed sanctions. Failure to

make an appeal within this 7-day period shall constitute a waiver of the student's right to appeal. Within five working days of receipt of the student's appeal, the Associate Dean of Instruction will review the circumstances of the alleged violation with the student and then the course instructor separately, and recommend upholding, modifying, or dismissing the sanctions imposed by the instructor. If the Associate Dean and Instructor cannot come to a consensus on the issue, they shall include the relevant Department Chair as a third, and final, member of this decision. The Associate Dean of Instruction, within five working days, shall notify the student of the outcome, with copies to the course instructor (and everyone else mentioned in the other areas). If it is determined that a violation of academic honesty did not occur, the student's final grade in the course cannot be based on the assumption of such violation.

## Academic Policy Appeals

Any student has the right to appeal to the Educational Standards and Policies Committee for an exception to academic policies and procedures. The appeal process is readily available and each appeal is given careful individual consideration. The written appeal should clearly state the desired action and the reasons for the request. All appeals are submitted to the **Registrar's Office where they will be forwarded to the ESP Committee for review.** Enrollment Specialists are available to assist in preparing an appeal. **The Appeal Form can be found in MyCorning; Student Resources; Academic Resources column; Advising & Registration; Registrar Resources; Academic Policy Appeal Form. The form is submitted to the Registrar's Office.**

## Academic Progress Policy Standards of Academic Progress

The Standards of Academic Progress at Corning Community College require students to maintain a standard of good academic standing. To be considered in good academic standing and make progress toward a degree or certificate, students must maintain a 2.0 grade point average and successfully complete 67% of their attempted credit/credit equivalent hours each semester. At least once each semester, students are encouraged to meet with their faculty advisor or with an Enrollment Specialist in the Enrollment Advisement Center to review their academic progress.

All SUNY Corning students attempting a cumulative total of twelve (12) credit hours or more must have a cumulative grade point average (GPA) of  $\geq 2.0$  to be in Good Academic Standing. Students will be evaluated at the end of each fall, spring, and summer

semesters on the following criteria and must meet both the GPA and passed hours requirements to remain in good academic standing. If the standard of progress is not achieved, a student will be placed on academic probation or academic suspension as indicated in the chart.

Students should be aware that grades of A, A-, B+, B, B-, C+, C, D, F, and, I, N, P, W, R, S, and U count as "hours attempted," under the Academic Progress Policy. Passed hours include grades of A through D, and P.

## GPA Requirements

Students' GPA will be used to determine their academic progress status based on total hours attempted as follows:

GPA	0-1.40	1.41-1.60	1.61-1.99	2.0+
Total HA 0.50-32.5	Probation	Probation	Probation	
Total HA 33-48.5	Suspension	Probation	Probation	
Total HA 49+	Suspension	Suspension	Probation	

Students meeting the GPA requirement for "Good Standing" must also pass 67% of hours attempted in the semester being evaluated. Students who do not pass 67% of hours attempted, in the semester being evaluated, will be placed on probation regardless of GPA.

## Probation

Academic probation serves as warning that a student is in academic jeopardy. Students may be placed on academic probation either by their GPA, according to the above chart, or by not passing 67% of their attempted hours within a semester. Students placed on academic probation should meet with their faculty advisor or with an Enrollment Specialist in Enrollment Advisement Center to discuss the requirements for good academic standing, to register for courses, and to create an academic success plan. A student placed on academic probation will be limited to 13 credit hours for the subsequent semester unless an Academic Progress Appeal is submitted and approved (see Academic Appeal Process below).

## Suspension

Students will be placed on academic suspension when their GPA fails to meet the requirements of the above chart based on the total number of hours they have attempted. Academic suspension means that the student is no longer in a degree program, loses all financial aid, and is not eligible to return to CCC for

one full academic semester. If the student had pre-registered for courses, his or her schedule will be deleted. A student placed on academic suspension at the conclusion of the fall semester may not enroll in the subsequent winter session or spring semester. Likewise, a student placed on academic suspension at the conclusion of the spring semester may not enroll in the subsequent summer session or fall semester. A student will remain on academic suspension until an Academic Progress Appeal has been submitted and reviewed by the Enrollment Advisement Center (see Reinstatement below).

## Academic Progress Appeal

Students who are seeking a change in Academic Standing and/or credit limit must complete an Academic Progress Appeal. When completing the appeal form, students will identify the cause(s) of their poor academic performance and provide a plan of action that will be taken to avoid or eliminate these cause(s). To start this process the student can access the Academic and Federal Aid Progress Appeal form on their My CCC, click on the Student Tab, it is located in the Registration and Advising Resources channel. It is encouraged that students fill out this form with a Faculty Advisor or Enrollment Specialist. Once the form is submitted, an Enrollment Specialist will contact the student through their CCC email for an appointment and then will work with them to create an Academic Plan. This plan will focus on success and completion of their chosen program of study. When the Academic Plan is complete the Enrollment Specialist will review it.

## Reinstatement

A student who has been placed on academic suspension may appeal this action if extenuating circumstances have led to the lack of progress toward a degree/certificate. As part of the appeal process, students must submit a plan for academic success that identifies the causes of their poor academic performance and demonstrates that they have taken actions to avoid or eliminate these causes. To begin the appeal process students must meet with their faculty advisor or an Enrollment Specialist in the Enrollment Advisement Center to create a plan for academic success and to complete the Academic Progress Appeal. The Academic Progress Appeal is then submitted to the Enrollment Advisement Center where it will be forwarded to the appropriate individual for review. Academic Progress Appeals are available online and in the Enrollment Advisement Center.

When an appeal is granted, the student will be reinstated with probationary status. This status limits the number of credit hours for which the student may

register. Once reinstated, a student will be reevaluated at the conclusion of the semester in accordance with the Standards of Academic Progress, as noted above. Moreover, if a reinstated student earns a semester GPA of 2.0 or higher and has completed at least 67% of the hours attempted in that semester and still falls in suspension status, the student will continue with probationary status.

#### Readmission for Students with Load Hour Limits

1. Following a period of non-attendance at CCC for less than four semesters (not exclusive of summer and winter semesters), students must reapply to the College through the Admissions office. Any prior academic status and credit limit is still in place. Students who wish a change in status must complete and submit an Academic and Federal Aid Progress Appeal form. If the Appeal is approved, the student will be enrolled in probationary status and be limited to the number of hours they can register.
2. If two or more years have elapsed since last attendance, students will be readmitted in good standing and can take up to 19 credit hours. However, subsequent academic progress will be reviewed in accordance with the policy, unless a student has earned a 2.0 or higher semester GPA and completed at least 67% of the hours attempted in the semester of the student's return.

## Accelerated College Education Program (ACE)

Accelerated College Education Program (ACE) ACE is a concurrent enrollment program for high school students who have a strong academic background. The program is nationally accredited through the National Alliance for Concurrent Enrollment Partnership (NACEP) and is one of only 72 two-year colleges in the country to have achieved this status.

Students take college-level courses at their home high school and earn SUNY Corning Community College (CCC) credits at a substantially reduced tuition cost. These credits generate a CCC transcript and transfer directly to SUNY Corning Community College and many other colleges nationally. Students must meet the prerequisites for the courses, as described in the course section of this catalog.

For more information about the program, and cost savings students can benefit from, please contact the ACE Office 607-962-9491; or visit the ACE website at [www.corning-cc.edu/admissions-future-students/ace/index.php](http://www.corning-cc.edu/admissions-future-students/ace/index.php)

## Adding Courses

Students with no holds on their records can register for a course during the first week a course is offered (for full term courses) or during the first two days of a course that meets less than a full term. Students are expected to meet with an academic advisor before registering. At the time of registration, course prerequisites and enrollment capacity are checked. Some courses may require an instructor's permission to add, at the discretion of the instructor.

## Advanced Standing

Advanced standing may be granted to transfer students from other colleges or post-secondary schools, applicants with credit for lifelong learning and those who have shown proficiency in specific subject areas through standardized examination programs.

## Animal Use In Courses Policy

Some majors-level courses and programs within the STEAM Division require vertebrate dissection and/or the use of living animals. Unless required by a specific program, participation in dissection in nonmajors courses within the STEAM Division is not mandatory. Alternatives to dissection will be provided where necessary. Please see individual catalog descriptions for courses that require participation in this activity.

### Appeals Protocol to this Policy:

- Objections to this policy will first be brought, in writing, to the Science Department Chairperson for discussion and a decision.
- If this decision is not satisfactory, the individual may refer the objection, in writing within five business days, to the Associate Dean of the STEAM Division for a decision.
- If this decision is not satisfactory, the individual may refer the objection, in writing within five business days, to a committee composed of the VP of Academic Affairs, one faculty member from the Sciences Department (other than the one teaching the course in question), and one Associate Dean (other than the Associate Dean of the STEAM Division). The decision of the committee is final.

## Attendance

Success in courses is directly related to attendance. Regular attendance in class and laboratory sessions is expected of all students; however, instructors determine student attendance requirements for their courses. These attendance requirements, along with their relationship to final grades, should be clearly

stated in the course syllabus. Attendance also affects eligibility for financial aid, and it is important that students attend classes on a regular basis to avoid loss of financial aid.

## Audit of a Course

Auditing a course means a student is not taking a course for credit, is not required to submit assignments or take tests, and any assignments submitted might not be graded by the instructor. A grade of T will be given to a student auditing a course. A student may audit a course on a space-available basis and with the permission of the instructor, who then submits this approval to the Enrollment Advisement Center. The decision to audit a course must be declared at the time of registration for the course. Enrollment for students auditing a course begins two weeks before the course starts. The last day for adding an audit course will be the same as that for adding any course for credit. The student may retake such a course for credit in a subsequent semester, but may not receive a grade other than T in the semester in which the intent to audit has been declared. Students auditing a course pay a non-refundable fee and any lab or other course fees. A student enrolled in other for-credit courses or any person aged 55 and older can audit a course without paying the audit fee, though lab or other course fees still apply. In all cases, since fees incurred with auditing a course are non-refundable, students do not drop or withdraw from an audited course.

## Catalog Changes

CCC's Course Catalog and Information Guide is compiled and published each academic year during the spring semester. The policies and procedures contained in the catalog are in effect as of August of the academic year of the catalog. Every effort is made to ensure the information provided in the catalog is accurate and current at the time of publication. CCC reserves the right to correct errors and to add, withdraw, or modify programs or courses based on changing needs or circumstances consistent with SUNY and NYS Education Department policy.

## Changing Programs

Students who wish to change from one program to another should begin by meeting with their advisor.

**The Program Change Form can be found in MyCorning. Program change requests are submitted by the student to the Registrar's Office and are forwarded to the student's advisor or Enrollment Advisor for approval.** Program change requests must be submitted prior to the fourth week of classes to apply to the current semester. Any

requests after that time will be processed at the end of the current semester and take effect at the start of the following semester.

## Course Cancellations

Weather: On days when the weather is inclement, College officials will make every effort to announce class cancellations no less than two hours prior to the affected class. Register for emergency text alerts or visit [www.corning-cc.edu](http://www.corning-cc.edu).

Instructor absence: When an instructor is absent and the class is cancelled, a notice will be posted on MyCorning or an email will be sent to the class, if time permits. Furthermore, the appropriate division secretary will post an official notice of class cancellation using a standardized printed poster. If there is no notice and an instructor does not appear during the first ten minutes of a class, students may leave.

Insufficient enrollment: If registration in any course is insufficient, the course may be cancelled at the discretion of the Associate Dean of Instruction and/or VP of Academic Affairs.

## Course Shelf Life

It is important that CCC graduates have the most current knowledge and skills required in their field of study. Skills acquired in a course previously taken are subject to course shelf life limitations as stipulated in the course description found in the College catalog. Any course used to meet a program requirement will need to be repeated if its course shelf life has been exceeded. A student repeating a course due to the course shelf life policy will pay full tuition charges for the course. The course will count towards the student's requirements and enrollment status for determining financial aid eligibility. (Also see Repeat Courses information). Transferability of courses from other institutions would follow the same shelf life requirements as approved for CCC courses. Any appeals are to follow the current policy and procedure used for course waivers and substitutions.

## Course Substitutions

Under special conditions, other courses can be substituted for program requirements. Inquiries should be made to the Associate Dean of the academic division that oversees the program. When necessary, consultation will be made with the Associate Dean overseeing the course being considered for substitution.



If determination is made that a suitable course can be substituted, the Associate Dean overseeing the program will notify the Registrar.

Course waiver requests for wellness course (HLTH, PFIT, PEPD, WELL) requirements should be initiated through the Associate Dean of the Liberal Arts & Professional Studies Division. If the course waiver is due to a medical condition, the College Nurse, located in the Health Office, will initiate the waiver. Any waivers for the wellness requirements will then be sent to the Associate Dean of the Liberal Arts & Professional Studies Division.

Course waiver requests for foreign language requirements should be initiated through the Associate Dean of the Liberal Arts & Professional Studies Division. A member of Accessibility Services will be consulted when a documented disability is the basis for the request.

Some students come to CCC already having proficiency in one or more courses. Credit can be received for prior course work, life experience, or examination. When considering students for advanced standing, the College is guided by the recommendations of the American Council on Education and the American Association of Collegiate Registrars and Admissions Officers and reserves the right to evaluate all academic work in terms of current validity. The learning experience must be at the college level.

Degree candidates must complete a minimum of 30 program hours of credit in residence at CCC. Fees are assessed for many of the methods listed below.

There are several methods by which credit is granted:

### **1. Transfer Credit**

Credit-bearing transfer courses (at C level or above) may be accepted from any regionally accredited, candidate, or correspondent institution of higher education or NYS Education Department chartered degree-granting institution. There shall be no limit on the number of transfer credits accepted. However some programs have special requirements regarding transfer credit.

Transfer credit can be awarded for course work taken from a foreign institution. The transcript from the foreign institution must be evaluated by an approved agency (World Education Services). The foreign institution must be accredited and a grade of C or better must have been achieved for the course work.

Credit for military or other training programs may be earned through any of the following means: military

course work, non-collegiate institution sponsored courses/workshops as recommended for credit by the American Council on Education, course work approved by the New York State Education Department (National College Credit Recommendation Service [NCCRS]) or a CCC associate dean and CCC approved training programs offered through industry.

An applicant who has attended other colleges, post-secondary schools, or the military and who wishes to receive transfer credit for work completed must provide the Admissions Office with an official transcript from each school/organization. A student must complete a minimum of 30 program hours of credit for a degree at CCC. For certificate students, 50% of the program hours of credit must be completed at CCC.

Please note that not all accepted transfer courses may apply to the program requirements that a student is registered in. If a transfer credit does not appear as accepted and the student earned a C or higher, the student will need to submit a course description to the Registrar's office. The course will be reviewed by the appropriate department to determine equivalency.

### **2. Credit by Examination**

Credit may be awarded to students who earn an appropriate grade in any of the following exams:

- CCC Challenge Exams
- Excelsior College exams
- Advanced Placement (AP) exams offered through the College Board
- International Baccalaureate (IB) Exams
- College Level Examination Program (CLEP)
- Defense Activity for Non-Traditional Education Support DANTES exams
- Defense Subjects Standardized Tests (DSST)
- Advanced International Certificate of Education Program (AICE)
- A-Levels (Advanced Level Qualifications)
- American Council on the Teaching of Foreign Languages (ACTFL) proficiency assessments
- UExcel Credit by Exam (Excelsior College)

In some cases, CCC course work or other demonstration of skills may be required before credit is granted. You may obtain credit for these courses by successfully completing the exam (provided the academic divisions have comprehensive examinations available). Your transcript will show the credit earned. No letter grade is given; this credit will not affect your GPA (Grade Point Average). There is no limit to the amount of credit that can be earned in this manner; however, this credit does not apply to the residency

requirement. Make arrangements through the appropriate academic division. Contact the Registrar's Office or an advisor for information.

### 3. Articulated Credit

Articulated credit is earned via industry licensures, credentials, and certification. Students are encouraged to present any credentials they've earned to the appropriate Associate Dean of Instruction. If determined eligible, credit will be awarded to the student's CCC transcript as CR. Credentials will be evaluated based on the College's transfer policies. Contact the Registrar's Office or an advisor for information.

### 4. Portfolio Assessment

To demonstrate learning done out of the classroom, students also have the option of creating a portfolio targeting the specific course outcomes of a needed class. Corning Community College follows the Council for Adult and Experiential Learning (CAEL) guidelines for individual portfolio development. Students who plan to complete a portfolio must have college credit for ENGL1010, College Composition I. Students should discuss this option with the Associate Dean of Instruction for the appropriate academic division. Not all colleges will accept credit for portfolios, so students who plan to transfer should check with their prospective transfer college(s). Credit through portfolio assessment is granted by an academic division. Persons who have gained college-level learning through work or other experiences may demonstrate that knowledge through various methods (performance, oral, or written). These credits are not considered CCC residency credits, but are treated as transfer credit. Contact the Registrar's Office or an advisor for information.

### 5. Credit for Military or Other Training Programs

See Transfer Credit or Credit for Prior Learning. For consideration of credit for military service, submit an official academic transcript to the Admissions Office.

## Dean's and President's Lists

To be eligible for Dean's List for a given semester, a student who is registered full-time for that semester must:

1. Be matriculated to an academic program
2. A semester GPA of 3.5 or higher
3. Twelve or more hours of earned credit (equivalent credit hours are not included)
4. No grade lower than C
5. No I or N grades

A part-time student must be matriculated to an academic program, have accumulated twelve earned credit hours since matriculation (excluding equivalent credit hours) by the end of the semester, have a semester GPA of 3.5 or higher, have no grade lower than C that semester, and have no I or N grades that semester.

Following the accumulation of twelve earned credits (excluding equivalent credits), a part-time student is eligible each semester that she or he remains matriculated to an academic program, earn six or more credits (excluding equivalent credits) that semester, has a GPA of 3.5 or higher for that semester, has no grade lower than C for the semester, and has no I or N grade for that semester.

To be eligible for President's List for a given semester, students must meet all the following criteria:

1. Matriculated to an academic program
2. A semester GPA of 3.75 or higher
3. Twelve or more hours of earned credit (equivalent credit hours are not included)
4. No grade lower than C
5. No I or N grades

Part-time students will be considered for President's List in a semester in which they have earned at least six credit hours of course work during the semester in accordance with the above requirements.

A student who completes an incomplete (I) will be awarded Dean's or President's List status retroactively in the semester in which the I was originally assigned, if all other criteria are met.

## Developmental Progress Policy

### Developmental Placements

All CCC college-level courses require proficiency in reading, writing, mathematical, verbal or other skills. To help students enroll in courses best suited to their skills, assessments are used to determine appropriate courses. When learning needs are identified, students are required to take developmental courses. Developmental courses are credit-equivalent courses, meaning that they count towards the student's load hours for full-time status and financial aid, but they do not meet program requirements and are not calculated in the Grade Point Average (GPA).

### Developmental Progress Policy

Based on placement, students may be required to take ENGL 0980, or the ENGL 0999/1010 support combination and take MATH 0860, 0960, 0970, or

0980 before taking a credit class. If students are placed into ENGL 0980 Reasoning, Reading, and Writing for Academic Studies, they will receive instruction in both reading and writing strategies; the grade is either fail or pass. Students earning the minimum pass in ENGL 0980 are required to take ENGL 0999/1010 co-requisite. Students with consistent high-quality classwork will be reviewed for ENGL 1010 alone.

If a learning need is identified in mathematics, students must register in MATH 0860 (Basic Math Review), MATH 0960 (Pre-Algebra), MATH 0970, or MATH 0980, as determined by the placement process. Students placed into these courses must complete MATH 0860 or MATH 0960 with a grade of B- or higher and MATH 0970 or 0980 with a grade of C or higher.

Upon successful completion of developmental courses, the student will be prepared to take college-level math, MATH 1110 or higher. Even if a program does not require a credit-bearing mathematics course, students must demonstrate entry-level college mathematics skills through assessment or by passing MATH 0860, 0960, 0970, or 0980 before they graduate.

All full- and part-time students placed in one or more developmental classes will also be placed in FYEX 1000 (First Year Experience, 3 credit hours).

Students (new and continuing) placed in any developmental courses will be limited to no more than a 16 hour load until they have successfully passed these developmental courses. Credit and equivalent credit count toward the 16 hour limit.

Students who are placed in any developmental courses based on an assessed need should enroll in the appropriate course(s), including FYEX 1000, in their first semester. Students who do not successfully complete their developmental course(s) and FYEX 1000 in their first semester must re-register for them in their second semester.

A list of students who are expected to complete developmental courses and FYEX 1000 in three full-time (or equivalent) semesters will be reviewed to determine if dismissal is warranted. Those students who are dismissed (developmental dismissal) can register for further study at CCC only under the following conditions: (1) one year has elapsed since dismissal and (2) they meet the current institutional placement practices. Developmental dismissal may be challenged by a student by submitting an appeal to the Educational Standards and Policies Committee. For further information regarding this policy, contact the Enrollment Advisement Center.

## Dropping a Course

A student may begin attending a college course, but be unable to continue due to circumstances beyond their control.

A student may drop a course within the first 20% of the length of the course. A student may drop a course either directly on their MyCorning account, or by submitting an online drop request. The date the Enrollment Advisement Center is notified of the drop will be the official course drop date. A dropped course will result in a partial refund of tuition and fees for that course (see Tuition Refund). A dropped course will not appear on the student's academic transcript. Dropping a course may reduce a student's financial aid award.

A student may withdraw from a course after it has passed the 20% mark until it has reached the 60% mark. A student may withdraw from a course either directly on their MyCorning account, or by submitting an online drop request. The date the Enrollment Advisement Center is notified of the withdrawal will be the official course withdrawal date. There is no tuition/fees refund for a student withdrawal from a course. Withdrawing from a course may reduce a student's financial aid award. A course withdrawal will appear on a student's academic transcript with a W indicating withdrawal. Course withdrawals submitted after the withdrawal deadline will receive a final grade which will be recorded on a student's academic transcript.

For clarification of exact drop/withdrawal deadline dates, see the course instructor or a representative of the Enrollment Advisement Center. Course withdrawal requests submitted after the withdrawal deadline must be approved by the Chief Academic Officer.

Dropping or withdrawing from a course can have negative consequences on a student's academic progress, financial wellbeing, or ability to play a sport. To be certain that a student fully comprehends the consequences of their decision, it is strongly advised that a student meet with each of these people before dropping or withdrawing from a course:

1. Instructor
2. Academic advisor
3. Enrollment Advisement Center
4. Coach (if applicable)

### **Drops by Instructor:**

Faculty members are required to report a student that never attends their course. The student will be administratively dropped from that course. For students attending a course, if a student fails to meet

the requirements as detailed in the course syllabus, then the student will need to immediately withdraw or receive a final grade as detailed in the instructor's syllabus. If you are receiving financial aid, there may be eligibility implications and you should speak to a Financial Aid adviser.

## Early Alert

Within the first three weeks of each semester, faculty identifies students who are showing signs of problems that could result in their being unable to successfully complete the course. The faculty will specify areas of concern (i.e., attendance, preparation, effort, etc.) and notify students via email through the college's Starfish Student Success Platform. The email notification will specify the area of concern along with potential suggestions for improvement. Contact the Enrollment Advisement Center for more information.

## Email

Students and employees are given a CCC email account. The College uses email as the official communication tool. Students, faculty, and staff are responsible for reading and responding to their email regularly. For more information, refer to the College's Acceptable Use Policy which can be found in the College Catalog through MyCorning.

## Emergency Leave of Absence Policy

Students experiencing unavoidable situations beyond their control or legitimate emergency issues will be able to request a review by the Caring Community Network's emergency review committee. If approved, students shall not be penalized for class absences; this will not exceed 20% of the course. When giving a final grade, students will not be penalized for the approved emergency absence. All other work needs to be completed as per the instructor's grading policy. All work must be completed by the end of the current semester. If it is not possible to complete all work due to the end of the semester or end date of the course, then the instructor may either calculate the grade the student has earned to that point or may assign an incomplete per the incomplete policy. This applies to all credit-bearing courses with the exclusion of ACE courses and CPEP program.

Students are responsible for filling out the Excused Emergency Absence Form to have the emergency review committee convene, have documentation of their emergency, and then verify the absence to the relevant faculty for the courses in which they are enrolled. The emergency review committee is the

Assistant Dean of Student Services and up to two supporting people. Students must file an appeal within fourteen calendar days of the start of the emergency. Notification verifying the absence will be sent to members of the faculty by the Assistant Dean of Student Services upon review. If there is a concern, the faculty member may talk with the emergency review committee or Assistant Dean of Student Services.

If a student wants to appeal the application of this policy, they must follow the standard Academic Policy Appeal process outlined in the student handbook.

## Final Exams

The last week of the fall and spring semester is final exam week. Courses that run through the last week of these semesters will have a final exam scheduled in a three-hour time block. Final exams for evening and weekend courses will be held in the course's last regularly scheduled class period and regularly scheduled room. Internet courses may have a final exam time scheduled. Refer to the course instructor for information. For courses that do not run through the last week of the fall and spring semester and for classes in the winter and summer semesters, final exams are arranged by instructors with their students.

The final exam schedule will be posted in MyCorning. Students who have exam time conflicts should see their instructor.

## Cancellations

If a day of classes is cancelled during Final Exam week, the day shall be made up on the Monday of the following week. If multiple days are missed during Final Exam week, the second day missed shall be made up on Tuesday of the following week and so forth.

## Fresh Start

Fresh Start provides an opportunity for students who left the College after experiencing academic difficulties to continue their studies with their GPA set to 0.0. Students are eligible for Fresh Start if they meet the following requirements:

1. Their cumulative GPA was below 2.0 when they left the College.
2. One calendar year has elapsed since their last attendance at CCC.
3. They have achieved a cumulative 2.5 GPA in the first 12 credits earned (excluding developmental and wellness activity courses) upon returning to



CCC. If more than 12 credits are earned, then all earned credits (excluding developmental and well-ness activity courses) up to and including that semester will be used to calculate GPA.

4. They have completed all developmental coursework and have no outstanding incompletes.

The Fresh Start Form can be found in **MyCorning; Student Resources; Academic Resources column; Advising & Registration; Registrar Resources; Fresh Start Application. The form is submitted to the Registrar's Office.**

Students may apply for Fresh Start only once. It cannot be applied to a previous degree. If granted Fresh Start, there may still be implications for financial aid, veteran's benefits, and transferability.

Once granted, Fresh Start may not be rescinded. All course work will remain on the transcript with the notation, "Fresh Start Granted." No prior course work grades will be used in the calculation of the student's GPA. Students will receive credit for the courses in which they achieved a C or better so that these credits can be used in program evaluations. Any prior course work in which students have earned a D grade cannot be used to meet degree requirements. Credits for courses in which a C or better has been achieved in work prior to the Fresh Start cannot be used to fulfill residency requirements. Once Fresh Start is granted the GPA will be calculated with grades received only since the student's return to the College. For questions, contact the Registrar's Office at [registrar@corning-cc.edu](mailto:registrar@corning-cc.edu).

# General Education Requirement (SUNY)

SUNY General Education is a framework applicable to all SUNY undergraduate degree programs. For the Associate in Arts and the Associate in Science degree programs students must meet 7 of the 10 SUNY Knowledge and Skills areas, the Critical Thinking and Information Literacy competencies, and have 30 SUNY General Education credits.

Of the 7 Knowledge and Skills areas, the following 4 are required: Communication-Written and Oral; Mathematics and Quantitative Reasoning; Natural Sciences and Scientific Reasoning; and Diversity, Equity, Inclusion, and Social Justice. The other Knowledge and Skill areas are The Arts, Humanities, Social Sciences, US History and Civic Engagement, World and Global Awareness, and World Languages.

To meet the NY State Education Department requirements, students in an Associate of Arts program must have a total of 45 credits of Liberal Arts and Sciences. Students in an Associate of Science program must have a total of 30 credits of Liberal Arts and Sciences. All courses listed as meeting the General Education requirements are also Liberal Arts and Sciences courses.

The following list of courses meet the SUNY General Education requirements for the specified categories. Note that some courses fulfill more than one Knowledge and Skills Area and/or Core Competency:

## Knowledge and Skills Area

Area	Courses
Communication (Written and Oral) <b>Required</b>	<ul style="list-style-type: none"> <li>ENGL 1110</li> <li>ENGL1010 + SPCH 1060 or 1080</li> <li>ENGL 1510 + SPCH 1060 or 1080</li> </ul>
Diversity, Equity, Inclusion, Social Justice (DEISJ) <b>Required</b>	<ul style="list-style-type: none"> <li>ENGL 2420</li> <li>HIST 1110</li> <li>HIST 1120</li> <li>HLTH 1400</li> <li>MCOM 1010</li> <li>PHIL 1300</li> <li>SOCI 1010</li> <li>SOCI 1050</li> <li>SOCI 2210</li> </ul>
Mathematics and Quantitative Reasoning <b>Required</b>	<ul style="list-style-type: none"> <li>MATH 1130</li> <li>MATH 1140</li> <li>MATH 1150</li> <li>MATH 1230</li> <li>MATH 1240</li> <li>MATH 1310</li> <li>MATH 1411</li> <li>MATH 1412</li> <li>MATH 1413</li> <li>MATH 1610</li> <li>MATH 1620</li> <li>MATH 2410</li> <li>MATH 2560</li> <li>MATH 2610</li> <li>MATH 2620</li> <li>MATH 2350</li> </ul>
Natural Sciences and Scientific Reasoning <b>Required</b>	<ul style="list-style-type: none"> <li>ASTR 1010</li> <li>ASTR 1020</li> <li>BIOL 1010</li> <li>BIOL 1020</li> <li>BIOL 1030</li> <li>BIOL 1050</li> <li>BIOL 1060</li> <li>BIOL 1500</li> <li>BIOL 1510</li> <li>BIOL 1520</li> <li>BIOL 1550</li> <li>BIOL 1560</li> </ul>

Area	Courses
	<ul style="list-style-type: none"> <li>• BIOL 1210</li> <li>• BIOL 1220</li> <li>• CHEM 1010</li> <li>• CHEM 1020</li> <li>• CHEM 1030</li> <li>• CHEM 1510</li> <li>• CHEM 1520</li> <li>• GEOL 1510</li> <li>• GEOL 1520</li> <li>• GEOL 1530</li> <li>• PHYS 1010</li> <li>• PHYS 1730</li> <li>• PHYS 1740</li> <li>• PHYS 1820</li> <li>• PHYS 2830</li> <li>• SCIN 1110</li> <li>• SCIN 1120</li> </ul>
The Arts	<ul style="list-style-type: none"> <li>• ARTS 1000</li> <li>• ARTS 1030</li> <li>• ARTS 1210</li> <li>• ARTS 1310</li> <li>• ARTS 1320</li> <li>• ARTS 1400</li> <li>• ARTS 1410</li> <li>• ARTS 1420</li> <li>• ARTS 1450</li> <li>• ARTS 1505</li> <li>• ENGL 2490</li> <li>• MUSC 1010</li> <li>• MUSC 1110</li> <li>• MUSC 1230</li> <li>• MUSC 1240</li> <li>• MUSC 1311</li> <li>• MUSC 1321</li> <li>• MUSC 1411</li> <li>• MUSC 1421</li> <li>• THEA 1010</li> <li>• THEA 1020</li> </ul>
Humanities	<ul style="list-style-type: none"> <li>• ARTS 1310</li> <li>• ARTS 1320</li> <li>• ARTS 1505</li> <li>• ENGL 1020</li> <li>• ENGL 1520</li> <li>• ENGL 2420</li> <li>• ENGL 2030</li> <li>• HUMA 1010</li> <li>• MCOM 1010</li> <li>• MUSC 1230</li> <li>• MUSC 1240</li> <li>• PHIL 1010</li> <li>• PHIL 1300</li> <li>• PHIL 2200</li> <li>• PHIL 2420</li> <li>• THEA 1010</li> <li>• THEA 1020</li> </ul>
Social Sciences	<ul style="list-style-type: none"> <li>• ANTH 2000</li> <li>• ANTH 2120</li> <li>• ECON 2001</li> <li>• ECON 2002</li> <li>• PSYC 1101</li> <li>• PSYC 1620</li> <li>• SOCI 1010</li> <li>• SOCI 1050</li> <li>• SOCI 2210</li> </ul>
US History and Civic Engagement	<ul style="list-style-type: none"> <li>• HIST 1110</li> <li>• HIST 1120</li> </ul>

Area	Courses
World History and Global Awareness	<ul style="list-style-type: none"> <li>• HIST 1030</li> <li>• HIST 1040</li> <li>• HIST 1050</li> </ul>
World Languages	<ul style="list-style-type: none"> <li>• ARAB 1010</li> <li>• ARAB 1020</li> <li>• CHIN 1010</li> <li>• CHIN 1020</li> <li>• CHIN 2010</li> <li>• FREN 1010</li> <li>• FREN 1020</li> <li>• FREN 2010</li> <li>• FREN 2020</li> <li>• GERM 1010</li> <li>• GERM 1020</li> <li>• GERM 2010</li> <li>• GERM 2020</li> <li>• GREK 1010</li> <li>• ITAL 1010</li> <li>• ITAL 1020</li> <li>• ITAL 2010</li> <li>• LATN 1010</li> <li>• LATN 1020</li> <li>• RUSS 1010</li> <li>• RUSS 1020</li> <li>• RUSS 2010</li> <li>• SIGN 1010</li> <li>• SPAN 1010</li> <li>• SPAN 1020</li> <li>• SPAN 2010</li> </ul>

## Core Competencies

Area	Courses
Critical Thinking <b>Required</b>	<ul style="list-style-type: none"> <li>• BIOL 1500</li> <li>• BIOL 1520</li> <li>• BIOL 1550</li> <li>• BIOL 1560</li> <li>• BIOL 2080</li> <li>• CHEM 2010</li> <li>• CHEM 2020</li> <li>• CHEM 2033</li> <li>• MCOM 2020</li> <li>• PHIL 1010</li> <li>• PHIL 1300</li> <li>• PHIL 2200</li> <li>• PHIL 2420</li> <li>• PSYC 1101</li> <li>• PSYC 1620</li> <li>• SOCI 1010</li> </ul>
Information Literacy <b>Required</b>	<ul style="list-style-type: none"> <li>• ENGL 1010</li> <li>• ENGL 1110</li> <li>• ENGL 1510</li> <li>• MCOM 2020</li> <li>• PSYC 1101</li> <li>• PSYC 1620</li> <li>• THEA 1010</li> </ul>



# Grades

Grades, as follow, will be issued at the end of each semester

Grade	Points	
A	4.0	Achievement in Subject Comprehensive knowledge, understanding, marked perception, originality
A-	3.7	
B+	3.3	Moderately broad knowledge, understanding, noticeable perception, originality
B	3.0	
B-	2.7	
C+	2.3	Reasonable knowledge, understanding, some perception, originality
C	2.0	
D	1.0	Minimum knowledge, understanding, limited perception, originality
F	0.0	Unacceptable knowledge, understanding, failing work

The following grades and notations are not used to determine GPA:

<b>H</b>	Honors work. Appears next to course.
<b>I</b>	Incomplete. May be assigned at the discretion of the instructor in special circumstances in which course requirements have not been completed by a student who has clearly demonstrated potential for successfully completing the course. A written statement of requirements for completing the course must be given to the student and the faculty member's Associate Dean. Credit hours and grade points are not assigned for an I grade. When the requirements have been completed, the faculty member will submit a grade change from the I to another letter grade. Course requirements for the I grades must be completed within one calendar year; however, the instructor has the prerogative of establishing an earlier deadline. If students do not complete the work within one academic year, the incomplete will be changed to an F grade.
<b>N</b>	No grade/no credit.
<b>P</b>	Passing work at a C level or higher.
<b>R</b>	Official withdrawal from College.
<b>S</b>	Satisfactory. For courses not counted for degree credit
<b>T</b>	Audit.
<b>U</b>	Unsatisfactory. Courses not counted for degree credit.
<b>W</b>	Official withdrawal from course.

## Grade Point Average (GPA):

Each graduating student must earn a minimum 2.0 grade point average. To determine a grade point average (GPA), divide the total number of grade points earned by the number of credit hours taken. For example:

**ENGL 1020** • 3 cr. hr. • B (3.0 pts) = 9.0  
**HIST 1110** • 3 cr. hr. • C+ (2.3 pts) = 6.9  
**MATH 1310** • 4 cr. hr. • A (4.0 pts) =16.0  
**BIOL 1020** • 3 cr. hr. • A- (3.7 pts) =11.1  
**WELL 1001** • 1 cr. hr. • B+ (3.3 pts) =3.3  
 14 cr. hr. total=46.3 total pts.

*Dividing 46.3 points by 14 credits equals 3.31 GPA*

For each credit hour, points are assigned based on the grade received. This average is calculated by dividing the total grade points earned by the number of credit hours taken. For repeated courses, the most recent grade is used in the calculation. For students granted Fresh Start status, only grades earned upon return to CCC will be calculated in the GPA. Developmental courses are not calculated in the GPA.

## Program Grade Point Average (PGPA):

Each graduating student must earn a minimum 2.0 program grade point average. The PGPA will be determined by calculating the grade point average of the courses used to fulfill the program requirements as outlined in the College catalog and based on only those courses used to meet program and degree requirements, including program electives and free electives. Transfer credits are not calculated in the PGPA. **NOTE:** Students in the Nursing Program must have a minimum 2.15 PGPA to graduate.

## Grading Practices:

Grades are due 72 hours after the last date of term. If you have questions about your grade or wish to pursue a grade dispute, make an appointment with the instructor so that you can discuss the reason for your grade. Only the faculty member(s) who awarded the grade can authorize a change, with approval of the Division's Associate Dean of Instruction. You are entitled to know the basis upon which you are graded.

If you are not satisfied with the resolution of the grading problem after talking with your instructor, you have the right to discuss the matter with the division's associate dean. If you are still not satisfied with the resolution of the grading problem, the final appeal rests with the VP of Academic Affairs.

## Time Limit for Grade Change:

A student has the right to challenge a final grade given by a faculty member within one year of the awarding of the grade. If a faculty member is unavailable, you can discuss this matter with the appropriate Associate Dean. After the one-year time limit has passed, all grade changes must be requested by submitting an academic appeal to the Educational Standards and Policies Committee (see Academic Appeals for process information).

# Graduation Application and Review

A full semester before intended graduation, students should complete a graduation application and **review their academic program** with the Enrollment

Advisement Center. **Once the Registrar's Office receives the graduation application, the office will review the record to confirm all degree requirements are met and code the record accordingly.** It is the student's responsibility to make certain that all requirements for graduation have been met. Students have the right to come under the regulations published in the catalog in effect during the first semester of their matriculation at CCC or, if they choose, a catalog published after they have matriculated at CCC.

## Graduation Requirements

Each graduating student must:

- Complete all of the requirements for the program as described in the catalog; and,
- Complete a minimum of 60 semester credit hours for degrees and the minimum required semester credit hours for certificates, (some programs require more than 60 credit hours); and,
- Earn a minimum 2.0 PGPA and a minimum overall 2.0 GPA; and,
- Meet the College's Residency requirement of 30 program credit hours for degrees and 50% of program credit hours for certificates.

## Graduation Honors

- Summa cum laude: students must have a GPA of 3.9;
- Cum laude: students must have a GPA of at least 3.5;
- Program Honors: graduates must have a Program Grade Point Average (PGPA) of at least 3.5. The award will be presented to the graduate with the highest PGPA in each program.
- Phi Theta Kappa: to wear the gold PTK stole at commencement, students must have completed all graduation requirements with a total GPA of 3.5 or higher and be a member of PTK.

Any student within six credit hours of completion of the degree or certificate and who has a minimum PGPA of 2.0 at the time of commencement will be allowed to participate in commencement exercises. The degree or certificate will be conferred and the diploma will be issued in August, January or May following completion of all requirements.

The mission of the Honors Program at SUNY Corning Community College is to provide highly motivated and high achieving students the opportunity to pursue academic excellence within an intensive and challenging educational framework. Developed in 1975 by the Council of Full Professors, the program aims to create a stimulating learning environment,

which encourages and recognizes the pursuit of intellectual inquiry and creativity. The Honors Program offers students the opportunity to explore selected topics within existing courses in greater depth and with extensive, personalized faculty mentorship. Honors students may also choose to take Honors-specific courses which are designed to highlight interconnections among diverse academic disciplines and provide for a rich, supportive, and inclusive learning experience.

## Eligibility

Any full- and part-time student in any academic program may qualify to pursue Honors coursework within an existing course. Please discuss with your course instructor the appropriateness of completing the course for Honors credit and the proposed scope of work for the Honors project. If you and the instructor agree on a proposal, you will work together to complete a Contract for Honors Credit form by the end of the fifth week of the semester in which the course is taken. If the contract is approved by the Honors Committee, you and the course instructor are welcome to begin work on the Honors project. Honors-specific courses are generally reserved for students with a minimum overall GPA of 3.5 and/or permission of the course instructor.

## Honors Diploma

To earn an Honors Diploma, a student must complete no fewer than 15 credit hours of Honors course work. Up to three credits can be taken as Service Learning or Independent Study. In addition, the student must have an overall GPA of 3.5 or higher.

## Independent Study

These courses are supervised by instructors with permission of the appropriate Associate Dean. Interested students should contact the Instructor to find out if an independent study in a given subject area is possible. Once approved by the Instructor and the Associate Dean, the student adds for the course through MyCorning.

## Military Absence Policy

Students shall not be penalized for class absences due to unavoidable or legitimate required military obligations not to exceed two (2) weeks or 15% of the course, or unless special permission is granted by the instructor. Instructors must also consider the student's overall attendance and progress when determining if sufficient attendance/work completed warrants a passing grade. Students are responsible for notifying faculty of such circumstances as far in advance as possible, and for providing documentation

to verify the absence to the Associate Dean of Instruction for the program in which they are enrolled. Notification verifying the absence will be sent to members of the faculty by the Associate Dean of Instruction upon receipt of documentation. Faculty members are responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments.

## Multiple Programs

Students may be permitted to earn more than one degree by completing the requirements for each program. You can initiate that action by completing a program change form or meeting with the Associate Dean responsible for the new program. It is recommended that students consult with financial aid before pursuing multiple programs.

The requirements for earning multiple programs are:

- Approval of the appropriate Associate Dean of Instruction.
- All of the requirements for each program must be met.
- At least 15 additional credit hours must be earned for each additional program, at least nine of which have been earned in residence at CCC. The 15 additional credits **cannot** apply to both programs.

**Example:** A student has already earned a Mathematics & Science AS degree (62 credits). He or she now wishes to also earn an AS degree in Engineering Science. To do so, he or she must earn the 66 credits required for the Engineering Science program, at least 15 of which must apply **only** to the Engineering Science program. So, this would entail the student earning a minimum of 77 credits for both programs (62 + 15).

## Pass/No Grade-No Credit Option

Students who have been named to the President's List or Dean's List may enroll the next semester in any one free elective course under the pass/no grade option. This course will not affect the GPA, and it will be noted as pass/no grade on the transcript. When choosing this option, students must notify the Enrollment Advisement Center within two weeks of the beginning of the course in a 15-week semester (or equivalent). If, by the end of the 13th week (or equivalent), the student wishes to receive a standard grade, they may do so by notifying the Enrollment Advisement Center. Students can continue to use this

option as long as they remain on the President's List or Dean's List. This option will be used for free electives only; however, if a student subsequently changes programs, courses with the P grade, already taken, can fulfill the new program's requirement.

## Placement into Courses

Except in special circumstances, students entering CCC are assessed to determine their level of reading, writing, and mathematical ability for placement into appropriate entry-level courses. The course number of a developmental course will begin with a zero. If students are placed into and required to take a developmental course, they will be monitored under CCC's Developmental Progress Policy.

## Posthumous Degree Policy

SUNY Corning Community College may award a posthumous degree as recognition of a student's academic achievement that would have resulted in a degree, except for the occurrence of death. At the request of the family or a campus representative, a posthumous degree may be awarded if the student meets the following criteria:

1. At the time of death, the student was enrolled in courses that would complete all degree requirements.
2. The instructors in those courses believe that the student would have successfully completed the courses.
3. The academic division recommends the awarding of the degree.
4. The Faculty Assembly approves the awarding of the degree.
5. The VP of Academic Affairs approves the awarding of the degree.

## Registration

In order for a student to receive credit in a course, the student must be properly registered for that course. Enrollment in a course is not official until proper registration materials have been filed with the Enrollment Advisement Center. Also see Add a Course, Auditing a Course, Dropping a Course, and other related policies.

**Blocks to registration:** Further registration in courses may not be permitted until outstanding requirements are met. Examples of reasons for students' registrations being blocked are satisfying the College's academic, developmental, health and financial requirements.

It is a general College practice that when credit has been received for a course which requires a

prerequisite, credit may not later be received for the prerequisite course or its equivalent, unless previously approved by the appropriate Associate Dean of Instruction.

**Online Registration:** Online registration is available through MyCorning. Most continuing students in good academic standing will be permitted to register online during open registration periods. Students who meet with an academic advisor will be permitted to register prior to open registration. First-time, full-time students, students with pending developmental requirements and students who are not in good academic standing are strongly encouraged to consult with an advisor before registering for courses. Student-initiated online registration will be blocked for courses requiring instructor consent and courses for which prerequisites have not been met.

## Repeat Courses

A student may repeat a course for a letter grade. For any repeated course the original grade together with the repeat grade will be recorded on the student's transcripts, but only the most recent grade (exclusive of a W or R), even if it is lower than the original grade, will be used to compute the GPA. If the student repeats the course due to an expired shelf life, the new grade will be used in the calculation of the student's PGPA.

Students should note: because the most recent grade is used, if they repeat a course and earn a lower grade, their GPA will go down. Likewise, if they fail the course or earn a grade that does not fulfill the requirement, they risk having to take the course once again.

The TAP award will count repeat courses toward full-time attendance if a student earns a D or higher in a course with shelf life or a course required to continue in a program. However, if a student repeats a course in which he/she earns a D or higher and the course does not have a shelf life or the shelf life has not expired, the student must have 12 or more hours of other courses to be considered a full-time student for TAP.

For questions about repeat courses, contact the Enrollment Advisement Center.

## Residency Requirement

Students who are New York State residents qualify for the New York resident tuition rate. To qualify for the resident tuition rate, a student is required by law to present, once each academic or calendar year, a residency certificate indicating that he or she has been a legal resident of the State of New York for one

year, and of a New York county for at least six months prior to attending CCC. If a student lived in more than one New York county for the six months prior to attendance at CCC, the student must apply for a residency certificate from each New York country in which he or she lived.

A Certificate of Residency issued by the student's home country entitles the student to pay the resident tuition rate to attend the College and not the higher, non-resident tuition rate. A Certificate of Residency obtained from a student's home county is the only proof of residence that qualifies a student for in-state tuition.

A student may also be eligible for resident tuition regardless of their permanent domicile if, within the last five years, he or she received a GED from New York State OR graduated from a New York State high school which he or she attended for at least two years. Please note that a Certificate of Residence issued by the home county will still be required as explained above.

If a student moves to NY State for the sole purpose of attending college, the student does not qualify for the resident tuition rate.

A student may apply for a Certificate of Residency no earlier than sixty (60) days before registering for the upcoming semester, and no more than thirty (30) days after the start of the semester. Counties are permitted by law to refuse applications after the 30th day of the semester. Many counties adhere to this deadline with NO EXCEPTIONS.

**Note:** As each county may handle residency applications differently, it is important that the student check the county's requirements for applying for a Certificate of Residency. It is the student's obligation to ensure that they are familiar with and have complied with their county's requirements for a Certificate of Residency. There are printed instructions on the back of the standard residency application for New York counties provided by the College. These instructions were valid at the time of printing. However, counties may change their requirements periodically. Students are strongly encouraged to check their county's websites for the most up-to-date instructions for a Certificate of Residency.

Students may obtain a standard residency application at [https://www.corning-cc.edu/current-students/certificate\\_of\\_residence.php](https://www.corning-cc.edu/current-students/certificate_of_residence.php), the Enrollment Advisement Center, or the Student Accounts Office.

The application must be completed by the student and submitted to the **student's resident county no more than 30 calendar days into the**

**semester.** Detailed instructions for each county can be found at [https://www.corning-cc.edu/current-students/certificate\\_of\\_residence.php](https://www.corning-cc.edu/current-students/certificate_of_residence.php). The County Treasurer will then issue a residency certificate to the College on behalf of the student.

**Note:** Tuition bills will include non-resident charges for students who have not submitted a valid Certificate of Residency to the Student Accounts Office. **Students will be liable for the non-resident charges if they fail to obtain and submit a Certificate of Residency by the thirtieth day after the start of classes.**

## Semester Schedule Limits and Course Loads

The minimum full-time load is 12 load hours, usually four courses. An average load is 15 credit hours. If you take fewer than 12 load hours a semester, you are a part-time student. Permission from the Associate Dean of Instruction of the student's program is required to take more than 19 hours. Students who plan to work while taking classes should talk with their academic advisor or an Enrollment Specialist to realistically plan how much time can be committed to college studies, work obligations and home responsibilities.

Most associate degree programs require 62-72 credit hours of course work. In order to graduate in two years a student should plan to take 15-18 hours per semester. Each hour of work in class can be expected to require at least two hours of study outside of class. Students with no outside employment or other major responsibilities can generally carry a full-time load. If a student intends to work more than 15 hours a week, the College recommends that the student reduce academic load and plan to take more than two years to complete a degree.

Recommended levels of work and study are as follows:

- If you work 1 to 10 hours per week, CCC recommends you schedule 13-16 credit hours.
- If you work 11 to 20 hours per week, CCC recommends you schedule 9-13 credit hours.
- If you work 21 to 30 hours per week, CCC recommends you schedule 6-9 credit hours.
- If you work 31 to 40 hours per week, CCC recommends you schedule 3-6 credit hours

## SUNY Cross-Registration Policy

Corning participates in SUNY's cross-registration program, which allows students the opportunity to take courses at other participating institutions while enrolled at CCC. Students may cross-register for courses provided they meet the rules, procedures, fees, and deadlines. It is important to be aware that each institution sets its own policies, procedures, registration dates and deadlines, and fees related to cross-registration. It is the responsibility of the students to be aware of these conditions before they cross-register at any SUNY institution. Any registration that occurs prior to the posted registration date will not be converted to a cross-registration. Priority registration dates are designed to serve native students taking courses at CCC. More information about SUNY Cross-Registration can be found at [www.suny.edu/crossregister/index.xhtml](http://www.suny.edu/crossregister/index.xhtml).

## Transcript of Courses

An official academic record listing courses and grades for each student each semester is kept in the Office of the Registrar. Refer to [www.corning-cc.edu/transcript](http://www.corning-cc.edu/transcript) to request an official transcript. Students can access their unofficial transcript through their MyCorning account.

## Warning Grades

At mid-semester, students with D or F averages in any course will be notified of their standing. This grade is only to encourage those students to get help in the course and is not an additional grade on their records. Students who get a warning grade should go immediately to their instructor or advisor to discuss what to do about it. Tutoring help, study skills help, or seeing an Enrollment Specialist for assistance are possible solutions. Contact the Enrollment Advisement Center for further information.

## Withdrawal from College

Official withdrawal from the College is possible any time prior to the start of final exams. Obtain withdrawal information from the Enrollment Advisement Center, or an advisor. An exit interview with an Enrollment Specialist is strongly suggested and should be arranged at the Enrollment Advisement Center.

To officially withdraw from College, the student must complete the form on the Add/Drop page on MyBanner that says "Use this for if you want to withdrawal (drop all courses) from the college."



Before withdrawing it is strongly recommended that students discuss the decision with their instructor, advisor, and/or coach, and check with the Enrollment Advisement Center to determine any effect on their financial aid, bill, academic progress, and academic record.

A grade of R may be placed on the record for each course being taken at the time of withdrawal.

## Writing-Process and Writing-in-Content-Areas Courses

To uphold its commitment to the continuing development of students' skills in written communication, CCC has designated courses as Writing-Process (WP) or Writing-in-Content-Areas (WCA) if those courses meet the following criteria (see glossary).

# Admission

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## Introduction

Corning Community College offers support services to help applicants find areas of study best suited to their interests, aptitudes, and abilities. Those who have previously done well in school can expect challenge and growth at SUNY CCC. Those who may need assistance developing reading, writing, or mathematics skills will find support and services are available here to help build the foundation which leads to success in college.

## Application Process

Please refer to the Office of Admissions official web page for the current application process at <https://www.corning-cc.edu/apply>. Those who wish to have an interview should contact the Office of Admissions for an appointment. All accepted students will be informed of assessment, advising, and orientation procedures.

Before a student can be considered as an eligible candidate for a degree or certificate, a student must be matriculated. Non-matriculated students may take a full time course load. However, non-matriculated students are strongly recommended to matriculate as programs of study and requirements may change. Admission policies are the same for full- and part-time status.

- Full-time (12 credit hours or more)
- Part-time (11.5 credit hours or fewer)

Students may enroll without having definite plans for the future. Academic advisers or Enrollment Specialists offer guidance and support, and they can help select appropriate courses for the first semester. Applicants interested in career planning services may contact the Enrollment Advisement Center for assistance in the career decision-making process.

Students who are working toward a degree or who will be applying for financial aid need to complete the application process described in this Catalog and on the College's official web page.

### Visiting Students

Visiting students are able to enroll in undergraduate courses as non-degree seeking students. Students of any age can take credit bearing courses as a non-matriculated student at SUNY Corning Community College without pursuing an associate degree or certificate. Non-degree students will be registered for

course(s) on a space available basis. Non-degree students are ineligible for federal and state financial aid and will pay full tuition rate. Students who wish to register as Visiting Students must complete the Visiting Student Application (<https://www.corning-cc.edu/admissions-future-students/visiting-students/index.php>). Prerequisites will be waived for Visiting Students and proof of meeting prerequisites is not required.

The Registrar's office will review and process all Visiting Student applications. Students will be contacted via the email address they provide on their application regarding further information, confirmation of registration, and/or account information. Once registered, the student's SUNY CCC email address will be considered their official email address and be used to communicate with others at SUNY CCC.

## Admission Policy

### 1. Preliminary Education Requirements

Applicants for matriculation must have a diploma from an accredited high school; equivalency diploma (i.e., GED, TASC, or EDP); certification of completion of a four-year high school course as a home schooled student; or an associates or higher degree from a regionally accredited post-secondary institution (AOS degrees are not considered for matriculation purposes but students may receive transfer credit if applicable). Applicants who have attended post-secondary institutions must request an official transcript be sent to Corning Community College. An official transcript from each previously attended institution must be received in order to grant transfer credit. Admission into certain programs may require additional prerequisites. See program descriptions for details.

### 2. Correspondence Schools

As of March 2008, we will only accept correspondence school degrees if the student resided in the correspondence school's state at the time of schooling and the school is registered with the department of education in that state. Applicants who have completed an out of state correspondence school for their high school requirements may not meet the preliminary education requirement set by the New York State Department of Education.

### 3. Assessment / Course Placement

Many entering students will be assessed for their abilities in reading, writing, and mathematics before registering for classes in order to determine the most appropriate beginning-level

courses. Students with disabilities can make arrangements for accommodations by contacting the Accessibility Services Office well in advance of taking the assessments. Entrance examinations such as Scholastic Aptitude Test (SAT) or American College Testing (ACT) are not required.

4. Accelerated Senior Year (ASY)

Applicants who have substantially met high school graduation requirements at the end of their junior year may be considered for full-time study during their traditional 12th grade academic year only when the Director of Admissions judges the student to be academically prepared and capable of success. Decisions will be based on the following criteria:

- a. An academic background that includes three years of English, social studies, mathematics, and science at the Regents level. Candidates should have an 85 average or higher in these academic disciplines. Other appropriate courses may be included when calculating the academic average.
- b. A written recommendation from the high school principal or counselor which includes (1) a statement endorsing study at CCC, and (2) an outline of courses to be taken at CCC that will satisfy remaining high school graduation requirements.
- c. A written recommendation from parent or guardian.
- d. A written letter from the student addressing his/her academic goals and reason for attending.
- e. Completed Accelerated Senior Year Form.
- f. A meeting with an admissions representative.

It is imperative that applicants considering early admission are academically prepared to take college-level courses. High School students who enroll at CCC while completing requirements for their high school diploma are not eligible for any federal financial aid, including student loans. They may apply for New York State TAP awards if they enroll full-time and success-fully complete ability-to-benefit testing.

5. Home-Schooled Applicants

We recommend that all home-schooled applicants meet with an admissions representative to discuss the process.

- a. Home-schooled applicants seeking admission to the College must submit certification of an equivalent of a four-year high school course of study. Applicants home-schooled in New York State (who do not have an equivalent diploma) are

required to submit a letter from the Superintendent documenting attainment of the substantial equivalent to a high school diploma or CCC's Superintendent Form for Home Schooled Applicants. This form must be completed by the superintendent of the school district in which the student resided. The form must include the superintendent's signature and school district seal to be valid.

- b. Applicants completing their home-school requirements outside of NYS must provide a letter or other documentation from officials in the school district of their residence certifying the completion of a program of home instruction meeting the requirements of the state of residence for the recognized equivalent of a high school diploma.
- c. Applicants who are under the compulsory age of attendance will be eligible for consideration for admission only if they can provide verification of an equivalent of a four-year high school course of study.
- d. Home-schooled applicants beyond compulsory school age (completion of the school year in which the student turned 16, or older if required by the school district of residence) who cannot obtain certification of completion will not be eligible for financial aid or for matriculation. However, applicants may choose the following alternate paths towards matriculation:
  - i. Take courses that satisfy the New York State option for college coursework (see section 8); or
  - ii. Earn a New York State High School Equivalency Diploma.Once one of the above is completed, applicants would be considered for admission. Applicants must notify the Office of Admissions for consideration.

6. Readmission

Matriculated students who have withdrawn from the College, have not been in attendance for two semesters exclusive of the summer and winter terms, have graduated from CCC or have been academically separated must apply for readmission to return as students and will be considered for readmission under the current catalog requirements. Transcripts submitted prior to the Fall of 2002 may need to be resubmitted. Please inquire with the Office of Recruitment and Admissions if you have questions as to the need for submission of transcripts.

7. International Applicants

International applicants must follow the application process as outlined for full-time matriculated students. In addition, they must

submit scores from the Test of English as a Foreign Language (TOEFL) and satisfactory evidence that they have sufficient funding to finance both living and college expenses. Applicants with coursework taken at foreign institutions must provide the Office of Admissions with an official evaluation from an approved educational evaluation service. Contact the Office of Admissions to find out which evaluators are approved. See details of the international admissions process and deadlines on the college's official web page.

8. Applicants who do not meet the preliminary education requirements

Applicants who left high school prior to graduation and have not earned a General Equivalency Diploma (GED) or Test Assessing Secondary Completion (TASC) who have received an Individualized Educational Plan (IEP) diploma, can be considered for admission to CCC if they meet the following conditions: the applicant's high school class must have graduated or the applicant must be at least 19 years of age; and the applicant must take the ability-to-benefit tests and meet the College's standards. The application will then be reviewed and a decision will be made by the Director of Admissions. Applicants who are admitted through this method may apply to New York State for an equivalency diploma after completion of 24 hours of college credit in these subject areas: English – 6 credits, Math – 3 credits, Natural Science – 3 credits, Social Science – 3 credits, Humanities – 3 credits, 6 credits in any other courses within the degree requirements. CCC does not offer a GED/TASC program. For more information on how college courses can be used to earn an equivalency diploma:

<http://www.acces.nysed.gov/what-hsetasc-test>.

Students who do not meet the preliminary education requirements are not eligible for any federal financial aid, including student loans.

9. Taking Courses Without Matriculating

Please refer to the **Visiting Students** in the Application Process section of this Catalog.

10. Health Requirements

Each student must complete a health questionnaire which is available on the College's web page, and submit it to the Health Office with an immunization record. Students may be accepted and may register for classes prior to submitting immunization records, however, immunization requirements must be met within 30 days of the start of the student's first semester, or a hold will be placed on the student's record. All applicants born after January 1, 1957 who are taking 6 or more credits must prove immunity to measles, mumps, and

rubella. This proof may consist of an immunization record with 2 MMRs, or laboratory results proving immunity. There is also a requirement to provide proof of meningitis vaccination within the previous 5 years, or to submit a signed waiver refusing meningitis vaccination. Information on New York state immunization laws can be found at [NYS.gov](http://NYS.gov) immunization laws or you may contact the Health Office at 607- 962-9257 or [healthoffice@corning-cc.edu](mailto:healthoffice@corning-cc.edu).

Applicants in the Nursing Program or the Athletic Program must request a special health form from the Nursing Education or Athletic Department which requires a complete physical by their Health Care Provider. Persons with physical limitations who need to be excused from physical education activities must have a statement addressing this need from their healthcare provider, and should submit it to the Health Office.

Applicants with prior disciplinary dismissal from another institution on their application for admission to the College will be required to follow the procedures outlined by the Admission Review Committee and Provost. Students will be notified within a week of their application of the procedures in writing to the address they provide on their application. Although every attempt will be made to review a student's application, application materials received within 30 days of the start of classes are not guaranteed ample time to review the materials for decision. In addition to a review of the submitted application packet, applicants may be asked to come in for an interview, as a part of the Admissions Review Team's consideration. Applicants who are accepted may or may not have conditions as part of their acceptance to the College. Failure to adhere to the conditions could result in dismissal from the College. Applicants may be denied acceptance to the College based on the Admissions Review Team's recommendations. Applicants who have applied, but have their application reprocessed for a future term may be required to submit a new supplemental application (including required documents) if the original submission date exceeds one year. Applications will not be reviewed by the Admissions Review Team unless they are complete.

# Educational Opportunity Program

The [Educational Opportunity Program \(EOP\)](#) at SUNY Corning Community College helps to make higher education possible for students who demonstrate academic promise, but whose life circumstances have not permitted them to reach their full potential.

EOP at SUNY CCC helps eligible students to identify their strengths, meet the challenges of college, and be successful. EOP is designed to help break down the barriers to higher education and teach eligible students to advocate for themselves and build community.

## Program Services Provided

- Pre-Freshman Summer Bridge Program
- Career Counseling
- Academic Advising
- Supplemental Financial Assistance
- Peer Mentors
- Professional and Peer Tutoring
- Social Gatherings and Workshops
- Networking with a like-minded cohort of students

## Eligibility Requirements

- Be a first semester, college freshman
- Meet the New York State residency requirement (12 months)
- Earned a High School Diploma or GED
- Attained a high school average in the range of 70-85
- Meet EOP [economic eligibility requirements](#) as outlined by New York State
- Successfully complete the EOP Summer Bridge Program prior to attending CCC
- Demonstrate potential and motivation to complete a college program

## Application Process

1. Incoming freshmen and eligible transfer students must complete the application process by June 30th prior to their first fall semester at CCC
2. Apply to [CCC](#)
3. Complete the [FAFSA](#) and [Tap](#) Applications
4. Apply to [EOP](#) for academic verification by sending high school and/or college transcripts to [CCC Admissions](#)
5. Complete and submit the EOP Income Verification Form including supporting documents

For more information, visit the [CCC EOP](#) webpage or email the EOP office at [EOP@corning-cc.edu](mailto:EOP@corning-cc.edu).

# Degrees & Certificates

SUNY Corning Community College offers the following degrees:

- Associate in Arts (AA)
- Associate in Science (AS)
- Associate in Applied Science (AAS)
- Associate in Occupational Studies (AOS)
- Certificate

As determined by the New York State Education Department, an AAS degree program requires a minimum of one-third of the credit hours (based on 60 credits) to make up the liberal arts and sciences component; an AS degree program (based on 60 credits) requires a minimum of one-half; and an AA program (based on 60 credits) requires a minimum of three quarters. Certificate and AOS programs are not required to include liberal arts and sciences courses. See chart below:

Degree Program	Total Minimum Number of Credits	Minimum Number of Liberal Arts and Sciences Credit
Associates of Applied Science (AAS)	60	20
Associates of Science (AS)	60	30
Associates of Arts (AA)	60	45

The General Education framework as approved by the State University of New York and CCC includes 12 categories. Students in AAS, AS, and AA degree programs must take at least one course from each of the following categories as determined by their program (# 1- 6):

## Core Competencies

1. Information Literacy (IL)
2. Critical Thinking and Reasoning (CT)

## Knowledge and Skills Areas

3. Communication – Written and Oral (C)
4. Mathematics and Quantitative Reasoning (MR)
5. Natural Sciences and Scientific Reasoning (NS)
6. Diversity, Equity, Inclusion, and Social Justice (DEISJ).

AS and AA degree programs must also include at least three courses from the following knowledge and skills areas. A minimum of three categories must be selected (9 credits).

7. Social Sciences (SS)
8. U.S. History and Civic Engagement (HE)
9. World History and Global Awareness (WG)

10. Humanities (H)
11. The Arts (A)
12. World Languages (WL)

Courses may be designated in more than one category. However, students must complete the minimum number of credits with a general education designation. Please see the chart below:

Degree Program	Minimum Number of General Education Credits	Minimum Number of SUNY GE Knowledge and Skills Areas	Minimum Number SUNY GE Core Competencies
Associates of Applied Science (AAS)	20	4	2
Associates of Science (AS)	30	7	2
Associates of Arts (AA)	30	7	2

SUNY has implemented a policy designated to enhance and coordinate general education on all SUNY campuses. Any student graduating with a four-year bachelor's degree from a SUNY campus must complete a minimum of 30 credit hours in coursework from at least seven of the Knowledge and Skill areas, with the starred (\*) four areas being required:

- Mathematics and Quantitative Reasoning\*
- Natural Sciences and Scientific Reasoning\*
- Communication – Written and Oral\*
- Diversity, Equity, Inclusion, and Social Justice\*
- Humanities
- Social Sciences
- The Arts
- US History and Civic Engagement
- World History and Global Awareness
- World Languages

Furthermore, all students graduating with a four-year bachelor's degree from a SUNY campus must also complete a minimum of 6 credits from the following Core Competencies:

- Critical Thinking and Reasoning
- Information Literacy

The student who is planning on transferring to a SUNY campus for a bachelor's degree would find it advantageous to complete as much coursework as possible towards fulfilling the minimum of 30 credit hours from at least seven of the SUNY general education areas. In general, if a grade of "C" or higher is earned in a course in a particular Knowledge and Skill Area, that Area is satisfied at every SUNY campus. All CCC graduates obtaining an AA and AS will have met the SUNY General Education requirements upon graduation. SUNY has recognized the CCC courses listed as meeting the criteria for



particular Knowledge and Skill Areas within its structure. As students select General Education electives within their chosen programs, they are encouraged to consult with their advisors to compile the most beneficial transfer package. Not doing so may result in transferring students having to spend an additional semester or longer at a SUNY institution in order to meet General Education requirements. The General Education Course Lists indicate all course at CCC that have General Education status.

### **Associate in Arts Degree (AA), Associate in Science Degree (AS), and Associate in Applied Science Degree (AAS)**

In addition to the degree requirements set forth by the New York State of Education (NYSED) and the State University of New York (SUNY), AA, AS, and AAS programs will require any remaining credits (assigned to free electives or other program requirements) to bring the program to a minimum of 60 credits and not to exceed 64 credit hours. Approved waivers may allow an AA, AS, or AAS program to exceed 64 credits.

### **Associate in Occupational Studies Degree (AOS)**

Associate in occupational programs must contain a minimum of 60 credit hours and a program grade point average of 2.0 must be achieved for graduation. This degree has no liberal arts requirement but does require minimum core competencies in Information Literacy and Critical Thinking.

Curriculum Requirements for AOS:

- A program core or concentration of courses ranging from 48 to 57 credit hours, based upon the specific career. This concentration is designed to prepare students for entry-level positions by focusing on the methods, techniques, and skills necessary to find employment upon graduation. Each program allows a minimum of nine credit hours of technical or free electives, which may include any credit course the College offers.

### **Certificates**

Certificate programs require approximately 30 hours of course-work in a specific career area. Students do not earn an Associate's degree, but most courses can be applied towards a degree if a student wishes to take additional courses later.

## **Micro-credentials**

### **What is a micro-credential?**

Micro-credentials are short, focused credentials designed to provide in-demand skills, know-how and

experience. Stackable micro-credentials can also provide a pathway to a certificate or full degree, now or when you are ready.

### **Who can earn a micro-credential?**

Current students, alumni, anyone seeking to advance their career or increase their earning potential, those needing to upskill or make a career change, those looking to come back to the job market, and yes, those looking for fun, engaging, learning to support a hobby or interest can all find a SUNY micro-credential that fits their needs.

### **How does a micro-credential work?**

Micro-credentials often combine courses from registered degree programs, innovative applied learning experiences, preparation for industry certifications, and/or non-credit coursework. A micro-credential could be coursework alone (the most common micro-credential length is three courses), a series of workshops, or a combination of coursework and an applied learning experience or certification preparation.

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### **Micro-Credential Offerings:**

Business and Finance

[Bookkeeping/Accounting\\*](#)

[Customer Sales and Service\\*](#)

[Enhanced Bookkeeping/Accounting\\*](#)

[Tax Preparer\\*](#)

Community Engagement: Education, Social Services, Law Enforcement

[Childhood Development Associate Preparation\\*](#)

[Direct Support Professional Level I\\*](#)

[Direct Support Professional Level II\\*](#)

[Recovery Peer Coaching & Advocacy\\*](#)

[Teaching Assistant](#)

Science, Mathematics, Engineering and Computing and Information Systems

[Certified Cisco Network Administrator \(CCNA\)\\*](#)

Technology and Manufacturing

[Applied Electronics for Manufacturing Assemblers\\*](#)

[Applied Electronics for Manufacturing Technicians\\*](#)

[Mechanical Assembler Level I\\*](#)

[Mechanical Assembler Level II\\*](#)

**\*Students taking this microcredential may be eligible for NYS Part Time Tuition Assistance for Non-Degree Credentials. Click [here](#) for additional information.**

For more information visit <https://www.corning-cc.edu/academics/micro-credentials/index.php>.

# Program Link to Career or Transfer Paths

**Use this guide to determine the best program of study for you.**

Accounting	Accounting, Business
Advertising	Business Administration
	Fine Arts & Design Liberal Arts & Sciences: Humanities & Social Sciences (Comm./Humanities)
Anthropology	Liberal Arts & Science: Humanities & Social Sciences (Social Sciences)
Art (fine arts, commercial art)	Fine Arts & Design
	Liberal Arts & Sciences: Humanities & Social Sciences (Comm./Humanities)
Astronomy	Mathematics & Science
Biochemistry, Biology, Bioinformatics, Biotechnology	Mathematics & Science
Botany	Mathematics & Science
Broadcasting – Radio/TV	Liberal Arts & Sciences: Humanities & Social Sciences (Comm./Humanities)
Business Administration	Business Administration
Business Education	Business Administration
	Liberal Arts & Sciences: Humanities & Social Sciences (Comm./Humanities)
Chemical Dependency Counseling	Chemical Dependency Counseling
Chemistry, Chemical Technology	Chemical Technology
	Mathematics & Science
Chemical Safety	Mathematics & Science
Cell Biology	Mathematics & Science
Childhood Education	Liberal Arts & Sciences: Childhood Education (Teacher Education Transfer)
	Liberal Arts & Sciences: Education/Childhood Education
Chiropractic	Mathematics & Science
Climate Science	Mathematics & Science
Computational Biology	Mathematics & Science
Computer Graphics	Computer Aided Drafting
	Mechanical Technology: CAD Design
Computers	Computer Science
	Engineering Science
	Information technology
Conservation	Environmental Science
	Mathematics & Science

Counseling	Chemical Dependency Counseling
	Liberal Arts & Sciences: Humanities & Social Sciences (Social Sciences)
Community and Public Health	Community and Public Health
Criminal Justice	Criminal Justice
Cybersecurity	Cybersecurity
Dentistry	Mathematics & Science
Drafting/Design	Computer Aided Drafting
	Mechanical Technology: CAD Design
Earth Science	Mathematics & Science
Ecology	Mathematics & Science
Economics	Business Administration
	Liberal Arts & Sciences: Humanities & Social Sciences (Social Sciences)
Electricity/ Electronics	Electrical Technology-Electronics
	Engineering Science
Engineering	Engineering Science
	Technology programs
English	Liberal Arts & Sciences: Humanities & Social Sciences (Comm./Humanities)
Environmental Science	Environmental Science
	Mathematics & Science
Evolutionary Biology	Mathematics & Science
Film	Liberal Arts & Sciences: Humanities & Social Sciences (Comm./Humanities)
Finance	Business Administration
Forensic Science	Mathematics & Science
Forestry	Environmental Science
	Mathematics & Science
Genetics	Mathematics & Science
Geology	Mathematics & Science
Gerontology	Liberal Arts & Sciences: Humanities & Social Sciences (Social Sciences)
Government	Liberal Arts & Sciences: Humanities & Social Sciences (Social Sciences)
Graphic Design	Liberal Arts & Sciences: Humanities & Social Sciences (Comm./Humanities)
Health	Community and Public Health
	Nursing
History	Liberal Arts & Sciences: Humanities & Social Sciences (Social Sciences)
Hospitality	Business Administration
Hydrology	Mathematics & Science
Immunology	Mathematics & Science
Information Technology	Computer Information Science
	Information Technology
Insurance	Business Administration
International Studies	Liberal Arts & Sciences: Humanities & Social Sciences (Individual Studies)

Journalism	Liberal Arts & Sciences: Humanities & Social Sciences (Comm./Humanities)
Land Management	Mathematics & Science
Languages (Interpreter/Translator/Educator)	Liberal Arts & Sciences: Humanities & Social Sciences (Comm./Humanities)
Law	Business Administration Liberal Arts & Sciences: Humanities & Social Sciences (Social Sciences)
Law Enforcement	Criminal Justice
Library Science	Liberal Arts & Sciences: Humanities & Social Sciences (Social Sciences)
Machining	Computer Numerical Control Programming Machine Tool Technology
Management	Business Administration
Management Information Systems	Computer Information Science
Manufacturing	Engineering Science
Marine Biology	Mathematics & Science
Marketing	Business Administration
Material Science	Engineering Science Mathematics & Sciences
Mathematics	Mathematics & Science
Mechanical Design	Computer Aided Drafting Engineering Science Mechanical Technology: CAD Design
Media Communications	Liberal Arts & Sciences: Humanities & Social Sciences (Comm./Humanities)
Medical Laboratory Technology	Mathematics & Science
Medicine	Mathematics & Science
Meteorology	Mathematics & Science
Microbiology	Mathematics & Science
Molecular Biology	Mathematics & Science
Music (Education/Therapy)	Liberal Arts & Sciences: Humanities & Social Sciences (Comm./Humanities)
Nanotechnology	Mathematics & Science
Numerical Control	Computer Numerical Control Programming Machine Tool Technology Mechanical Technology: CAD Design
Nursing	Nursing
Nutrition	Mathematics & Science
Occupational Therapy	Mathematics & Science
Office Technology	Business Administration
Personnel	Business Administration

Pharmacy	Mathematics & Science
Philosophy	Liberal Arts & Sciences: Humanities & Social Sciences (Comm./Humanities)
Physical Education	Community & Public Health
Physical Therapy	Mathematics & Science
Physics	Mathematics & Science
Plant Biology	Mathematics & Science
Political Science	Liberal Arts & Sciences: Humanities & Social Sciences (Social Sciences)
Psychology	Liberal Arts & Sciences: Humanities & Social Sciences (Social Sciences)
Public Administration	Business Administration Liberal Arts & Sciences: Humanities & Social Sciences (Social Sciences)
Radiologist/Radiology Technician	Mathematics & Science
Recreation	Community & Public Health Liberal Arts & Sciences: Humanities & Social Sciences (Social Sciences)
Respiratory Therapy	Mathematics & Science
Sales and Customer Service	Business Administration
Science Education	Mathematics & Science
Secondary Education	Liberal Arts & Sciences: Humanities & Social Sciences (Social Sciences)
Social Work	Liberal Arts & Sciences: Humanities & Social Sciences (Social Sciences)
Sociology	Liberal Arts & Sciences: Humanities & Social Sciences (Social Sciences)
Sonography	Mathematics & Science
Speech	Liberal Arts & Sciences: Humanities & Social Sciences (Comm./Humanities)
Speech Therapy	Mathematics & Science
Sports Management	Business Administration
Statistics	Mathematics & Science
Sustainability	Sustainability Studies
Teaching Assistant	Teaching Assistant
Television	Liberal Arts & Sciences: Humanities & Social Sciences (Comm./Humanities)
Theatre (Performance/Playwright)	Liberal Arts & Sciences: Humanities & Social Sciences (Theatre Arts)
Toxicology	Mathematics & Science
Ultrasound	Mathematics & Science
Veterinary Medicine	Mathematics & Science
Wildlife Biology	Environmental Science Mathematics & Science
X-Ray Technician	Mathematics & Science
Zoology	Mathematics & Science

## Academic Programs & Divisions

Two Academic Divisions (**Liberal Arts & Professional Studies**, and **Science, Technology, Engineering, Arts, and Mathematics [STEAM]**) offer more than 30 programs and concentrations, and more than 800 credit and non-credit courses. In addition to daytime offerings on campus, a wide variety of credit and non-credit courses are taught in the evening and during the summer at various locations throughout Steuben, Chemung, Schuyler, Tioga and Yates counties. Specific preparation for programs will be found on the program pages. To be eligible to receive financial aid, students must be accepted in one of the following approved programs.

Program	Division	Type	Degree	HEGIS Code
Accounting	Liberal Arts & Professional Studies	Transfer	AS	5002
Business Administration	Liberal Arts & Professional Studies	Career	AAS	5004
Business Administration	Liberal Arts & Professional Studies	Transfer	AS	5004
Chemical Dependency Counseling	Liberal Arts & Professional Studies	Career	AAS	5501
Chemical Technology	STEAM	Career	AAS	5305
Community and Public Health	Liberal Arts & Professional Studies	Transfer	AS	5299
Computer Aided Drafting	STEAM	Career	Certificate	5303
Computer Information Science	STEAM	Transfer	AS	5101
Computer Numerical Control Programming	STEAM	Career	Certificate	5399
Computer Science	STEAM	Transfer	AS	5101
Criminal Justice	Liberal Arts & Professional Studies	Career	AAS	5505
Criminal Justice	Liberal Arts & Professional Studies	Transfer	AS	5505
Cybersecurity	STEAM	Transfer	AS	5199
Digital Design	STEAM	Transfer	AS	5012
Directed Studies	Liberal Arts & Professional Studies	Career	AAS	5649

Program	Division	Type	Degree	HEGIS Code
Education Studies	Liberal Arts & Professional Studies	Transfer	AS	5608
Electrical Technology-Electronics	STEAM	Career	AAS	5310
Engineering Science	STEAM	Transfer	AS	5609
Environmental Science	STEAM	Transfer	AS	5499
Fine Arts & Design	Liberal Arts & Professional Studies	Transfer	AS	5610
Human Services	Liberal Arts & Professional Studies	Transfer	AS	5501
Information Technology	STEAM	Career	AAS	5504
Liberal Arts & Sciences:				
Humanities & Social Sciences	Liberal Arts & Professional Studies	Transfer	AA	5649
Humanities & Social Sciences	Liberal Arts & Professional Studies	Transfer	AS	5649
Machine Tool Technology	STEAM	Career	AAS	53036
Machine Tool Technology	STEAM	Career	Certificate	5303
Mathematics & Science	STEAM	Transfer	AS	5649
Mechanical Technology: CAD Design	STEAM	Career	AAS	5315
Mechatronics	STEAM	Career	AAS	5311
Nursing	Liberal Arts & Professional Studies	Career	AAS	5208.10
Police Basic Training	Liberal Arts & Professional Studies	Career	Certificate	5505
Sustainability Studies	Liberal Arts & Professional Studies	Transfer	AS	5640
Teaching Assistant	Liberal Arts & Professional Studies	Career	Certificate	5503

## SUNY Transfer Paths

SUNY has created Transfer Paths that summarize the common lower division requirements shared by all SUNY campuses for similar majors within most disciplines. If you want to prepare for any of SUNY's four-year institutions, the SUNY Transfer Paths will

help you identify core coursework that will prepare you for multiple SUNY institutions. Below are disciplines. It is very important to consult your academic advisor for guidance before following these paths.

Adolescence Education  
Adolescence Education: Inclusive Generalist Track  
Anthropology  
Art Education  
Art Studio  
Biology  
Business  
Business: Accounting  
Business: Marketing  
Chemistry  
Childhood Education  
Communication: Media  
Communication: Non-Media  
Community and Public Health  
Computer Science  
Criminal Justice/Criminology  
Design  
Dietetics  
Early Childhood Education  
Early Childhood/Childhood Education  
Economics  
Engineering: Aerospace  
Engineering: Biomedical  
Engineering: Chemical  
Engineering: Civil  
Engineering: Computer  
Engineering: Electrical  
Engineering: Environmental  
Engineering: Industrial

Engineering: Mechanical  
Engineering Technology: Civil  
Engineering Technology: Electrical  
Engineering Technology: Manufacturing  
Engineering Technology: Mechanical  
English  
Environmental Sciences: Biophysical Track  
Environmental Sciences: Social Science Track  
Geography  
Geology  
Health Education  
History  
Hospitality Management  
Mathematics  
Media Production  
Music  
Industry  
Nursing  
Nutrition Science  
Physical Education  
Physics  
Political Science  
Psychology  
Social Work  
Sociology  
Spanish  
Sport Management  
Sustainability Studies  
Technology Education  
Theatre

More information about the SUNY Transfer Path's tool is available at <http://www.suny.edu/attend/get-started/transfer-students/suny-transfer-paths>



# Cost and Payment

Upon registration, a student agrees to be responsible for the educational costs associated with their registration. Tuition and fees are due in full prior to the start of the semester. There are 3 ways to fulfill this obligation:

1. Pay in full by the due date.
2. Enroll in the SUNY CCC Payment Plan, which allows a student to pay their bill in 4 installments.
3. Have a financial aid package that covers all charges. If the amount of aid is not sufficient to cover all charges, payment arrangements as outlined above must be made for the remaining balance.

Due dates for payments and installment plans are outlined below:

Semester	Due dates for pay in full	Payment Plan Available*	# of Payments in Installment Plan
Fall	August 15	Yes	4-due Aug. thru Nov.
Winter	December 15	No	
Spring	January 15	Yes	4-due of Jan. thru April
Summer	May 15	Yes	3-due May, June, July

\* Enrollment and payment deadlines for payment plans: [mycollegepaymentplan/corning\\_community\\_college/](https://mycollegepaymentplan/corning_community_college/)

If payment is not made by the due date, a one percent per month late fee will be charged to the student's account. Students with delinquent accounts will be blocked from registering for future courses. If action is necessary to enforce collection, all reasonable collection fees, including attorney fees, will be charged to the student. Students should seek the personal attention of the staff in the Student Accounts if they have any questions or difficulties in making full payment by the payment due date.

## Payment Plans

The purpose of a payment plan is to help make college affordable. The college payment plan allows a student to spread the cost of tuition and fees with installment payments. Payment plans are not offered for winter semester. A payment plan is valid for one semester only; students must enroll in a new installment plan each semester. A one-time, non-refundable fee is charged when a student enrolls in a plan. If a student fails to make payments, the student will be dropped from the payment plan and all

amounts become due to the college in accordance with published deadlines. Questions about payment plans may be directed to the Student Accounts office.

## Emergency Loans

Emergency loans can be made to students who have authorized financial aid in place at the beginning of a semester and who have a demonstrated financial need for the loan. These loans provide interim resources for necessary purchases, such as books and supplies. Emergency loans will be deducted from financial aid paid to a student's account during the semester. Students must have completed all financial aid requirements and submitted a Certificate of Residence or application for a Certificate of Residence to be eligible for an emergency loan.

## Taxpayer Relief Act

Taxpayers may be eligible for tax credits based on payment of qualified tuition and related expenses to CCC. For further information concerning the American Opportunity Credit or Lifetime Learning tax credits, please contact the IRS or a tax consultant. Information is also available at the following website: [www.ed.gov](http://www.ed.gov).

## Refund of Tuition and Fees

A student may begin attending a college course but be unable to continue due to circumstances beyond their control.

A student may **drop** a course within the first 20% of the length of the course (see Dropping/Withdrawing from a Course). A dropped course will result in a partial refund of tuition and fees for that course. Dropping a course may reduce a student's financial aid award.

A student may **withdraw** from a course after it has passed the 20% mark until it has reached the 60% mark (see Dropping/Withdrawing from a Course). **There is no tuition/fees refund for a student withdrawal from a course.** Withdrawing from a course may reduce a student's financial aid award.

### Tuition Liability for a Dropped Course

Spring and Fall Semester, full Semester (12 or 15 week) Courses:

If you officially drop a course by the day listed	Tuition/fees are refundable at:
Prior to the start date of the semester	100%
Week 1* of the course	100%

<b>If you officially drop a course by the day listed</b>	<b>Tuition/fees are refundable at:</b>
Week 2* of the course	50%
Week 3* of the course	25%
After Week 3 of the course	0%

Spring and Fall Semester 7 week Courses:

<b>If you officially drop a course by the day listed</b>	<b>Tuition/fees are refundable at:</b>
Prior to the start date of course	100%
Week 1* of the course	100%
After Week 1 of the course	0%

Summer and Winter Semester, All Courses:

<b>If you officially drop a course by the day listed</b>	<b>Tuition/fees are refundable at:</b>
Prior to the start date of the semester	100%
Week 1* of the course	100%
After Week 1 of the course	0%

Courses that are shorter than 5 weeks in the summer and winter or 7 weeks in fall and spring will have shorter refund periods.

\*Weeks begin on Monday and end on Sunday at midnight, regardless of what day(s) the class meets on.

Amounts to be refunded shall first be credited to outstanding balances and to any loss or reduction of financial aid awards.

Students who withdraw from a full time course load during the refund period will be charged a \$50 withdrawal fee. Students who withdraw from a part-time course load during the refund period will incur a \$25 withdrawal fee.

Students who are dismissed from the college for other than academic reasons are not entitled to a refund.

## Costs

All costs are estimates only and are subject to change without prior notice. The Corning Community College Board of Trustees will approve final rates for the 2024-2025 academic year in June 2024 (after publication of this catalog). Go to [corning-cc.edu](https://corning-cc.edu) to find approved rates as they are available.

## Tuition (Subject to change)

Full-time students (12 or more credit hours)	
New York State Resident with valid Certificate of Residence	2,760.00 per semester
Pennsylvania Resident living in Perry Hall	2,760.00 per semester
New York State Resident without valid Certificate of Residence	4,596.00 per semester
Out-of-State Resident	4,596.00 per semester
Part-time students (fewer than 12 credit hours)	
New York State Resident with valid Certificate of Residence	230.00 per credit hour
New York State Resident without valid Certificate of Residence	383.00 per credit hour
Out-of-State Resident	383.00 per credit hour

## Non-credit courses

Tuition and fees vary and are subject to change

## Room and Board Rates (for students living on campus)

Housing Deposit	450.00 per year
Double Room	3,180.00 per semester
Single Room	4,000.00 per semester
Super Single Room	4,200.00 per semester
Meal Plan (mandatory)	2,366.00 per semester
Residence Hall Program Fee	25.00 per semester

## Mandatory Student Fees

### Advising, assessment, and records fee

0.5-11.5 credit hours	2.50 per credit hour
12 or more credit hours	30.00 per semester

### College ID Card fee

Any credit hours	10.00 per semester
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### Health fee

6.0-11.5 credit hours	5.00 per semester
12 or more credit hours	10.00 per semester

## Student Life fee

0.5-11.5 credit hours	15.00 per credit hour
12 or more credit hours	155.00 per semester

## Technology fee

0.5-11.5 credit hours	14.00 per credit hour
12 or more credit hours	210.00 per semester

## Physical Education fee

Any credit hours	8.00 per semester
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## Other Fees and Expenses

Assessment of Prior Learning	
Articulated Credit Transcription Fee	80.00
Corning Community College Challenge Exam (written or lab) or Portfolio Review	<i>An assessment fee of 33% of the current NYS tuition cost will be charged per credit for each course submitted; students will pay at the time of application submission. This fee will cover the cost of faculty preparation and evaluation.</i>

Test proctoring fee (for non-CCC exams)	25.00
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Audit of course	\$50 nonrefundable
Student Health Insurance (required for Perry Hall residents and Nursing Students who are not covered by their own plan)	2,813.24.00 per year (Spring + Fall Semester)
Student Health Insurance (required for Perry Hall residents and Nursing Students who are not covered by their own plan)	1,641.06 per semester (Spring Semester only)
Course fees	Varies by course
Estimated Cost of Books and Supplies	600.00 per semester
Lab Fees	30 per credit hour (maximum = \$180)
Late payment on student account	1% per month
Nursing Liability Insurance	7.50 per semester
Nursing Program fee	500.00 per semester
Nursing Uniform	60.00 initial cost
Open Educational Resource Fee	10.00 per class
Parking permit fee	25.00 per year
Returned check fee.	25.00 per occurrence

# Financial Aid Awards and Procedures

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## Introduction

The primary obligation for meeting college costs lies with the student and the student's parents. However, financial aid, through the state and federal government and SUNY CCC Scholarships, provides funds to eligible students that can be combined or used separately to help meet the cost of attendance at SUNY CCC. While the financial aid process is sometimes complicated, helpful staff are available to assist students and parents with the process.

## Types of Aid

Financial assistance falls into three basic categories:

- Grants and scholarships: No repayment. Grants based on need. Scholarships based on student's academic performance or special talents.
- Loans: Typically low interest with repayment after the student graduates or ceases at least half time enrollment (student must be enrolled in 6 credits or more).
- Employment (Work-Study): Certain number of hours per week in on- or off-campus work paid on a biweekly basis.

## Applying for State and Federal Aid

To apply for most state and federal aid programs students must file the Free Application for Federal Student Aid (FAFSA) electronically at [www.studentaid.gov](http://www.studentaid.gov). Students/parents should first apply for a federal student aid username and password (FSAID) at <https://studentaid.gov/fsa-id/create-account/personal-info>. The FSA ID is used as their electronic signature.

**CCC's federal code is 002863; enter this on the FAFSA.** Once the FAFSA is processed, students receive a FAFSA Submission Summary (FSS)

New York State residents may apply for New York State aid, such as TAP, by completing the NYS Student Aid Payment Application. When completing your FAFSA, the confirmation page will provide a link to the NYS Student Aid Payment Application. **CCC State Aid School Code is 2042.** You may also apply online at [www.tap.hesc.ny.gov/totw](http://www.tap.hesc.ny.gov/totw) once your FAFSA is processed. If you are unable to complete the

application electronically, you may request a paper Express TAP Application (ETA) from the CCC Financial Aid Office once your FAFSA is processed.

The Financial Aid Office will receive your FAFSA data electronically from the federal processor. You may be required to submit additional information or documentation to complete your application. If so, we will notify you via mail and/or email once your FAFSA is received.

Once your application is complete and correct, we will verify your admission status, academic progress and your expected enrollment status to determine your eligibility for financial aid. An email will follow that will direct you to MyCorning. There you will find:

- An Estimated Cost of Attendance
- SUNY Financial Aid Plan
- Accept/decline offered financial aid
- Any additional outstanding requirements

## When to Apply

You must apply for state and federal aid **every year**. The FAFSA and New York State Student Aid Payment Application are available on October 1st for the following academic year.

Whether you are a new or continuing student, it is **strongly suggested** that you **complete your FAFSA by April 1** if you will be enrolling in the fall semester and **October 1** if you will not enroll until the spring semester of the academic year.

## How Eligibility is Determined

You must be officially accepted by the CCC Admissions Office in a degree program. Eligibility for all federal and state aid is awarded for enrollment in courses that are degree/program requirements. Students should review their "degree evaluation" on MyCorning to make certain that the courses they have registered for are degree/program requirements of their current primary program of study. Students must also meet the College federal and state satisfactory academic progress requirements.

Please note there are strict limitations on awarding federal aid retro-actively after the student has ceased attendance so completion of the FAFSA and all other federal aid requirements prior to the beginning of the academic year is strongly suggested.

Students must be enrolled in 6 credits or more to be eligible for the Federal Direct Student Loans.

Federal campus-based aid and Federal Direct Loans are awarded on the basis of the student's financial need (Cost of Education minus Student Aid Index equals Financial Need). A student's financial need is also adjusted for the receipt of private scholarships or grants, and it is the student's responsibility to notify the Financial Aid Office if they are receiving assistance of this type. Also, benefits received from outside programs such as the Trade Adjustment Act, Workforce Investment Act, ACCES-VR (VESID), etc. will be used in determining a student's financial need. Federal PLUS (parent loans) are available to assist families to bridge the gap between cost of education and student financial aid eligibility. High school students who are enrolled at the College while completing requirements for their high school diploma are not eligible for any federal aid.

## Disbursement of Federal Aid

Federal aid is generally disbursed beginning the fifth week of the semester to students who have completed all federal aid requirements and continues weekly throughout the academic year for late applicants who are eligible for federal aid. Also, excess federal aid over and above charges for tuition, fees, housing, etc. may be used in the College Store and will be made available to students, who have completed all requirements, two weeks prior to the beginning of the semester. Students who have been awarded Pell Grant and have excess Pell Grant funds over and above their charges for tuition and fees who wish to purchase books through other retailers may apply for an emergency loan. For more information, contact the Enrollment Advisement Center.

## Financial Aid Refunds

Students who have filed a FAFSA and qualify for a refund of excess financial aid receive refunds as the college receives aid payments on their behalf, generally starting the fifth week of the semester (see Disbursement of Federal Aid). The college has partnered with [BankMobile Disbursements](#) to deliver student refunds. This partnership allows students to choose from two refund selection preferences but does not impact eligibility for financial aid, the timing of financial aid disbursements, or the amount of the refund.

To select a refund preference, a student goes to the BankMobile [Refund Selection](#) page ([RefundSelection.com](#)) and enters the personal code that was mailed, or emailed to the student. If the student does not have a personal code, they can select Send a Code and one will be sent to their CCC email.

BankMobile refund choices include:

1. DEPOSIT TO AN EXISTING ACCOUNT – Money is transferred to an existing account the same business day BankMobile receives funds from your school. Typically, it takes 1-2 business days for the receiving bank to credit the money to the student's account.
2. DEPOSIT TO A BANKMOBILE VIBE ACCOUNT – If a student opens a BankMobile Vibe checking account (upon identity verification), money is deposited the same business day BankMobile receives funds from CCC. .

Students who do not select a refund option will experience a delay in receiving their refund.

Students who have not filed a FAFSA and qualify for a refund of excess payments will receive a refund check from the college to the address the college has on file at the time of the refund payment.

Individual financial aid items are paid to the college at different times. Therefore, the total refund may not be paid in one transaction; more than one refund may be issued based on the payment date of each aid item.

## Financial Aid Programs

### Federal Pell Grant

Students accepted in a program and enrolled in courses that are degree/program requirements of their primary program of study should apply. Eligibility is determined by family size, income, assets, etc.; continued eligibility is affected by academic progress. Amounts range from approximately \$767 to \$7,395 per academic year depending on enrollment status. Available to both full and part-time students. Complete the FAFSA to apply.

### Tuition Assistance Program (TAP) for Degree Programs

New York State residents who are accepted in a program, enrolled in 12 or more program hours and are in good academic standing should apply for this grant. Usually students are eligible if their family's state net taxable income is no more than \$80,000. For independent students with no dependents, the net taxable income limit is \$10,000. Incomes may be higher if more than one family member is in college full-time. Annual awards range from \$500 to 100 percent of tuition. Students may use up to six semesters of TAP eligibility to pursue an associate degree. Complete the FAFSA and NYS Student Aid Payment Application.

A student may be eligible to receive TAP for part-time enrollment if they are certified under the Americans with Disabilities Act (ADA). ADA defines a person with a disability as anyone with physical or mental impairment that substantially limits one or more major life activities, such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. The disability must be documented with CCC's Office of Accessibility Services before the student is considered for TAP for part-time enrollment.

## Part-Time Tuition Assistance Program (PT TAP) for Degree Programs

New York State residents who were accepted in a program as first time freshmen in 2006-2007 or later, maintained a 2.0 cumulative GPA, and enrolled between 6 and 11 credit hours in their program of study should apply for this grant. Income guidelines are the same as the Tuition Assistance Program. Awards are based on a prorated schedule through NYSHESC. Complete the FAFSA and the NYS Student Aid Payment Application.

## Part-Time Tuition Assistance Program for Non-Degree Programs

Allows part-time students enrolled in non-degree workforce credential programs leading to employment or advancement of a student in a 'significant industry' as identified by the Department of Labor to receive part-time TAP.

### Approved Programs

Recovery Peer Coach Coaching and Advocacy
Customer Sales and Service
Childhood Development Associate Preparation
Teacher Assistant II
Teacher Assistant III
Certified Cisco Network Administrator
Applied Electronics for Manufacturing Assemblers
Applied Electronics for Manufacturing Technicians
Bookkeeping
Enhanced Bookkeeping
Mechanical Assembler 1
Mechanical Assembler 2
Direct Support Professional I
Direct Support Professional II
Tax Preparer

Approved programs are subject to change as mandated by NYS Higher Education Services Corporation (HESC) and NYS Department of Education.

Some of these micro-credentials are for credit and some are non-credit. Certification is based on credit, so the non-credit courses will be assigned a credit hour equivalency.

### Student Eligibility

#### Students must meet eligibility requirements for non-degree TAP

- Residency, citizenship, Income verification process (IVP)
- Enroll in approved non-degree workforce development eligible program at participating college
- Be a part-time student taking the equivalent of one to eleven credits
- Must file a FAFSA and TAP Application
- Other benefits- any awards specified for tuition only, such as employer tuition reimbursement, tuition specific scholarships, and some VA benefits will reduce the amount of part time tap the student can receive.
- Must be enrolled in 1-11 credits. Full time students are not eligible for awards.

#### Eligibility Requirements not required for non-degree TAP

- Student not required to have a high school diploma, equivalent, or passing score on an ability to benefit test to be eligible for an award
- Students enrolled as non-matriculated in an approved non-degree workforce development program are not required to meet the 15 week requirement to be eligible for a PT TAP award. (Matriculated students are not eligible for part time tap for non-degree programs)
- Student does not need to meet the requirement to be a first-time freshman in 2006 and thereafter

### TAP Points

As with students working towards an associate's degree, students are limited to 36 TAP points, which is the equivalent to 6 full time semesters. A student who uses 12 tap points (equivalent to 2 full time semesters), will only have 4 additional full time semesters remaining if they chose to pursue an associate's degree

## Excelsior Scholarship

The Excelsior Scholarship, in combination with other aid programs including the Federal Pell Grant and NYS TAP, provides free college tuition to NYS residents who meet the eligibility requirements. To be eligible, a student must enroll full-time, complete at least 30-credit hours per year, be on track to graduate in two years, and have family income of \$125,000 or less. Recipients must live and work in New York State for the number of years equal to awards received. Failure to meet these requirements will result in the



conversion of the award to a no interest loan. Complete the Excelsior Scholarship application at [www.hesc.ny.gov](http://www.hesc.ny.gov).

## Additional Financial Aid Programs

Students who are accepted in a program and have financial need in excess of their Pell and/or TAP awards may be eligible for additional aid, as outlined below. Award amounts vary based on financial need.

### Federal College Work-Study (FWS):

A type of federal aid that allows eligible students to work part-time while attending school at least half-time. The total amount depends on need, other aid received and the availability of funding. Available jobs can be found in MyCorning. Students are paid on a bi-weekly basis for the number of hours worked. This money is not put directly towards the student's bill at the college, but is direct deposited in the student's personal checking or savings account. Complete the FAFSA to apply.

### Federal Supplemental Educational Opportunity Grant (SEOG):

From \$300 to \$600 per academic year and awarded to the neediest students attending at least 6 credit hours who are also Pell Grant eligible. Complete the FAFSA to apply.

### Aid for Part-Time Study (APTS):

This grant is for matriculated part-time students enrolled in at least 3 credit hours and up to 11 credit hours. Applicants must be New York State residents and be in good academic standing prior to applying. For dependent students or married students with dependents, the family net taxable income can't exceed \$50,500. Independent students must have a net taxable income of \$34,250 or less. Students are not eligible if they have already used all semesters of TAP eligibility. To maximize benefits, only Part Time TAP or APTS will be awarded each semester, whichever is higher, unless the student requests in writing, that they wish to receive both. Remedial courses can be counted toward a student's part-time load hours if the student is also enrolled in at least three credit hours of coursework that counts towards their program of study. Award amount is up to \$1,000 per semester. APTS applications are available from the Enrollment Advisement Center (EAC) or on the web: [Financial Aid Forms](#). Completed applications are submitted to the EAC. Complete the NYS Student Aid Payment Application at [www.hesc.ny.gov](http://www.hesc.ny.gov) as well as the APTS application.

## Educational Loans

CCC participates in the Federal Direct Loan Program. Parent of dependent students may also be eligible for the Federal Direct Parent Loans for Undergraduate Students (Direct PLUS). Funding for your student loan and/or parent loan will come directly from the U.S. Department of Education. Direct Loans may be used for any related educational expense. Students must be accepted in a program (matriculated) and registered for at least 6 credits of degree/program requirements in their primary program of study each semester. All federal student loans must be repaid. Not doing so can impact your credit and have negative consequences long term, which include the possibility of your tax refund being held and wages garnished.

### Federal Direct Loans (Subsidized/Unsubsidized):

"Subsidized" loans up to \$3,500 for freshmen and \$4,500 for sophomores (26 or more credit hours earned) per year are available depending on financial need. The federal government will pay the interest on "subsidized" loans while the student is in school. Additional "unsubsidized" loan funds may be available up to \$2,000 per year for dependent students and \$4,000 per year for independent students, however, interest accrues to the student from the time of disbursement of the loan. Loans are subject to an origination fee which is deducted from the proceeds of the loan. The interest rate is fixed for each loan, and repayment begins six months after leaving school or dropping below half-time. Minimum repayment will vary based on your chosen repayment plan. Complete the FAFSA to apply. For more information about these programs and to complete the Direct Loan Master Promissory Note and Entrance Counseling for first-time borrowers go to [studentaid.gov](http://studentaid.gov).

### Loan Repayment Example - 10 years (120 months)

Loan Amount	Monthly Payment at 5% interest	Total repaid
\$5,000	\$53	\$6,364
\$10,000	\$106	\$12,728
\$15,000	\$159	\$19,092
\$20,000	\$212	\$25,456

### Direct Parent Loans for Undergraduate Students (Direct PLUS):

Parents of dependent undergraduate students can borrow up to total cost of attendance minus student financial aid per academic year. Direct Parent loans

are credit based and a credit check will be run at the time of application. Interest rate is fixed for each loan, and there is an origination fee. Repayment begins immediately after receipt of second disbursement of the loan. To apply, the parent must complete the Direct Plus Loan Application for Parents and the Direct Loan PLUS Master Promissory Note (MPN) online at [studentaid.gov](https://studentaid.gov). Student must have completed a FAFSA prior to this application. Please note, parent will need their FSA User ID and password to complete online MPN.

## Scholarships, Awards, and Loans

CCC administers a number of scholarships, awards, and loan funds provided by the CCC Development Foundation Inc., Alumni Association, and Academic Divisions, as well as community members and organizations. They vary in amount and are based on a variety of factors including high school record, academic record at CCC, academic program and need. Application requirements and deadlines vary.

### Scholarships and Awards:

These funds are intended for costs associated with attending CCC. They are presented to students currently enrolled at CCC at the annual Scholarship Ceremony in the fall.

### Loans:

Emergency funds are established to provide students with loans for books and other educational needs. Because of the personal nature of loans, the names of recipients are not publicly announced. For current information about specific scholarships, awards and loans administered by CCC, visit [corning-cc.edu](https://corning-cc.edu).

### Keystone Scholarship:

The Keystone Residential Scholarship provides full time Pennsylvania residents who live on campus with the ability to earn an associate's degree from SUNY Corning Community College at the same tuition as New York State residents. Pennsylvania students in their final semester or enrolled in a program (such as nursing) that requires less than 12 credit hours per semester to complete a degree may request the Scholarship by filing an exception form that will be reviewed by a committee.

## Veterans' Benefits

In addition to the traditional forms of financial aid, students who are military veterans, members of the Reserves or National Guard may be eligible for education benefits from the Department of Veterans Affairs. The Veteran's Certification Representative at CCC is available to assist you in the application and payment process. The Department of Veterans Affairs provides educational assistance allowance to veterans eligible for:

- Montgomery GI Bill® Active Duty (Ch. 30)
- Montgomery GI Bill® Selected Reserve (Ch. 1606)
- Post-9/11 GI Bill® (Ch. 33) – eligible veterans receive housing allowance, book stipend and tuition benefit.

If you are currently active duty you may be eligible for the Department of Defense Tuition Assistance Program. All branches of service have their own criteria for eligibility, obligated service, application process and restrictions.

Please consult the GI Bill® Website ([benefits.va.gov/gibill](https://benefits.va.gov/gibill)) for application procedures, eligibility requirements, payment rates, and additional information regarding VA benefits. You may also contact the VA School Certifying Official by phone at 607-962-9433 or email [bauman@corning-cc.edu](mailto:bauman@corning-cc.edu).

**Disabled Veterans** with at least a 20 percent service connected disability may be eligible for Veteran Readiness and Employment. Interested veterans should visit [benefits.va.gov](https://benefits.va.gov) for additional information and application.

**Veteran Dependents** may be eligible for the following benefits please consult the GI Bill® website ([www.benefits.va.gov/gibill](https://www.benefits.va.gov/gibill)) for application procedures, eligibility requirements and payment rates.

- Post-9/11 GI Bill® Transfer of Entitlement: Veterans may be eligible to transfer their Post-9/11 GI Bill® Benefits to their children and/or spouse.
- Post-9/11 GI Bill®: Marine Gunnery Sergeant John David Fry Scholarship: Children of an active duty member of the Armed Forces who had died in the line of duty on or after September 11, 2001, are eligible for this benefit. A child may be married or over 23 and still be eligible.
- Survivors' and Dependents' Educational Assistance Program (Ch. 35): Spouse/Widow or

Child of a veteran who is permanently and totally disabled or died as a result of a service connected disability may be eligible.

In accordance with Title 38 US Code subsection (e), this school adopts the following additional provisions for any student using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch.33) or Veteran Readiness and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not prevent nor delay the student's enrollment, assess a late penalty fee to the student, require the student to secure alternative or additional funding and will not deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution, including but not limited to access to classes, libraries, or other institutional facilities. However, to qualify for this provision, such students will be required to produce the Certificate of Eligibility by the first day of class.

**New York State residents** may qualify for the Veterans Tuition Award: Eligible students are those who are New York State residents discharged under honorable conditions from the U.S. Armed forces and who are: Vietnam Veterans who served in Indochina between December 22, 1961 and May 7, 1975. Persian Gulf Veterans who served in the Persian Gulf from August 2, 1990. Afghanistan Veterans who served in Afghanistan during hostilities on or after September 11, 2001. Veterans of the armed forces of the United States who served in hostilities that occurred after February 28, 1961 as evidenced by receipt of an Armed Forces Expeditionary Medal, Navy Expeditionary Medal or a Marine Corps Expeditionary Medal. Amounts: Awards are 100% of tuition. If the veteran also receives TAP, the combination of the two awards cannot exceed tuition.

Students should complete the New York State Veterans Tuition Award (VTA) Application, the FAFSA and the NYS Student Aid Payment Application. The VTA form is available at [www.hesc.ny.gov](http://www.hesc.ny.gov). Additional state aid includes Military Service Recognition Scholarship (Child/Spouse), Regents Awards for Children of Deceased & Disabled Veterans. Recruitment Incentive and Retention Program (Army & Air National Guard, and Naval Militia). For more information regarding eligibility for these programs visit [hesc.ny.gov](http://hesc.ny.gov).

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

## Policies Affecting Eligibility for Financial Aid

### Program of Study & Financial Aid Eligibility

As stated previously, state and federal financial aid amounts (TAP, PT-TAP, APTS, PELL Grant, Federal Direct Loans, etc.) are based on hours in program. College policy allows students to change their primary program of study or, if in a dual program, add/change their secondary program until the 3rd week of the semester. However, the policy governing state and federal financial aid eligibility is as follows:

To determine financial aid eligibility, the College must verify a student's hours of study are applicable to the degree/program requirements of their "official" primary or secondary program(s) of study. Enrollment status for students in both a primary and secondary program will be based on the program for which the greatest number of hours applies. Enrollment status will not be based on hours that are split between two programs. Meeting this requirement is ultimately the student's responsibility.

### Primary Programs & Financial Aid Eligibility Issues:

To resolve an "audit" issue, when courses do not apply to your program of study, students will have until the end of the third week of classes to officially change their current primary program of study for TAP and federal aid.

Failure to make the necessary changes to the primary program of study by the end of the third week of classes will result in decertification of the student's TAP award and recalculation of federal aid for that semester.

### Secondary Programs & Financial Aid Eligibility Issues:

Adding or changing a secondary program of study will not resolve an "audit" issue for that current semester once the semester has begun. However, the new secondary program will be used in evaluating the student's eligibility for subsequent semesters.

### Program Hours & Financial Aid Eligibility:

Financial aid eligibility is determined based on hours applicable to the student's program of study. Financial Aid will be recalculated for changes in enrollment status through the end of the third week of classes and at that time, the student's enrollment

status will be “frozen.” After the student’s enrollment status is frozen, there will be no recalculation of the student’s federal aid if the student adds courses (with the exception of the Federal Direct Loan program and requirement for half-time enrollment status.) Failure to attend or dropping a late starting course may result in recalculation of state and/or federal aid for the semester. Also, recalculation of federal aid may occur throughout the semester if the student withdraws from all courses or if the student receives F grades in all courses and the College determines that the student did not attend past the 60% point of the semester.

Full-time New York State TAP require a student to carry 12 hours or more of new study within the program of record and meet all academic and pursuit of program guidelines to maintain eligibility. If a student fails to maintain full-time status in program, the full-time award will be canceled. The only exception to the requirement of being full-time in program for NYS TAP eligibility is the special consideration given in the student’s last two semesters of their program. If the student does not need 12 or more hours in program to meet the degree requirements and graduate, courses that would qualify as free electives can be added to establish full-time status except any previously passed course.

For example, if the student only needs a 3 credit hour liberal arts course to meet the degree requirements and graduate, the student can add any “free elective” course(s) for consideration of full-time status for NYS requirements. Essentially, this means courses OTHER than physical education courses (PFIT).

This does not apply to the federal aid programs. Students will receive federal aid, if eligible, for courses that are required for program completion.

## Repeat Courses & Financial Aid Eligibility

### State Aid

Courses that have been previously passed with a D or higher are not typically covered by state financial aid unless one of the following circumstances applies:

1. The student is repeating a course that requires a minimum grade to continue in program, or
2. The repeat course has a shelf life that has expired.

Students repeating a course only to better their cumulative grade point average or to affect their enrollment status should understand that this

repeated course will not be considered when determining financial aid enrollment status or eligibility.

## Federal Aid

Repeat credit courses that have been previously passed (D or higher) may be included in student’s enrollment status one time for federal aid eligibility. Repeat of passed remedial courses will not count in a student’s enrollment status.

## Academic Progress Policy for Federal Financial Aid

For continued federal financial aid eligibility, academic progress will be reviewed at the end of each semester of enrollment. All semesters of attendance are included in the review regardless of whether or not the student received federal aid in all semesters of attendance.

## Satisfactory Academic Progress Policy for Federal Financial Aid

Students receiving financial aid are required to maintain minimum program pursuit and academic progress standards in order to continue to receive financial aid assistance. These standards are different from any academic review, which means you may be on probation for academics but not for your financial aid and vice versa.

Academic progress for continued federal financial aid eligibility will be reviewed at the end of each semester of enrollment (fall, winter, spring, and summer) and is based on a student’s cumulative record. All semesters of attendance are included in the review regardless of whether or not the student received federal aid in all semesters of attendance.

## Standards of Federal Satisfactory Academic Progress

Student’s performance is measured using three components: Qualitative, Quantitative, and Maximum Time Frame.

1. Qualitative Standard (Cumulative GPA):  
Qualitative standard refers to a student’s cumulative grade point average. A student is considered to be in good academic standing if

he/she maintains a minimum GPA at the conclusion of each semester. Grades for remedial courses are not calculated in the student's GPA, but will be included in the qualitative assessment of Satisfactory Academic Progress (SAP).

2. Quantitative Standard (Pace of Progress): Quantitative standard refers to the successful completion of credits towards the student's degree or certificate. Pace is determined by comparing the number of attempted credit hours with the credit hours successfully completed (passed).

Attempted Credit Hours include:

- Earned hours – Grade of A-D and courses with a grade of S, U, or P
- Repeated courses – all attempts
- Remedial Coursework – Grade with an \* after it
- Withdrawal (W) or a Complete Withdrawal (R)
- Failure (F)
- Incomplete (I)
- No Grade/No Credit (N)
- Audited courses (T)
- All accepted transfer credits, consortium agreement credits and SUNY Cross Registration credits that count towards the degree program

Completed (Passed Credits) include:

- Passed hours – Grade of A-D and courses with a grade of S, P
- Repeated courses – one attempt
- Remedial Coursework – Grade of A-D with an \* after it. These completed remedial credits are only applicable to assessing federal SAP eligibility. They will not show as earned credits towards a degree program on the official transcript.
- All accepted transfer credits, consortium agreement credits, and SUNY Cross Registration credits that count towards the degree program.

Minimum Satisfactory Academic Progress (SAP) for Federal Financial Aid

Attempted Credit Hours	Minimum GPA	Cumulative Completion GPA
0-11.5	0.75	50%
12-18.5	1.00	55%
19-36.5	1.5	67%
37-54.5	1.75	67%
55-93	2.0	67%
94 or more	150%	reached-not eligible for aid

Maximum Time Frame: Undergraduate students may receive aid for a maximum of 150% of the degree program requirements.\*

- Certificate Program – The average length of a Certificate Program at Corning Community College is 32 credits. The maximum time frame for most Corning Community College students to receive aid while enrolled in a certificate program is 48 attempted Credit hours.
- Associate Degree Program – The average length of an Associate Degree Program at Corning Community College is 62 credits. The maximum time frame for most Corning Community College students to receive aid while enrolled in an associates program is 93 attempted Credit hours.

\* Total hours and specific course requirements required for graduation are published in the College Catalog, which can be found on the College's website.

### **Status: Good Standing for Federal Aid Eligibility**

Students who have met all three components of satisfactory academic progress (SAP) are deemed to be in Good Standing for continued federal financial aid eligibility for the next semester.

### **Status: Federal Aid Warning or Probation**

#### Federal Aid Warning

The first time that a student who has been in **Good Standing** does not meet satisfactory academic progress requirements they will be placed on **Federal Aid Warning** and will maintain federal financial aid eligibility for their next semester of enrollment. To maintain federal aid eligibility for future semesters the student must return to "Good Standing" by the end of their federal aid warning semester.

A student who does not meet the Cumulative GPA and Pace at the conclusion of the Federal Aid Warning Semester is notified by the Financial Aid Office that he/she is not making SAP for Financial Aid and is ineligible for federal aid. The student is also notified of the Appeal Process.

A student may have more than one Federal Aid Warning Semester; however, they may not be consecutive.

#### Federal Aid Probation

Students who fail to return to Good Standing at the end of the Federal Aid Warning semester will not be eligible for further federal financial aid (regardless of whether or not the student received federal financial aid while on "financial aid warning").

The student would have two options for the next semester of attendance:

1. The student may attend without federal financial aid in an effort to return to Good Standing on their own.
2. They may appeal for reinstatement of their federal financial aid. If approved they would be placed on Federal Aid Probation. Approval of appeals is not automatic and would be based on the student's academic plan as outlined in their appeal and the ability to return to "Good Standing" by the next semester or within a reasonable time-frame. If a student is not mathematically able to return to satisfactory progress within one semester, they must have an Academic Plan. Students on financial aid probation who do not meet SAP requirements or the requirements of their academic plan will become ineligible for federal financial aid.

### **Status: Suspension from College and Federal Aid Eligibility**

Students who are placed on "Suspension" may appeal for reinstatement of their federal financial aid. Students may submit to the Enrollment Advisement Center a copy of the appeal form that is submitted to the Educational Standards and Policies Committee to appeal their suspension.

This should not be construed to assume that federal financial aid eligibility will automatically be reinstated even if the College approves the student's reinstatement to "Probation" status. However, if the College does reinstate a student who is on "Suspension" to "Probation" status, then the Financial Aid Appeals Committee will review the student's appeal and notify the student of their decision regarding reinstatement of federal financial aid. The decision will be based on the student's academic plan and ability to return to "Good Standing" by the next semester or within a reasonable timeframe.

## **Program Completion Requirement (150% Rule) for Federal Financial Aid Eligibility**

For federal aid eligibility, students must complete their program of study within a time-frame not greater than 150% of the published hours required for graduation. Attempted hours are used to evaluate the 150% point. Hours for all graded courses (A, A-, B+, B, B-, C+, C, D, F, and I, N, P, W, R, S, U, X and graded remedial courses) count as "hours attempted." Transfer courses applicable to the student's program of study also count in hours attempted. For example,

if the program requires 62 hours for completion, once the student has attempted 93 hours, including transfer hours applicable to the program, they are no longer eligible for federal aid at CCC. Once the student has graduated from one program of study at CCC, federal aid eligibility may be reinstated for pursuit of a subsequent program of study, provided they meet all other requirements for federal aid eligibility (academic progress, etc.)

Total hours and specific course requirements required for graduation are published in the College Catalog which can be found on the College's website or MyCorning.

Students who change programs, fail to pay careful attention to program requirements or have continued academic difficulty are more likely to lose federal aid eligibility by failing to complete graduation requirements within the required time-frame.

Students may appeal for one additional semester if they are able to complete graduation requirements. Students who were required to complete developmental courses are strongly encouraged to appeal. However, approval of appeal is not automatic and will be based on the student's overall academic record.

## **Multiple Programs of Study for Federal Aid Eligibility**

Students who have completed/graduated from one program of study and are readmitted to another program of study will be evaluated based on the courses that apply to their current program in terms of total hours attempted, total hours passed and cumulative grade point average. They will be allowed to receive federal aid for an additional period of time based on 150% of the additional credit hours required for the new program study.

Students attempting to complete a third program of study may be denied further federal aid if the new program is not "substantially" different from the other programs that the student has already completed. If the program is deemed to be 'substantially' different, students will be given one academic year to earn their degree and receive federal financial aid. All coursework taken during this one academic year must count towards their new degree. If after the one academic year the student fails to earn the third degree, they will no longer be eligible for federal financial aid at Corning.

## Withdrawals

Students who withdraw totally from the institution, either officially or unofficially, will not meet academic progress and will be placed on financial aid warning or probation.

## Non-credit Remedial Courses

Students who are required to take non-credit remedial courses have up to three full-time semesters to complete these requirements as per College policy. Remedial course hours will count toward hours attempted. As they will be counted toward the 150% time frame (see Program Completion Requirements Rule), a student may appeal for an extension of eligibility for federal aid for one semester to complete graduation requirements. Approval of an appeal is not automatic and will be based on the student's overall academic record.

## Fresh Start and Federal Aid Eligibility

Granting of academic "Fresh Start" by the college does not alter the calculation of the satisfactory academic progress for federal aid. All attempted credit hours and earned grades need to be taken into consideration for financial aid satisfactory academic progress (SAP). The Financial Aid Office will recalculate the student's grade point average based on all GPA hours in the student's academic history. In these instances, the attempted credit hours, earned credit hours, and GPA used for financial aid SAP calculation will not match what is on the student's transcript.

## Appeal Process

A student may submit an appeal based on extenuating circumstances out of their control that have negatively impacted their academic performance, such as personal illness or injury, death of a relative or close personal friend, illness or injury of a family member, relative or close personal friend, or other special circumstances.

There are 3 required elements of an appeal:

1. Complete the Academic and Federal Aid Appeal Form with all appropriate signatures.
2. Supporting documentation – A student requesting an appeal must submit supporting documentation such as a physician's written statement to substantiate illness or accident, a copy of a death certificate or newspaper

obituary, a written statement from clergy, family member(s), or other third party familiar with the student's situation, or a written statement from an academic advisor, professor or counselor.

3. Development of an Academic Plan – As part of the appeal, the student must work with an Enrollment Specialist. The academic plan is designed to enable the student to meet both pace and GPA standards at the conclusion of the plan. An academic plan may entail one to four semesters and includes specific requirements the student must achieve. Although the student is not making satisfactory academic progress, federal aid is reinstated for one semester.

Appeals must be completed and submitted at least two weeks prior to the start of classes. Each appeal will be reviewed by the Appeals Committee. The Financial Aid Office will notify the student by email of the final decision.

Upon approval of an appeal including an academic plan, the student is placed on Financial Aid Probation for the next semester of attendance.

## Withdrawal from SUNY CCC and Financial Aid Obligations

The Financial Aid Office recalculates federal financial aid\* eligibility for any student who completely withdraws, stops attending classes, or is dismissed during the semester, prior to 60% of the semester being completed. Recalculation is based on the percent of earned federal financial aid based on the following formula:

Percent of federal aid earned = number of days completed up to the withdrawal date\*\* divided by total days in the semester (excluding break weeks). For more specific information regarding this time frame, please contact the Enrollment Advisement Center.

Federal financial aid is returned to the federal government based on the percent of unearned aid using the following formula: aid to be returned = amount of Federal Title IV Aid disbursed minus Federal Title IV aid earned.

When federal financial aid is returned the student may owe money to CCC and may also owe funds to the federal government. If repayment is owed to a federal aid program the student will have 45 days from the date of notification to repay these funds. Failure to repay within 45 days will result in the account information being turned over to the U.S. Department of Education for collection and future federal aid eligibility would be lost until this debt is



repaid. Students should contact the Enrollment Advisement Center regarding any money owed to CCC.

\* Federal financial aid for this calculation at CCC includes Federal Pell Grant, FSEOG, Federal Direct Student Loans and Federal Direct PLUS (Parent Loan). Any unearned funds are returned to the Direct Loans first, then Pell Grant and then SEOG.

\*\* Withdrawal date is defined as the actual date the student began the withdrawal process or the student's last date of recorded attendance for the student who leaves without notifying CCC.

\*\*\* For students who receive all F's or a combination of F's and W's, the Financial Aid Office will confirm the last date a student attended and will return funds if the last date of attendance is prior to the 60% point of the semester. The return of funds in this case would occur after the semester is over and students will be notified if they have had a recalculation performed, and if so, will be billed by the Student Accounts Office.

## Academic Progress Requirements for New York State Aid

### TAP for Degree Programs

For determining continuing eligibility for New York State aid, refer to the following charts. The standard consists of three components: credits earned\*, cumulative GPA and minimum percentage of hours that must be completed with a grade. (\*Developmental (remedial) courses are not included in credits earned).

Students are measured based on the NYS aid payment for which they are being certified. For each payment, the student will be required to have earned a certain number of credits with a minimum cumulative GPA and complete a minimum percentage of hours with a grade of A-F (I grades do not count in total) in the previous semester. To receive NYS aid, students must be enrolled in appropriate coursework that applies toward their program of study.

Students receiving APTS or part-time TAP for Students with Disabilities will be evaluated based on the requirements that pertain to their full-time equivalent semesters based on the number of payments received.

Chart #1: Satisfactory academic progress for NYS TAP/Pursuit of Program Requirements (applies to all NYS students who received First TAP payment Fall 2010 or later).

Applies to non-remedial students first receiving aid in 2010-11 and thereafter. Calendar: Semester

Pts. Accrued	Opts	6pts	12pts	18pts	24pts	30pts
Seeking the	1st payment	2nd payment	3rd payment	4th payment	5th payment	6th payment
A student must have earned at least this many credits	0	6	15	27	39	51
With at least this GPA	0	1.3	1.5	1.8	2.0	2.0
Pursuit of program	0	6hrs comp to grade	6hrs comp to grade	9hrs comp to grade	9hrs comp to grade	12hrs comp to grade

Chart #2: Satisfactory academic progress for NYS TAP effective Summer 2010/Pursuit of Program Requirements (applies to all NYS students who received first TAP payment Fall 2007 or later):

Applies to students first receiving aid in 2007-08 through and including 2009-10 and remedial students first receiving aid in 2007-08 and thereafter.

Calendar: Semester

Pts. Accrued	Opts	6pts	12pts	18pts	24pts	30pts
Seeking the	1st payment	2nd payment	3rd payment	4th payment	5th payment	6th payment
A student must have earned at least this many credits	0	3	9	18	30	45
with at least this GPA	0	0.5	0.75	1.3	2.0	2.0
Pursuit of program	0	6hrs comp to grade	6hrs comp to grade	9hrs comp to grade	9hrs comp to grade	12hrs comp to grade

*Subject to change as mandated by NYS Higher Education Services Corporation and NYS Department of Education.*

Developmental Courses:

For students who are required to take developmental course work, the "credit hour" equivalent of the courses will be used to determine enrollment status (full-time, part-time) for both state and federal aid. For TAP eligibility, first-time TAP recipients must be registered for, and successfully complete, at least 3 credit hours in addition to the remedial courses in that first semester to maintain TAP eligibility. If TAP has been received previously, even at another college, students must be registered for 6 credit hours in addition to remedial courses. Remember that you must have a minimum of 12 hours of degree/program requirements.

For federal aid, once you have taken 30 hours of remedial courses, these courses will no longer count towards your enrollment status.

#### Registration/Attendance:

Only registered students are eligible for financial aid. Class attendance and official verification of that attendance will ultimately determine eligibility for financial aid. If attendance cannot be verified, then financial aid awards may be revised and students will be billed for any funds that are owed for tuition and fees or for cash disbursements that are no longer covered by awards.

Any changes in the number of registered hours can impact financial aid eligibility for that semester and for future semesters (academic progress). It is the student's responsibility to maintain registration status and attendance for financial aid purposes and to promptly report any changes to Enrollment Advisement Center.

For TAP, any courses dropped within the refund period may result in a loss of the full TAP award. To be eligible for full-time TAP, students must be attending 12 hours of degree/program requirements and have incurred full-time tuition charges by the end of the third week of the semester. As TAP awards are not prorated, the whole TAP award will be cancelled.

#### One-time Waiver:

New York State Commissioner of Education regulations permit students to receive a one-time waiver of the good academic standing requirement as an undergraduate. The institution issues the waiver if there are extenuating circumstances. The waiver is not automatic and is intended only to accommodate extraordinary or unusual cases. The waiver is only applicable when there is a reasonable expectation that the student will meet future requirements. The waiver provision does not exist to provide one additional term of eligibility for all students who fail to meet pursuit of progress requirements. It is expected that most students who fail to meet pursuit of

progress requirements will not be granted the waiver and will not receive any further state awards until they have regained good academic standing.

If appropriate, the student would obtain, complete and return the New York State TAP Waiver Form available in EAC. Specific details regarding the extenuating circumstance(s) need to be reported, such as specific events and dates, and the appropriate third party documentation is required whenever possible. The Financial Aid Appeals Committee will review the appeal and make a determination.

#### Waiver of C-Average Requirement:

Students who have received the equivalent of two or more full years of state-funded student financial aid (at any New York State school) must have and maintain a cumulative GPA of 2.0 or better to be eligible for continued state-funded assistance.

The C-average requirement may be waived for undue hardship based on the student's personal illness or injury or other extenuating circumstances.

Documented circumstances must have directly affected the student's ability to achieve a cumulative GPA of 2.0 as of the end of a particular semester or term. The C-average waiver is separate from the one-time good academic standing waiver and may be granted more than once if circumstances warrant, however, it is only applicable when there is a reasonable expectation that the student will meet future requirements.

The student would obtain, complete and return a New York State TAP Waiver of the C-Average Requirement Form available in EAC. Specific details regarding the extenuating circumstance(s) need to be reported, such as specific events and dates, and the appropriate third party documentation is required whenever possible. The Financial Aid Appeals Committee will review the appeal and make a determination.

#### Readmitted Students:

Students who have received two or more years of payment of any state awards and who are readmitted to CCC must have a cumulative GPA of 2.0 or better to receive any further state-sponsored student aid. The cumulative GPA would be based on prior grades earned at CCC.

#### Regaining Eligibility:

Students who are denied an award for failing to achieve a cumulative GPA of 2.0 can regain award eligibility by completing appropriate coursework

(without state support) to achieve a cumulative GPA of 2.0. Students cannot regain eligibility by remaining out of school for a period of time.

### TAP for Non-Degree Programs

Satisfactory Academic Progress (SAP) for students in nondegree workforce credential programs is measured by whether they have attained a minimum GPA in a given percentage of credits necessary to the program they are enrolled in, rather than a set number of credits.

Assessment for SAP will be determined at the end of each term of the academic year.

Students who lose good academic standing will have any further payments suspended until the student is restored to good academic standing by either:

- Making SAP towards completion of their program's academic requirements
- Establishing evidence of their ability to successfully complete the approved program.

Before Being Certified for this Payment	1st	2nd	3rd	4th	5th	6th	Degree
Minimum Credit Percentage	0%	10%	25%	45%	65%	85%	100%
With at Least This Grande Point Average	0	1.3	1.5	1.8	2	2	2

# Rights, Responsibilities, and Other Important Information

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## Introduction

You should carefully review the following information which outlines some of the rights and responsibilities which affect you while you are a student at CCC. These policies and procedures are designed to serve you so that your educational experiences may be safe, orderly and free from unnecessary obstacles. Some of these policies are written out completely in this section; others are summarized due to their length.

## Acceptable Use Policy

### 1.0 Purpose

1.1 SUNY Corning Community College offers an extensive array of information resources to students, employees, and other members of the community. While the College's general policies and codes of conduct apply to any and all resources of the College, this Acceptable Use Policy further defines the special rights and responsibilities that apply to the use of the College's information resources.

The resources of the College include:

- All computers, equipment, software, networks, and related facilities owned, managed, or maintained by the College.
- The creation, processing, communication, distribution, storage, and disposal of information under the College's authority and span of control;
- All messages, data, files, programs, Internet web sites, and other material or information stored in or transmitted via the College's systems.

Resources are made available to support and enhance the academic and administrative goals of the College. All persons authorized for access to these resources are referred to in this policy as "users."

Each user shares in the responsibility to access resources appropriately and to protect such resources from unauthorized use.

### 2.0 Policy

2.1 It is the policy of Corning Community College (CCC) that all employees, Foundation, FSA personnel, students, contractors, affiliates, and other computer users are obligated to use these resources responsibly, professionally, ethically, and lawfully. College resources are provided to authorized individuals (i.e. students, employees, and affiliates) for the purpose of learning, teaching, and conducting business related to the operation of CCC. Using computing resources in any manner that violates any federal laws, New York State penal laws, State University of New York policies, or CCC policies and procedures is prohibited and may result in suspension or termination of computing privileges and/or suspension from the College.

2.2 User Acknowledgement. By logging into a College account, users agree to abide by and comply with all of the terms and conditions set forth in this policy. It is a user's responsibility to read the policy and procedures carefully, prior to accessing College resources. Users are responsible for their unacceptable, unethical, or illegal use of college information technology resources.

### 3.0 Procedures

3.1 Authentication Requirements. CCC requires all employees, Foundation, students, contractors, affiliates, authorized guests, and other computer users to use their own unique login username and password to access computing resources. This identity verification process is to protect the individual's privacy. Individuals are responsible for maintaining their own secure password on College owned equipment and on personal devices that are used to access College files and/or data. Passwords are not to be shared with others. Upon approval of the Chief Information Officer or their designee, guests and consultants are issued a temporary password that expires upon completion of their visit.

User IDs and passwords are the primary method used to authenticate users prior to access to College resources. To ensure security of College resources, users must adhere to the following:

1. Access resources only from secure environments;
2. Change passwords regularly and never share passwords with others;
3. Use multi-factor authentication to access all services.
4. Report any perceived unauthorized access;

5. Notify the Information Technology (IT) department if passwords have been compromised;
6. Log out of sessions before leaving any resource unattended;
7. Safeguard resources from any threats to its accuracy or integrity;
8. Protect resources from unauthorized disclosures;
9. Cooperate fully during investigations of improper use.

Users may be held responsible for authorized or unauthorized activity conducted under their College issued ID.

No person, including any member of the IT staff, is authorized to request a user's password.

3.2 Authorized Use. Resources may be accessed and used only for the purposes authorized by the College. These purposes generally consist of work, professional development, study, research, service, or student activities consistent with the College's mission and goals. Authorized use of resources will comply with:

- Relevant College policies,
- State and federal laws and regulations,
- Third-party licensing agreements, and
- Intellectual-property rights, including copyrights.

The College acknowledges that limited personal use of its resources is compatible with a higher educational environment, but personal use will be incidental, at most, and may not cause the College to incur additional costs. In general, use must be appropriate and in compliance with College policies; not violate the law, licensing agreements or intellectual property rights; and not interfere with any individual's responsibilities.

3.3 Acceptable Use. Acceptable use standards require the following of each user:

1. To learn how to use College resources effectively and responsibly;
2. To accept responsibility for backup and security of their own work;
3. To abide by all security provisions;
4. To understand and respect software copyright laws;
5. To identify yourself clearly and accurately in electronic communication;
6. To respect the rights of others to have freedom from harassment or intimidation;
7. To recognize limitations to privacy in electronic communications.

3.4 Unacceptable Uses. Examples of unacceptable uses include, but are not limited to, the following:

1. Hack, tamper or attempt to gain unauthorized access to confidential information, obtain resources beyond their authorization;
2. Use resources in a malicious or harmful manner;
3. Use resources to threaten or harass any person or create a hostile place to work or study;
4. Intentionally degrade performance or deprive other users of access to resources;
5. Install software without the consent of IT;
6. Extend the network by introducing a hub, switch, router, firewall, wireless access point, server, or any other service or device without obtaining prior approval from IT;
7. Send unauthorized e-mail;
8. Use another user's account without permission;
9. Give or publish a password, identifying code or other confidential information of another user;
10. Attempt to corrupt or sabotage security systems or data protection schemes;
11. Engage in copyright infringement or other unauthorized downloading, copying and/or distribution of copyrighted material;
12. Engage in any illegal commerce or any illegal activity of any kind;
13. Use resources for personal gain, for the benefit of a third party, or for activities that are inconsistent with the College's tax-exempt status (such as political campaigning);
14. Store personal identifiable information such as social security numbers and College ID numbers on device hard drive or in any cloud computing space;
15. Create and/or operate websites on computers connected to the College network without obtaining prior approval from IT;
16. Attempt to destroy or sabotage the computer system or attempt to perform any act that impacts upon the proper operation of computer systems, such as intentionally spreading computer viruses;
17. Perform acts that waste computing resources or that unfairly monopolize resources to the exclusion of others such as excessive printing, sending chain letters, and sending unnecessary mass mailings.

All users of the computer system must act responsibly and maintain the integrity of the computer system. The College reserves the right to limit, restrict, revoke, suspend, or deny computing privileges and access to the computer system.

3.5 Security. To ensure security of resources users must adhere to the following:

3.5.1 Electronic Communications. All messages, data, files, programs, internet websites, and other material or information (individually and collectively referred to as "electronic communications") stored in or

transmitted via the College's computer system are College records. Accordingly, the College reserves the right to access and disclose the content of electronic communications stored in or transmitted via its computer system:

1. as it deems appropriate for the administration and maintenance of the computer system;
2. when the College determines that such access or disclosure is necessary to investigate a possible breach of security, misuse of College resources, violation of law, or infringement of College rules;
3. when the College determines that such access and disclosure is necessary in connection with an academic, disciplinary, or administrative inquiry, or legal proceeding; or
4. for all other purposes permitted by law.

The College may routinely monitor and log usage data such as network session connection times and end-points, computer and disk utilization for each user, security audit trails, network loading, etc. Each user's use of the computer system constitutes consent to the College's access, disclosure, and monitoring. Users of the computer system should not have any expectation of privacy in any electronic communications stored in or transmitted via the College's computer system. Intellectual property rights for content of electronic communications are not governed by this Acceptable Use Policy.

**3.5.2 Data Privacy.** The College reserves the right to access, monitor, remove, and disclose any use of resources, or to block access to resources, without notice to users, after:

1. obtaining approval from an authorized College administrator, or,
2. receiving a court order or other legal demand, or,
3. determining that a compelling need exists to do so.

While the College diligently safeguards its resources, it cannot guarantee the security of resources against unauthorized access or disclosure. Users, therefore, should exercise extreme caution in using electronic messaging to communicate confidential or sensitive matters, and should not assume that their electronic messaging is private or confidential.

In addition, the College is subject to public records statutes that require us to make available records we maintain—both paper and electronic—for public inspection.

**3.5.3 Remote Work.** The use of an employee's personal computer to access work-related sites,

applications, systems, and other information, is dependent on the use of appropriate security protocols. All employees must adhere to the following:

1. Under no circumstance may the employee allow college issued equipment to be used by any other person except as appropriate with their campus work obligation.
2. Use a Virtual Private Network (VPN) access to access Banner and Argos from remote locations.
3. Use multi-factor authentication to access all services.
4. Employees should log off and secure any computer being utilized to conduct official business when not in use, consistent with campus computer use policies.
5. Keep all applications and operating systems patched and updated with the latest supported releases.
6. Maintain up-to-date anti-virus software.
7. Safeguard all passwords used in connection with college files or programs and ensure sensitive information is protected.
8. Only take confidential information offsite when authorized in advance by their immediate supervisor/manager.
9. Protect and safeguard personal identifying information (PII), official records, information, files, documents, equipment, and other materials transported back and forth between the official work site and the alternate work site.
10. Avoid transferring or storing official data or information to any personal device or transferring work email to personal email addresses, text messaging, and social media services.
11. Do not share or make available any SUNY/campus information to other individuals except as appropriate and consistent with campus work obligation.
12. Comply with all established policies and procedures regarding protecting confidential and sensitive information. Securely store all hard copy documents or office media so that others cannot access it.
13. Do not communicate confidential information where others can listen.
14. Contact the Records Retention officer to properly dispose of confidential/sensitive documents requiring destruction.
15. Take appropriate action to protect the items from damage or theft. Loss or theft of equipment must immediately be reported to the remote worker's immediate supervisor/manager.

**3.5.4 Unauthorized Access or Disclosure.** Unauthorized access to or disclosure of official information or systems must be immediately reported to the immediate supervisor/manager and the Chief Information Officer, consistent with the SUNY Cyber

Incident Reporting requirements. The employee must complete any required documentation of the suspected breach. Unauthorized access or disclosure, including the release of confidential information or personally identifiable information due to employee neglect, will be addressed through administrative actions.

#### 4.0 Reporting Violation

4.1 Reporting. To report a violation of this policy, send an e-mail message to [helpdesk@corning-cc.edu](mailto:helpdesk@corning-cc.edu), or call the Helpdesk at (607) 962-9555.

4.2 Violators. The College reserves the right to limit, restrict, revoke, suspend, or deny privileges and access to College resources as it deems in its best interests, including:

- for the efficient and effective administration and maintenance of its resources;
- when necessary to investigate the possible breach of security, misuse of College resources, violation of law, or infringement of College rules;
- when required in connection with an academic, disciplinary, or administrative inquiry, or legal proceeding; or
- such other times or instances as permitted by law.

In order to enforce this policy and to comply with the enforcement of federal, state and local laws, IT may monitor, inspect, and retain contents of transmissions and files of College resources. If unauthorized use is found, IT will take immediate actions to remediate such abuse.

Violators of the Acceptable Use Policy are subject to the College's existing student or employee disciplinary procedures. Illegal acts involving College resources may also subject users to prosecution by local, state, or federal authorities.

In addition to these procedures, employees are responsible for adhering to the [SUNY Information Security Policy \(Document 6900\)](#).

#### 5.0 Training and Review

5.1 Training. Employees shall complete annual training, which includes reviewing and acknowledging the review of the College's acceptable use policy.

5.2 Policy and Procedure Review. The College reserves the right to change this policy and procedures at any time. The Information Security

Committee reviews the policy and procedures annually. The College will post updates and will inform users of such changes through College communications.

#### 6.0 Definitions

6.1 Multi Factor Authentication (MFA). Authentication using two or more factors to achieve authentication. Factors include: (i) something you know (e.g., password/personal identification number [PIN]); (ii) something you have (e.g., cryptographic identification device, token); or (iii) something you are (e.g., biometric).

6.2 Personal Identifying Information (PII). Per [FTC guidance](#), PII is defined as any name or number that may be used, alone or in conjunction with any other information, to identify a specific person, including:

1. name, Social Security number, date of birth, official State or government issued driver's license or identification number, alien registration number, government passport number, employer or taxpayer identification number;
2. unique biometric data, such as fingerprint, voice print, retina or iris image, or other unique physical representation;
3. unique electronic identification number, address, or routing code; or
4. telecommunication identifying information or access device (as defined in 18 U.S.C. 1029(e))."

6.3 Virtual Private Network (VPN). A virtual network built on top of existing physical networks that can provide a secure communications mechanism for data and IP information transmitted between networks

#### 7.0 References

7.1 [SUNY Information Security Guidelines: Campus Programs & Preserving Confidentiality #6608](#)

7.1 [SUNY Information Security Policy # 6900](#)

## Accessibility Services and Requesting Accommodations

### Accessibility Services

Corning Community College is committed to providing welcoming and inclusive living and learning environments for all students, including students with disabilities. Procedures for requesting disability-



related accommodations (inside and outside the classroom) for students can be found in MyCorning; Student Resources; Academic Resources column; Accessibility Services: <https://www.corning-cc.edu/academics/accessibility/index.php>.

The Student Accessibility Services department supports students with disabilities by approving appropriate accommodations and facilitating equal access to campus resources.

Accommodations provide equal access to a student with a disability. They are granted on an individual basis in a collaborative process between the coordinator and the student and are designed to ensure that academic requirements do not discriminate against students with disabilities. Accommodations and services may include:

- Extended time for tests and quizzes
- Testing in a distraction reduced space
- Assistive technology such as speech-to-text and text-to-speech software
- Equipment loans such as Smart Pens and digital recorders
- Text books in alternative formats
- Sign language interpretation

Accessibility Services is a NYS voter registration site. All students who meet with Accessibility Services will be offered the opportunity to register to vote.

#### Responsibilities of Students with Disabilities

1. Self-identify and register with Accessibility Services.
2. Inform instructors of their accommodations early in the semester.
3. Follow correct procedures to use accommodations.
4. Meet the same course requirements and standards as their peers who do not have disabilities.
5. Inform the ADA/504 Compliance Office, Accessibility Services, or instructors if something is inaccessible to them due to a disability.

#### Rights of Students with Disabilities

1. Have equal access to all that Corning Community College has to offer.
2. Receive accommodations that address the limitations of the disability while not compromising the integrity of the course.
3. Receive approval for appropriate accommodations in a timely manner.
4. Expect confidentiality regarding the specifics of the disability and not be required to discuss the disability with others at the college.

5. Informed of essential functions and course requirements and receive the same level of instruction and held to the same academic standards as all students.

### Requesting Accommodations

Students requesting accommodations are expected to take an active role in the process by following these steps:

1. Self-identify to Accessibility Services. Please call 962-9262 email [Accessibility@corning-cc.edu](mailto:Accessibility@corning-cc.edu) or stop by the office in Chemung Hall to schedule an appointment.
2. Submit documentation. In order to establish eligibility, students will need to provide documentation describing the current limitations caused by a disability. Documentation should name the disability and describe how requested accommodations will address the limitations. Documentation shared with Accessibility Services will not be shared with any other department or person at CCC.
3. Meet with the Accessibility Services Coordinator. Students may be in person or online to discuss the nature of the disability and its effect on their participating in learning and other college activities. This meeting may take place before documentation is submitted. The student and coordinator will work together at this meeting to determine appropriate accommodations.
4. Share Accommodations with Instructors: Students with approved accommodations will be given Accommodation Letters to be shared with their instructors as they see fit.

### Resolving Student Concerns with Equal Access

CCC supports all students in their right to file a complaint when they believe they have been denied equal access in the form of appropriate accommodations, modifications, auxiliary aids, or effective communication as described in Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act of 1990 as amended and/or the New York State Human Rights Law.

Students are encouraged to discuss their concerns with the Office of Accessibility Services. Staff members are available to assist students in trying to resolve issues. If a student feels that a satisfactory resolution has not been reached, the student should deliver a written complaint by email or hard copy to the ADA/504 Compliance Officer ([equalopportunity@corning-cc.edu](mailto:equalopportunity@corning-cc.edu)) or A101 Administration Building in the Human Resources Office. The complaint should be filed within a

reasonable time, generally two (2) weeks from the time of notification of dis/approved accommodations, and specifically describe the nature of the complaint and the reasons why the resolution is not satisfactory.

The ADA/504 Compliance Officer shall review the complaint and will conduct an independent investigation which may include interviews of parties and witnesses deemed relevant and material to the issues raised and shall make a final determination in the matter and notify all interested parties of the final decision, in writing, within two (2) weeks of receipt of the grievance.

## Alcohol Use Policy

The College recognizes the reality of the serious problems associated with the use of alcoholic beverages. The use of alcohol on campus is allowed by permit only, subject to the applicable provisions of New York State law. The Student Association has voted that all student activities and socials be alcohol free.

## Anti-Bullying Policy

Bullying can foster a climate of fear and disrespect which seriously impairs the physical and psychological health of its victims and creates conditions that negatively affect any learning and working environment. With the proliferation of the use of electronic means of communication, bullying has transformed from a predominately school-based issue among youth to a broader societal problem affecting both youth and adults. Researchers have demonstrated that bullying has long-term consequences, particularly since bullying has now moved beyond the classroom to the Internet, athletic teams, college campuses, work places, and among the general public.

Cyber-bullying has been shown to cause significant psychological trauma to its victims. Victims suffer very real and serious harm as a result of these incidents, often showing signs of depression, anxiety, social isolation, nervousness when interacting with technology, low self-esteem, declining school and work performance, hyper-vigilance, nightmares, changed eating and sleeping habits, and fear for their safety. In extreme cases, victims attempt or commit suicide due to the cyberbullying they have endured.

## Policy Statement

Corning Community College ("the College") is committed to maintaining an educational and work environment in which every member of the College community conducts himself/herself in a manner which demonstrates proper regard and respect for the

rights and welfare of others so that everyone, including students, employees, and visitors, is treated with respect and dignity. The intended purpose of this Anti-Bullying Policy is to educate the College community about bullying and promote civility and respect among all its members. This policy applies to all members of the campus community, individuals doing business with the College, and any persons utilizing campus facilities.

## Summary

Bullying is strictly prohibited on any College property; at any College function, event or activity; or through the use of any electronic or digital technology, whether or not such use occurs on College property. Any case of bullying suspected to be of a criminal nature will be referred to local law enforcement authorities.

A procedure for handling complaints under this policy has been established and is available on the College website, in the College catalog, and from the Human Resources Office.

## Definitions

- **Bullying:** aggressive and hostile acts of an individual or group of individuals which are intended to humiliate, mentally or physically injure or intimidate, and/or control another individual or group of individuals. Bullying can occur as a single, severe incident or repeated incidents.
- **Physical Bullying:** pushing, shoving, kicking, poking, and/or tripping another; assaulting or threatening a physical assault; damaging a person's work area or personal property; and/or damaging or destroying a person's work product.
- **Verbal/Written Bullying:** includes ridiculing, insulting or maligning an individual, either verbally or in writing; addressing abusive, threatening, derogatory or offensive remarks to an individual; and/or attempting to exploit an individual's known intellectual or physical vulnerabilities.
- **Nonverbal Bullying:** includes making direct threatening gestures toward an individual or invading personal space after being asked to move or step away.
- **Cyberbullying:** the bullying of an individual using any electronic form, including, but not limited to, the Internet, interactive and digital technologies, or mobile phones.
- **Racist Bullying:** racial taunts, graffiti or gestures; and/or a refusal to work with another individual because they are of a different culture.
- **Sexual Bullying:** unwanted physical contact or sexually abusive comments.

- Homophobic, Gender, and Sexual Orientation Bullying: bullying which is usually aimed at gay, lesbian, bisexual and transgender people or those with gay, lesbian, bisexual or transgender relatives/friends; and/or the use of generic insults relating to gender and/or sexual orientation.
- Stalking: continued unwanted attention through: personal contact (directly with and individual or through the individual's friends and family); telephone calls; letters; e-mails; text messages; Internet chat rooms; and other means.

Bullying does not include the following circumstances:

- A supervisor or any person with supervisory authority reports and/or documents an employee's unsatisfactory job performance and the potential consequences of such unsatisfactory performance; or
- A faculty or staff member advises a student of unsatisfactory academic work and the potential for the course failure or dismissal from the program; or
- A faculty or staff member advises a student of inappropriate behavior that may result in disciplinary proceedings.

## Athlete's Code of Conduct

Corning Community College (CCC) supports the athletic program and its enhancement of student development. All athletes competing for CCC are considered student ambassadors and must represent the highest ideals of sportsmanship, leadership, academic integrity and citizenship. This includes respect for authority including, but not limited to, officials, coaches, teammates, opposing players, instructors, classmates and/or any College employee. This also includes abstention from the use of illegal substances, alcohol, tobacco, and performance enhancing drugs while enrolled as a student athlete at CCC, not only during the season of competition.

- Alcohol, Drugs and Tobacco:
  - Any student athlete who is under the age of 21 shall not drink or possess alcoholic beverages.
  - No student athletes, regardless of age, shall compete, practice or participate in a team function while under the influence of alcohol or non-prescribed drugs.
  - The use of illegal drugs and possession of drug paraphernalia is prohibited.
  - The use of all tobacco products is prohibited on campus and in any area of any athletic venue or while traveling to and from athletic sponsored events.
- Sportsmanship/Other:

- Swearing, taunting, racial, sexist or any derogatory remarks made to teammates, coaches, staff, officials, fans or College employees are not tolerated at any time during practice, games, or athletic travel.
- CCC student athletes must refrain from any behavior that would reflect poorly on the College, including representation in all forms of social media; any photo or statements that represent violations to the spirit of the intent of this code will be considered violations.
- Perry Hall and Campus Conduct
  - Disrespect to fellow students, staff, faculty or other College employees is prohibited.
  - All activities as reported in incident reports from Public Safety and Residence Life will be subject to code violations and penalties, REGARDLESS of the sanctions with other groups on campus; these incidents will be investigated upon receipt of the Incident Report and are expected to receive full cooperation and honesty by the accused.
- Criminal Activity
  - Any student athlete charged with a misdemeanor or felony shall be immediately suspended from their participation pending further investigation by College officials; this includes accusations of Title IX sexual assault/conduct allegations.

### Violations of Athletic Code of Conduct

- Sanctions may include the following: community service, probation, suspension (practice and/or games), removal from team permanently, and are based on the severity and prior behavior/violations; those with multiple disciplinary sanctions (more than 2) will be removed regardless of the severity of the incident.
- Each team/coach may have more extensive team rules that include zero tolerance; these rules will be provided in writing and reviewed with team members at any time after consultation with the Director of Athletics.
- A student athlete may challenge sanctions by notifying the Director of Athletics in writing, within 48 hours of sanction decision.

## Behavioral Intervention Team

In order to promote the safety and well-being of our students, a Behavioral Intervention Team (BIT) has been created to address student behaviors that are disruptive, or outside the norm for a particular student. BIT will act as a review team that carefully reviews all aspects of reports that are received regarding concerning student behaviors. BIT will

provide a recommendation for appropriate intervention and will serve as a resource for the College community. Any CCC community member who is concerned about a student may make a referral to BIT. For more information please refer to the website.

## Children on Campus

As a post-secondary institution, CCC strives to create a safe and appropriate adult learning environment. The campus grounds and operations are designed to provide an environment conducive to academic and occupational activities performed by students and employees. For reasons that include safety of children, and assuring professional efficient performance of academic pursuits, operations, and services, the College cannot routinely accommodate unsupervised children in campus workplaces, classrooms, or other locations.

### Scope

CCC encourages safe, supervised campus visits by children for the purposes of making decisions about their academic future; attending educational, cultural, or sporting events and camps; and authorized use of facilities such as the Spencer Crest Nature Center and Planetarium. This Policy does not preclude brief campus visits when the minor child is accompanied by another responsible adult. These procedures apply to students, employees, and visitors who may bring children under the age of 18 (unless a registered CCC/High School Learning Center student) to campus for any reason other than activities specifically organized/scheduled by the College for children or activities or facilities open to the public.

### Guidelines

While on any CCC property, children must at all times remain fully under the direct supervision of their parent/guardian/caretaker who is responsible for ensuring that no behaviors inconvenience, endanger, or disrupt the work activities of students, employees, or other visitors, as well as ensuring that no behaviors place the children's safety at risk. Leaving children unattended in public areas such as the library, gym, game room, cafeteria, etc. while the parent/guardian is in class or working does not meet this supervision standard.

Children may not attend class or class activities along with enrolled students except on very rare occasions with the explicit permission of faculty. Children may not be present at the employee's work site during the employee's assigned work hours except on very rare occasions with the explicit permission of the employee's supervisor.

Unsupervised children will be brought to the Public Safety Office until the parents can be contacted to resume control of the children. In such cases, the child's parent/guardian will be immediately contacted and asked either to resume direct supervision of the child or to leave campus with the child.

At no time should ill children be brought to campus. The College Health Office is established to serve students and is unable to provide services to children. If an emergency situation arises and children are brought to campus, please keep the following points in mind:

- Unless explicit permission from an instructor is granted, children must not be brought to classes or any instructional area while classes are in session. Such permission should be granted sparingly and should take into account the best interest of all students in the class.
- Unless explicit permission from an employee's immediate supervisor is granted, children must not be brought to offices or other areas where the day-to-day business of the College is conducted while the employee is working. Such permission should be granted sparingly and should take into account the best interest of all employees of the department.
- Children must not be brought to risk areas, such as lab or lab preparation areas, food preparation/service areas, gyms and fitness centers, maintenance and garage areas, or in or around college motor vehicles and equipment. Unattended children could hurt themselves on machinery, fall down stairwells, etc.
- Children must not be left unattended at any place on campus, including the restrooms, game room, gym, library, grounds and parking lots.

The College reserves the right to direct that a child be removed from campus where the presence of the child causes an unacceptable health or safety risk or an unreasonable level of disruption to others. Any questions concerning this policy may be directed to the Director of Human Resources at X9229.

## Chosen Name

Current students can select to use their chosen first name for contact. The chosen name does not change the legal name but is used in place of the legal name as summarized below.

Once approved for chosen name, your name will appear in the following ways:

- Brightspace (the Learning management System for classes with online content)

- My Banner student information pages (the student information system)
- Emails from the College sent to your corning-cc address (Please note that if you have a personal email address that is set to receive College communications, the legal name will be used.)

Faculty will see the chosen name when using the following faculty services:

- Class rosters (in Banner)
- Brightspace
- Student information pages (in Banner)

Students opting to use a chosen name should complete the request form (see the red button below).

Additional steps will need to be made by the student to update other systems such as email. Once a request has been approved, a follow-up email will be sent to the student.

Chosen names can be updated only once per academic year and must be requested by the end of the third week of the semester. Names may not be used for the purposes of misrepresentation. The College reserves the right to remove a chosen name if it contains inappropriate or offensive language.

### What is a Chosen Name?

A Chosen Name is the name a student wishes to be known by in the SUNY CCC community that is different from a student's Legal Name.

### What is a legal name?

"Legal Name," as defined by the Department of Homeland Security for issues relating to driver's licenses and identification cards, and the name which can be accepted by Federal agencies for official purposes, is the "individual's first name, middle name(s), and last name or surname, without use of initials or nicknames." 6 CFR 37.1, 37.3 That name might appear on a passport, driver's license, birth certificate, U.S. Social Security Card, or an official court order of name change.

### Is a chosen name the same as a nickname?

Chosen Name and nicknames are totally different name types at SUNY CCC. Chosen Name is the name you choose to be addressed by while at SUNY CCC by faculty, staff, students and will be used for internal administrative purposes. Nicknames can be used by students as a personal preference but will not be reflected on internal college documents and systems.

### Will chosen name be used for communications sent to family?

SUNY CCC will not use chosen name when sending communications to families, on personal email addresses set to receive College emails, or for direct mail. The legal name will be used for financial aid and billing documents as well as College updates and marketing emails to personal email addresses.

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Places at SUNY CCC where your legal name will remain:

- Transcripts
- Enrollment verifications
- Paychecks and paystubs
- Financial Aid records
- Tax documents
- Student billing
- Conduct records
- Public safety records
- Health records
- Log-in screens at the CCC fitness center and Learning Commons will display a legal name at the point of check-in, but chosen name will be used by staff.

### Resources:

- SUNY CCC PRIDE: [hjones10@corning-cc.edu](mailto:hjones10@corning-cc.edu) or [pride@corning-cc.edu](mailto:pride@corning-cc.edu)
- CCC Diversity Center: [bayanfod@corning-cc.edu](mailto:bayanfod@corning-cc.edu) or [diversity@corning-cc.edu](mailto:diversity@corning-cc.edu)
- MyCorning ID card: [studentlife@corning-cc.edu](mailto:studentlife@corning-cc.edu)
- Equal Employment and Education Policy: [Click here](#) to view the policy

## Confidentiality and Privacy Rights

In the interest of students' rights and freedoms concerning all aspects of their educational experience, the College will comply with the spirit and intent of the Family Educational Rights and Privacy Act of 1974, as amended. This Act was designated to protect the privacy of education records, to establish the right of students to inspect and review their education records and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings.

Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office (FERPA) concerning alleged failure by the College to comply with the Act. College policy explains in detail the procedures to be used by the institution for

compliance with the provisions of the Act. Questions concerning the Family Educational Rights and Privacy Act may be referred to the Registrar's Office.

Your educational record includes any record that is directly related to you and is maintained by CCC or an organization acting on our behalf.

Educational records may include:

- Written documents, including student advising folders
- Student files
- Student system databases kept in storage devices such as servers

Records not considered educational records include:

- Private notes of individual staff or faculty (not kept in advising folders)
- Campus police records
- Medical records (protected under other state and federal laws)
- Statistical data compilations that contain no mention of personally identifiable information about any specific student

You have a right to know about the purpose, content, and location of information kept as a part of your educational records. You also have a right to expect that information in your educational records will be kept confidential unless you give permission to the school to disclose your information.

Directory information is information contained in your education record which is not considered harmful or an invasion of privacy if disclosed. Directory information at CCC includes:

- Name
- Address
- Phone number and e-mail address
- Date of birth
- Dates of attendance
- Degree(s) awarded
- Honors and awards
- Enrollment status
- major field of study
- Sports

Corning Community College may disclose directory information without your written consent unless you exercise the option to restrict the release by submitting a formal request to the Enrollment Advisement Center. Non-directory information is any educational record not considered directory information. Non-directory information cannot be

released without your written consent. Faculty and staff can access nondirectory information only if they have a legitimate academic need to do so.

Non-directory information may include:

- Social Security numbers
- Student identification number
- Race, ethnicity, and/or nationality
- Gender
- Transcripts and grade reports
- Grade point averages

If you provide written consent to CCC to disclose non-directory information, the authorization should include the following:

- The records to be disclosed
- The purpose of the disclosure
- Identify the party to whom the disclosure is to be made
- The date
- Your signature

Prior written consent is not required when disclosure is made directly to you or to other school officials within the same institution where there is a legitimate educational interest. A legitimate educational interest may include enrollment or transfer matters, financial aid issues, or information requested by region-al accrediting organizations. You are guaranteed access to your records. You have the right to inspect and review your records upon request. CCC will grant you access to your records within a reasonable amount of time, not to exceed 45 days from the day the request was received. You also have the right to ask CCC to amend your records if you feel it contains inaccurate information.

For more information on FERPA, you can contact the Registrar's Office [registrar@corning-cc.edu](mailto:registrar@corning-cc.edu) or visit the US Department of Education Family Policy Compliance Office website at <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>. In addition, Corning Community College is required to provide reasonable accommodations to students with disabilities under the ADA and Section 504 of the Rehabilitation Act of 1973. For further information contact the Office of Accessibility Services.

## Consensual Sexual and Amorous Relations Policy

Corning Community College has a strong commitment to a community that promotes the exchange of ideas, builds mutual trust and respect, facilitates communication, and reduces misunderstandings. When faculty and staff members exercise power and

authority over students and employees for whom they have current supervisory, instructional, or other professional responsibility, a power imbalance is created which makes consent within any sexual or romantic relationship between them problematic, and may impede the real or perceived freedom of the student or employee to terminate or alter the relationship. Corning Community College also recognizes that a sexual or romantic relationship under the conditions set forth above may result in a loss of objectivity and create a conflict of interest in any evaluative, supervisory, instructional, or other professional role.

The Consensual Sexual and Amorous Relations Policy applies to all faculty and staff, all job classifications, titles and types of appointments under College jurisdiction engaged in relationships with students or other campus faculty or staff where there is an actual or perceived power imbalance because of supervisory or professional roles of participants in the relationship.

It is the policy of Corning Community College that:

- Sexual or amorous relationships between Corning Community College faculty or staff members and students to whom such faculty or staff members have current or reasonably predicted future professional responsibility are prohibited.
- Sexual or amorous relationships between faculty or staff members and students to whom the faculty or staff members have no current professional responsibility are strongly discouraged.
- Sexual or amorous relationships between supervisors and non-student employees to whom such supervisors have current professional responsibility are strongly discouraged. Where such a relationship exists, it shall be the responsibility of the individual to inform the divisional executive and Human Resources in a timely manner, so that the supervisor may be removed from any evaluation of the employee, and from any activity or decision that may appear to reward, penalize, or otherwise affect the employment status of the employee.
- All parties have a duty to abide by this policy and cooperate in making alternative arrangements.

Members of the campus community are reminded that persons with the status advantage in such relationships could be subject to formal discipline for violating their professional and ethical obligations to a student or employee of the College (as per the disciplinary policies and procedures noted in the personnel handbook and respective collective bargaining agreements); to charges of sexual

harassment should such a complaint be filed by a party in the relationship or to charges of discrimination should another employee claim to be adversely affected by the relationship (as per the Equal Employment and Education Opportunity Policy and Complaint Procedure).

## Drug-Free Campus

The Drug-Free Workplace Act of 1988 requires members of our College community to be informed of the potential health hazards of drug use and the possible penalties for those who violate laws governing the use of illicit drugs. Illicit drugs and alcohol may cause addiction, severe physical and emotional illness and death. Convictions under local, state and federal laws can result in fines, prison sentences or both. Information about drug counseling and rehabilitation is available from the College Health Office. As a condition of employment, study or contact with the College, all employees, students and visitors are prohibited from the illegal use, manufacture, possession or distribution of all controlled substances on the campus. Any violations of this policy will result in College disciplinary action up to and including discharge or expulsion, whichever is appropriate. In addition, violations of this policy may be reported to civil authorities. Criminal convictions will be reported to federal contracting agencies as required by state and federal statutes.

Information about drug counseling and rehabilitation is available on campus from the College Health Office and the Employee Assistance Program offers assistance to employees and their dependents with chemical dependence.

Employees of Corning Community College must notify the Director of Human Resources of any convictions for drug-related offenses occurring in the workplace no later than five calendar days after such conviction.

The Drug-Free Schools and Communities Act of 1989 requires that employees, students, and visitors of Corning Community College be informed that illicit drugs and alcohol may cause addiction, severe physical and emotional illness, and death. This Act also requires that employees, students, and visitors be informed that convictions under local, state and federal laws can result in fines, prison sentences, or both. Legal sanctions for the unlawful possession or distribution of alcohol are found primarily in state statutes.

Employees who need help with drug and/or alcohol problems should contact the Director of Human Resources for assistance. Students who need help with drug and/or alcohol problems should contact the



Vice President and Dean of Student Development, the College Nurse, or the Counseling Staff for assistance. All requests for assistance are confidential.

## Equal Employment and Educational Opportunity

### **Policy Statement**

SUNY Corning Community College ("the College") declares and affirms a policy of equal employment and equal educational opportunity. The College will make all decisions regarding admissions and the entire educational process of its students (including all educational programs and activities) and the recruitment, hiring, promotion, and other terms and conditions of employment without discrimination on the basis of race (including traits historically associated with race), color, age, religion, national origin, disability, sex, sexual orientation, gender identity, gender expression, status as a victim of domestic violence, marital status, ethnicity, veteran status or other protected characteristics which cannot be lawfully used as the basis for employment or educational decisions.

Through its policies and programs, the College undertakes to comply fully with all applicable federal, state and local laws relating to equal employment and equal educational opportunity. These laws include the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, Title IX of the Educational Amendments of 1972, Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972, and the New York State Human Rights Law. These laws prohibit discrimination and harassment, including sexual harassment and sexual violence, and place an affirmative obligation on the College to maintain a work and study environment free from discriminatory harassment, intimidation, ridicule, and insult. The College is committed to maintaining an educational and work environment that is free of any harassment and to fostering positive learning, living and working so that everyone, including students, employees, and visitors, is treated with respect and dignity in a non-discriminatory environment.

### **Summary**

The College will take steps to prevent discrimination and harassment, to prevent the recurrence of discrimination and harassment, and to remedy its discriminatory effects on the victim(s) and others. Sex discrimination includes sexual harassment, sexual assault, and sexual violence.

This policy applies to all members of the campus community, individuals doing business with the College, and any persons utilizing campus facilities. The President of the College has ultimate responsibility for equal opportunity and has assigned responsibility for the administration of the College's policy to the Executive Director of Human Resources and Chief Diversity Officer (the "Director"), who also serves as the College's Title IX Coordinator. The Director oversees the Title IX complaint procedures and non-Title IX Equal Employment and Educational Opportunity complaints, coordinates the activities of ad hoc Equal Opportunity committees, and is responsible for the maintenance of all necessary records needed to comply with federal and state laws governing equal employment and educational opportunity. One or more deputy coordinators may be appointed to assist the Director in his/her Title IX Coordinator duties; a complete list of these deputy coordinators is available from the Director.

Procedures for handling complaints under this policy have been established and will be made available on the MyCorning student resources page, and on the public College website. Complaint procedures define relevant definitions and procedures which may be used by students, employees, and/or third parties. Complaint policy and procedures include:

Title IX and "Enough is Enough" specific policy and procedures:

- Sexual Violence Student Bill of Rights
- Response for Sexual Violence and Other Misconduct
- Posted Training – availability of materials, <https://system.suny.edu/sci/postedtraining/>
- Grievance Policy for Addressing Formal Complaints of Sexual Harassment Under Title IX Regulations
  - Guide to Determining Relevance
  - Informal Resolution Procedure
  - Decorum for Informal Grievance Process Hearings

Policy and procedures for other types of discrimination and harassment

- SUNY CCC Sexual Harassment Response and Prevention Policy (under Title VII Civil Rights Act, NYS Human Rights Law, and Title IX Educational Amendments Act)
- Equal Employment and Education Opportunity Complaint Procedure

Unless stated otherwise, the College uses the preponderance of the evidence standard for investigations and determinations regarding responsibility of complaints covered under this Policy.

This means that the investigation and determination process determines whether it is more likely than not that a violation of the Policy occurred. Employee and student grievance procedures established through College policies or collective bargaining agreements, student disciplinary procedures, or any other internal grievance/complaint procedure will be made available unless an appeals process is specified by the complaint procedure.

To ensure that the complaint procedure processes are fair, the Director or his/her designee serves as an impartial party who is responsible for:

- ensuring that the procedure is carried out properly
- ensuring that the rights of both complainant and respondent are protected and that both parties have an equal opportunity to engage the resolution procedures
- advising and providing information to the complainant and respondent, including information on counseling and victim services available both on and off campus
- investigating complaints as defined by the procedures
- requesting access to pertinent documents
- maintaining a record of each case.

The Director may receive initial inquiries, reports, and requests for consultation and counseling on an informal basis. Assistance will be available whether or not a formal complaint is under consideration or even possible. It is the responsibility of the Director to respond to all such inquiries, reports, and requests as soon as possible and in a manner appropriate to the particular circumstances. This response may include interim measures to protect the parties during the investigation process. Such interim measures will not disproportionately impact the complainant or respondent.

Individuals who believe that they have been harassed or discriminated against in violation of this policy should contact the Director. Responsible employees who observe or become aware of incidents of discrimination and harassment, including sexual harassment, sexual assault, and sexual violence, are obligated to report this information to the Director. A “responsible employee” is an employee with the authority to take action to redress the harassment/discrimination, who has the duty to report harassment or any other misconduct by students or employees to appropriate college officials, or an individual who a student or employee could reasonably believe has this authority or responsibility. In the event that the Director is alleged to have

discriminated against an individual in violation of this policy, the incident should be reported directly to the President’s Office.

Inquiries regarding the application of Title IX and other laws, regulations, and policies prohibiting discrimination and harassment may be directed to:

Executive Director of Human Resources  
1 Academic Drive  
Corning, NY 14830  
(607) 962-9444  
hr@corning-cc.edu

Title IX Coordinator  
1 Academic Drive  
Corning, NY 14830  
(607) 962-9328  
dburdic4@corning-cc.edu

U.S. Department of Education  
Office for Civil Rights  
32 Old Slip, 26th Floor  
New York, NY 10005-2500  
(646) 428-3800  
OCR.NewYork@ed.gov

NYS Division of Human Rights  
44 Hawley St.  
Binghamton, NY 13907  
888.392.3644  
<https://dhr.ny.gov/>

US Equal Employment Opportunity Commission  
300 Pearl St. Suite 450  
Buffalo, NY 14202  
716.551.4387  
<https://www1.eeoc.gov/>

### **Retaliation**

The College prohibits retaliation against any individual who reports discrimination or harassment or participates in any investigation of such a report. Retaliation against an individual for reporting harassment or discrimination or for cooperating with an investigation of such a report is a serious violation of College policy and, like discrimination and harassment, will be subject to disciplinary action.

## **Financial Obligations**

All students incur a liability for tuition and fees at the time they register for classes. An advisor may provide advice, but not make your plans or decisions for you. Ultimately, all decisions are the student's. Students are responsible for any College debts they have incurred (i.e. tuition and fees, bookstore charges, library fees, parking fines, room and board, etc.).

Students with delinquent accounts will be blocked from registering for future courses. If a College debt must be referred to outside sources for collection, the student will be responsible for all reasonable costs of collection as well as attorney fees.

## Freedom in the Classroom

Freedom of discussion and expression of views must be encouraged and protected. It is the responsibility of the professor in the classroom and in conference to insure the realization, not only of the fact but the spirit, of free inquiry. In particular, students must be protected against prejudice or capricious academic evaluation. Information about student views, beliefs and political associations, acquired by College officials in the course of their work as instructors and advisors, is confidential and must not be disclosed to others.

## Freedom of Protest

The right of peaceful protest (including peaceful picketing and other orderly demonstrations) within the College community will be preserved. The College retains the right and obligation to assure the safety of individuals, the protection of health and property and the continuity of the educational process, and reserves the right to dictate the timing and location of the protest. No one shall have the right to obstruct and/or forcibly prevent others from the exercising of their rights or to interfere with the institution's educational processes or facilities or the rights of those who wish to avail themselves of any of the institution's services. These services include those that are instructional, personal, administrative, recreational, and community oriented.

## Grievances

Students with a complaint against a faculty member have the opportunity to take grievances through two channels. For academic issues, such as grades, returning homework on time, adhering to the syllabus, quality of instruction, etc., students should seek to resolve the complaint directly with the faculty member. The next step would be to meet with the appropriate academic Department Chair. If still unresolved, the student may meet with the appropriate Associate Dean of Instruction. If necessary, a final appeal may be made to the VP of Academic Affairs. For other complaints, such as discriminatory harassment or other inappropriate interpersonal behavior, students should contact the Human Resources Office.

## Health Services

The SUNY CCC Health Office offers nursing services to students which are covered by a small annual health fee. These services include nursing care for minor illnesses and first aid for injuries, free over the counter medications, nutrition and health counseling, blood pressure screenings, assistance with complying with NY state immunization laws, and more.

Telemedicine is available in the health office and will be billed to the student's health insurance. This service is for non-emergent medical care on SUNY CCC's Spencer Hill Campus. The college nurse will perform an assessment and arrange a virtual medical appointment with a Schuyler Hospital medical provider, usually within 30 minutes. For more information contact [healthoffice@corning-cc.edu](mailto:healthoffice@corning-cc.edu).

## Library Use

The SUNY Corning student ID card CC serves as the library card. Borrowing privileges are extended solely to the individual named on a student ID. The student is responsible for all materials checked out on his/her card even if they are shared with another individual.

All Library users are notified of the loan period at the time an item is borrowed. Library materials must be returned or renewed by the assigned due date. Materials may be renewed by contacting the Library Services Desk at (607) 962-9251, in person, via e-mail to [library@corning-cc.edu](mailto:library@corning-cc.edu), or online via the Check Your Account link on the library's webpage.

Overdue notices are emailed as a courtesy to the student's campus email. Overdue fines are not charged, however, failure to return the material will result in Student Accounts billing for the cost of the item plus a \$10 processing fee. Use of remote access to the Library's electronic databases is restricted to current students, faculty and staff. Violations of this policy will result in suspension of access to the databases.

## Non-Students on Campus

A parent or guardian must supervise minors who are not enrolled at CCC or involved in a sponsored program. Action may be taken against any and all persons who have no legitimate reason for their presence on College property. Since such persons are not subject to College sanctions, the procedures by which such privileges are granted shall be developed in accordance with the penal law. Under Section 140.35 of New York State Penal law, a person is guilty of loitering when he/she remains in or about school,

College or university buildings or grounds, not having any reason or relationship involving custody of or responsibility for a pupil or student, or any other specific legitimate reason for being there and not having permission from anyone authorized to grant this privilege.

## Reasonable Accommodations Policy

Corning Community College has a long established policy of providing accessible facilities for all persons with disabilities. The College also complies with the Americans with Disabilities Act (ADA) and establishes this Reasonable Accommodation Policy to guide the College in its efforts to comply with the law.

Corning Community College will provide students, job applicants, employees and campus visitors reasonable accommodations, short of causing the College undue hardship, if any of the following conditions covered by the ADA exist:

- The individual has a physical or mental impairment, which substantially limits one or more major life activities.
- The individual has a record of such impairment.
- The individual is regarded as having such impairment.

Corning Community College will discuss the possibility of reasonable accommodation with the affected individual and solicit his/her suggestions as to what may be done. The College may also elect to discuss the situation with the affected individual's physician, independent physicians, or vocational counselors.

Possible avenues of reasonable accommodation include providing access to facilities, shifting of duties, a reduction or rescheduling of working hours, or other reasonable measures, which do not cause undue hardship to the College. Any reasonable accommodation must allow for the essential functions of the position, as described on the position analysis, to be carried out by the affected individual.

The College may deny a request for an accommodation if the President of the College decides that the remedy will place an undue hardship upon the College. An undue hardship response will take the following factors into consideration:

- If the individual has the necessary qualifications to perform the essential functions of the position.
- If the accommodation requested places anyone in danger.
- If alternative means of providing access exist.

- If the accommodation fundamentally alters the nature of the activities in the affected area.
- If the accommodation creates substantial administrative disruptions imposed by the change.
- The nature and the cost of the accommodation.

The President of the College will provide a written response for any denial of a reasonable accommodation that is based on undue hardship. All supervisors will receive ongoing training about their obligations under the ADA and be informed of all policies developed to comply with the law.

In addition, a budget line will be established to finance expenses for any reasonable accommodations the College makes.

Employees and job applicants must make their requests for reasonable accommodations through the Director of Human Resources, who is designated as the College's Section 504/ADA Coordinator; students and members of the public must make their requests for reasonable accommodations through the Office of Accessibility Services. All medical information acquired during the process will be confidential. Any decision regarding undue hardship will be made by the President of the College.

## Religious Absences

New York State Education Law 224-A, which follows, specifies the rights of students who are unable to attend classes on certain days because of religious beliefs.

- No person shall be expelled from or be refused admission as a student to an institution of higher education for the inability, because of religious beliefs, to attend classes or to participate in any examination, study or work requirements on a particular day or days.
- Any student in an institution of higher education who is unable, because of religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.
- It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of religious beliefs, an equivalent opportunity to make up any examination, study or work requirements which may have been missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.

- If classes, examinations, study or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or makeup classes, examinations, study or work requirements shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements held on other days.
- In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student utilizing the provisions of this section.
- Any student who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of individual rights under this section.
- A copy of this section shall be published by each institution of higher education in the catalog of such institution containing the listing of available courses.
- As used in this section, the term "institution of higher education" shall mean schools under the control of the Board of Trustees of the State University of New York or of the Board of Higher Education of the City of New York or any community college.

## Response Policy for Sexual Violence and Other Misconduct

This policy and any associated administrative requirements and procedures are intended to comply with the uniform sexual assault prevention and response policies developed by the State University of New York for implementation at each of its State-operated and community college campuses, as well as with applicable federal and New York State law.

### Definition of Sexual Violence

Sexual violence, as that term is used in this document and prior U.S. Office for Civil Rights guidance, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (as defined within this policy). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion. Sexual violence could

involve students, College employees, third parties or a combination. All such acts of sexual violence are forms of sex discrimination prohibited by Title IX and the College's Equal Employment and Educational Opportunity Policy.

### Definition of Affirmative Consent

Affirmative consent is a knowing, voluntary and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create a clear permission regarding willingness to engage in sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant's sex, sexual orientation, gender identity, or gender expression.

- Consent to any sexual act or prior consensual sexual activity between or with any party does not necessarily constitute consent to any other sexual act.
- Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol.
- Consent may be initially given but withdrawn at any time. When consent is withdrawn or can no longer be given, sexual activity must stop.
- Consent cannot be given when a person is incapacitated, which occurs when an individual lacks the ability to knowingly choose to participate in sexual activity. Incapacitation may be caused by the lack of consciousness or being asleep, being involuntarily restrained, or if an individual otherwise cannot consent. Depending on the degree of intoxication, someone who is under the influence of alcohol, drugs, or other intoxicants may be incapacitated and therefore unable to consent.
- Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.

### Alcohol and/or Drug Use Amnesty in Sexual and Interpersonal Violence Cases

The health and safety of every student at the State University of New York and its State-operated and community colleges is of utmost importance. Corning Community College recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time that violence, including but not limited to domestic violence, dating violence, stalking, or sexual assault occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. The College strongly encourages students to

report incidents of domestic violence, dating violence, stalking, or sexual assault to institution officials. A bystander acting in good faith or a reporting individual acting in good faith that discloses any incident of domestic violence, dating violence, stalking, or sexual assault to College officials or law enforcement will not be subject to the College's code of conduct action for violations of alcohol and/or drug use policies occurring at or near the time of the commission of the domestic violence, dating violence, stalking, or sexual assault.

## Reporting Options, Resources, Protections, and Accommodations for Victims/Survivors

In accordance with the Students' Bill of Rights, available at: [corning-cc.edu](http://corning-cc.edu), reporting individuals will have the right to pursue more than one of the options below at the same time, or to choose not to participate in any of the options below:

### Reporting:

- To disclose confidentially the incident to one of the following College officials, who by law may maintain confidentiality, and can assist in obtaining services (more information on confidential reporting is available at: [corning-cc.edu](http://corning-cc.edu)).
  - Chaplain's Office, Commons Building, (607) 962-9257
  - Health Services Office, Commons Building, (607) 962-9257
- To disclose confidentially the incident and obtain services from the New York State, New York City or county hotlines: [opdv.ny.gov](http://opdv.ny.gov). Additional disclosure and assistance options are catalogued by the Office for the Prevention of Domestic Violence and presented in several languages: [opdv.ny.gov](http://opdv.ny.gov) (or by calling 1-800- 942- 6906), and assistance can also be obtained through:
  - SurvJustice: [survjustice.org](http://survjustice.org)
  - Legal Momentum: [legalmomentum.org](http://legalmomentum.org)
  - NYSCASA: [casanys.org](http://casanys.org)
  - NYSCADV: [nyscadv.org](http://nyscadv.org)
  - Pandora's Project: [pandys.org](http://pandys.org)
  - GLBTQ Domestic Violence Project: [glbtqdv.org](http://glbtqdv.org)
  - RAINN: [rainn.org](http://rainn.org)
  - Safe Horizons: [safehorizon.org](http://safehorizon.org).

**Note:** these hotlines are for crisis intervention, resources, and referrals, and are not reporting mechanisms, meaning that disclosure on a call to a hotline does not provide any information to the campus. Reporting Individuals are encouraged to

additionally contact a campus confidential or private resource so that the campus can take appropriate action in these cases.

- To disclose the incident to one of the following college officials who can offer privacy and can provide information about remedies, accommodations, evidence preservation, and how to obtain resources. Those officials will also provide the information contained in the Students' Bill of Rights, including the right to choose when and where to report, to be protected by the institution from retaliation, and to receive assistance and resources from the institution. These College officials will disclose that they are private and not confidential resources and they may still be required by law and College policy to inform one or more College officials about the incident, including but not limited to the Title IX Coordinator. They will notify reporting individuals that the criminal justice process uses different standards of proof and evidence than internal procedures, and questions about the penal law or the criminal justice process should be directed to law enforcement or district attorney:
  - Title IX Coordinator, David Burdick, (607) 962-9328, 1 Academic Drive, Administration Building, Corning, NY 14830, [dburdic4@corning-cc.edu](mailto:dburdic4@corning-cc.edu)
  - Department of Public Safety, (607) 962-9000 or [publicsafety@corning-cc.edu](mailto:publicsafety@corning-cc.edu)
- To file a criminal complaint with the Department of Public Safety and/or with local law enforcement and/or state police:
  - Corning Community College Department of Public Safety, (607) 962- 9000 or [publicsafety@corning-cc.edu](mailto:publicsafety@corning-cc.edu)
  - Steuben County Sheriff, Dial 911 or 7007 Rumsey St. Ext., Bath, NY 14810, (800) 724- 7777 or (607) 622-3930.
  - New York State Police, Dial 911 or Painted Post Barracks 3859 Meads Creek Road, Painted Post, NY 14870, (607)962-6865.
- To receive assistance from the Department of Public Safety in initiating legal proceedings in family court or civil court.
- To file a report of sexual assault, domestic violence, dating violence, and/or stalking, and/or talk to the Title IX Coordinator for information and assistance. Reports of sexual assault will be investigated in accordance with the College's Equal Employment and Educational Opportunity Complaint Procedure, available at: [corning-cc.edu](http://corning-cc.edu). Complaints of domestic violence, dating violence, and/or stalking will be investigated in accordance with procedure established under the student conduct process. The reporting individual's identity shall remain private at all

times if said reporting individual wishes to maintain privacy. If a reporting individual wishes to keep his/her identity anonymous, he or she may call the Title IX Coordinator's office anonymously to discuss the situation and available options ([corning-cc.edu](http://corning-cc.edu)).

- David Burdick, Title IX Coordinator, (607) 962-9328, 1 Academic Drive, Administration Building, Corning, NY 14830, [dburdic4@corning-cc.edu](mailto:dburdic4@corning-cc.edu).
- When the accused is an employee, a reporting individual may also report the incident to the Executive Director of Human Resources, Administration Building, (607) 962-9444, [hr@corningcc.edu](mailto:hr@corningcc.edu), or may request that one of the above referenced confidential or private employees assist in reporting the incident to the Human Resources Office. Disciplinary proceedings will be conducted in accordance with applicable College policy or collective bargaining agreements. When the accused is an employee of an affiliated entity or vendor of the College, College officials will, at the request of the reporting individual, assist in reporting to the appropriate office of the vendor or affiliated entity and, if the response of the vendor or affiliated entity is not sufficient, assist in obtaining a persona non grata letter, subject to legal requirements and College policy.
- You may withdraw your complaint or involvement from the College process at any time.
- At the first instance of disclosure by a reporting individual to a College representative, the following information shall be presented to the reporting individual, "You have the right to make a report to the College's Department of Public Safety, local law enforcement, and/or State Police or choose not to report; to report the incident to the College; to be protected by the College from retaliation for reporting an incident; and to receive assistance and resources from the College."

## Resources:

- Emergency access to obtain effective intervention services:
  - Sexual Assault Resource Center (SARC):  
135 Walnut Street, Corning, NY 14830  
755 E. Church Street, Elmira, NY 14901  
323 Owego Street, Unit #12, Montour Falls, NY 14865  
Toll-Free Hotline: 888-810-0093
  - Sexual contact can transmit Sexually Transmitted Infections (STI) and may result in pregnancy. Information on testing for

STIs, emergency contraception, and whether such testing is provided for free or at a cost is available from SARC.

- SUNY CCC's on site counseling service, the Student Assistance Program, is staffed by Clinical Associates of the Southern Tier. They offer free, confidential support for students and their families. Staff can assist with relationship or family issues, burnout/stress, difficulty with peers, health/body-image, balancing responsibilities, depression/anxiety, anger management, substance use/abuse, and much more. For an appointment or for more information, visit us on-campus in GYM122, call 607-936-1771, or email us at [sap@clinicalassoc.org](mailto:sap@clinicalassoc.org). Both in person and virtual appointments can be set-up.
- Within 96 hours of an assault, you can get a Sexual Assault Forensic Examination (commonly referred to as a rape kit) at a hospital. While there should be no charge for a rape kit, there may be a charge for medical or counseling services off campus and, in some cases; insurance may be billed for services. You are encouraged to let hospital personnel know if you do not want your insurance policyholder to be notified about your access to these services. The New York State Office of Victim Services may be able to assist in compensating victims/survivors for health care and counseling services, including emergency funds. More information may be found here: , <https://ovs.ny.gov/help-crime-victims>, or by calling 1-800-247-8035.
- To best preserve evidence, victims/survivors should avoid showering, washing, changing clothes, combing hair, drinking, eating, or doing anything to alter physical appearance until after a physical exam has been completed.

## Protection and Accommodations:

- When the accused is a student, to have the College issue a "No Contact Order," consistent with College policy and procedure, meaning that continuing to contact the protected individual is a violation of College policy subject to additional conduct charges; if the accused and a protected person observe each other in a public place, it is the responsibility of the accused to leave the area immediately and without directly contacting the protected person. The College will promptly review existing "No Contact Orders" at a party's request, including requests to modify the terms of or discontinue an order. The parties can submit evidence to support their requests. If the College finds it appropriate, it can even make a schedule for the parties who seek to use the same facilities without running afoul of the "No Contact Order."



- To have assistance from the Department of Public Safety or other College officials in initiating legal proceedings in family court or civil court, including but not limited to obtaining an Order of Protection or, if outside of New York State, an equivalent protective or restraining order.
- To receive a copy of the Order of Protection or equivalent and have an opportunity to meet or speak with a College official who can explain the order and answer questions about it, including information from the Order about the accused's responsibility to stay away from the protected person(s); that burden does not rest on the protected person(s).
- To receive an explanation of the consequences for violating these orders, including but not limited to arrest, additional conduct charges, and interim suspension.
- To receive assistance from The Department Of Public Safety in effecting an arrest when an individual violates an Order of Protection or, if outside of New York State, an equivalent protective or restraining order within the jurisdiction of The Department of Public Safety or, if outside of the jurisdiction or if the Department of Public Safety does not have arresting powers to call on and assist local law enforcement in effecting an arrest for violating such an order.
- When the accused is a student and presents a continuing threat to the health and safety of the community, to have the accused subject to interim suspension pending the outcome of a complaint procedure or conduct process. The College will promptly review existing interim suspensions at a party's request, including requests to modify the terms or discontinue an interim suspension. Parties can submit evidence to support their request.
- When the accused is not a student but is a member of the College community and presents a continuing threat to the health and safety of the community, to subject the accused to interim measures in accordance with applicable collective bargaining agreements, employee handbooks, and College policies and rules.
- When the accused is not a member of the college community, to have assistance from the Department of Public Safety or other College officials in obtaining a persona non grata letter, subject to legal requirements and College policy.
- To obtain reasonable and available interim measures and accommodations that effect a change in academic, housing, employment, transportation, or other applicable arrangements in order to ensure safety, prevent retaliation, and avoid an ongoing hostile environment. Parties may request a prompt review of the need for

and terms of any interim measures and accommodations that directly affect them. The parties can submit evidence to support their requests. While reporting individuals may request accommodations through any of the offices referenced in this policy, the following office can serve as a point to assist with these measures:

- Executive Director of Human Resources, Parsons Administration Building, (607) 962-9444, [hr@corning-cc.edu](mailto:hr@corning-cc.edu).

## Student Conduct Process:

- To request that student conduct charges be filed against the accused. Conduct proceedings are governed by the procedures set forth in the Corning Community College Course Catalog, as well as federal and New York State law, including the due process provisions of the United States and New York State Constitutions.
- Throughout conduct proceedings, the respondent and the reporting individual will have:
  - The same opportunity to be accompanied by an advisor of their choice who may assist and advise the parties throughout the conduct process and any related hearings or meetings. Participation of the advisor in any proceeding is governed by federal law and the Student Code of Conduct;
  - The right to a prompt response to any complaint and to have their complaint investigated and adjudicated in an impartial, timely, and thorough manner by individuals who receive annual training in conducting investigations of sexual violence, the effects of trauma, impartiality, the rights of the respondent, including the right to a presumption that the 7 respondent is "not responsible" until a finding of responsibility is made, and other issues related to sexual assault, domestic violence, dating violence, and stalking.
  - The right to an investigation and process conducted in a manner that recognizes the legal and policy requirements of due process (including fairness, impartiality, and a meaningful opportunity to be heard) and is not conducted by individuals with a conflict of interest.
  - The right to receive advance written or electronic notice of the date, time, and location of any meeting or hearing they are required to or are eligible to attend. Accused individuals will also be told the factual allegations concerning the violation,

- a reference to the specific code of conduct provisions alleged to have been violated, and possible sanctions.
- The right to have a conduct process run concurrently with a criminal justice investigation and proceeding, except for temporary delays as requested by external municipal entities while law enforcement gathers evidence. Temporary delays should not last more than 10 days except when law enforcement specifically requests and justifies a longer delay.
- The right to offer evidence during an investigation and to review available relevant evidence in the case file (or otherwise held by the College).
- The right to present evidence and testimony at a hearing, where appropriate.
- The right to a range of options for providing testimony via alternative arrangements, including telephone/videoconferencing or testifying with a room partition.
- The right to exclude prior sexual history with persons other than the other party in the conduct process or their own mental health diagnosis or treatment from admittance in College disciplinary stage that determines responsibility. Past findings of domestic violence, dating violence, stalking, or sexual assault may be admissible in the disciplinary stage that determines sanction.
- The right to ask questions of the decision maker and via the decision maker indirectly request responses from other parties and any other witnesses present.
- The right to make an impact statement during the point of the proceeding where the decision maker is deliberating on appropriate sanctions.
- The right to simultaneous (among the parties) written or electronic notification of the outcome of a conduct proceeding, including the decision, any sanction(s), and the rationale for the decision and any sanctions.
- The right to written or electronic notice about the sanction(s) that may be imposed on the accused based upon the outcome of the conduct proceeding. For students found responsible for sexual assault, the available sanctions are suspension with additional requirements and expulsion/dismissal.
- Access to at least one level of appeal of a determination before a panel, which may include one or more students, that is fair and impartial and does not include individuals with a conflict of interest.

- The right to have access to a full and fair record of a student conduct hearing which shall be preserved and maintained for at least five years.
- For information on the Student Code of Conduct and the student conduct process, contact the VP of Academic Affairs.
- The right to choose whether to disclose or discuss the outcome of a conduct hearing.
- The right to have all information obtained during the course of the conduct or complaint process be protected from public release until the appeals panel makes a final determination, unless otherwise required by law.

## Safety/Security

SUNY CCC has an excellent record in regard to safety. While crime is a national problem that affects even rural areas, we are fortunate that we have not experienced significant difficulties.

To maintain a safe environment for our students, we employ a professionally trained public safety and Residence Life staff who work to provide a safe, secure and respectful learning environment for everyone.

SUNY CCC complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act.) by providing an electronic copy of SUNY CCC crime statistics in the Annual Security Report.

The Annual Security Report is available on the Public Safety web page found at: [www.corning-cc.edu/annual-securityreport.pdf](http://www.corning-cc.edu/annual-securityreport.pdf). The statistics can also be found on the U.S. Department of Education's website at <http://ope.ed.gov/security/>. Printed copies of the Annual Security Report are available at no cost by contacting the Public Safety Office at [publicsafety@corning-cc.edu](mailto:publicsafety@corning-cc.edu) or by calling (607) 962-9000

## Service-Assistance Animal Policy

Corning Community College recognizes the importance of service and assistance animals to individuals with disabilities and has established this policy to ensure that such individuals receive the benefit of the work/tasks performed by these animals or the therapeutic support they provide.

This policy applies to all members of the campus community, individuals doing business with the College, and any persons utilizing campus facilities. It is intended to comply with the relevant provisions of

Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the Fair Housing Act (FHA), and any other relevant federal or state legislation. The College reserves the right to amend this policy as the law and circumstances may require.

The Director of Human Resources, who also serves as the College's ADA Coordinator, has developed procedures about the appropriate use of and protocols associated with service and assistance animals and is charged with ensuring compliance with these procedures. Although the College does not permit pets on campus or in its residence hall, exceptions may be made for service and assistance animals according to this policy and these procedures.

## Definitions

*Service Animals* are dogs (and sometimes miniature horses, if permitted by 29 C.F.R. §36.302 (c)(9)), that are individually trained to do work or perform tasks for the benefit of individuals with disabilities, including physical, sensory, psychiatric, intellectual, or other mental disabilities. Examples of such tasks include, but are not limited to: guiding blind individuals, alerting deaf individuals, pulling a wheelchair, retrieving items (such as medication or a telephone), alerting and protecting an individual who is having a seizure, reminding an individual with a mental illness to take prescribed medications, calming an individual with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties directly related to the individual's disability. Service Animals are generally permitted to accompany individuals with disabilities to all areas where members of the public are allowed to go. Animals whose sole function is to provide comfort or emotional support do not qualify as Service Animals.

*Assistance Animals* are animals that do work, perform tasks, or provide emotional support which reduces or alleviates one or more identified symptoms or effects of their partner's disability. An individual with a disability may keep an Assistance Animal in his/her dwelling unit as a reasonable accommodation if there is an identifiable relationship between the disability and the assistance the animal provides.

An *Assistance Animal* is not a *Service Animal*. Unlike *Service Animals*, an Assistance Animal may not accompany an individual with a disability to all places on campus where the general public is permitted to go. Assistance Animals may be allowed in the College's residence hall as a reasonable accommodation, but they are not permitted in other areas of College property, such as classrooms, Learning Commons, dining areas, etc.

*Pets* are animals kept for ordinary companionship and are not considered *Service Animals* or *Assistance Animals*. Pets are not permitted to be kept on College property. Leashed dogs may be allowed on Spencer Crest Nature and Research Center trails, but owners must clean up after their dogs

## Sexual Violence Students' Bill of Rights

The State University of New York and Corning Community College are committed to providing options, support and assistance to victims/survivors of sexual assault, domestic violence, dating violence, and/or stalking to ensure that they can continue to participate in College/University-wide and campus programs, activities, and employment. All victims/survivors of these crimes and violations, regardless of race, color, national origin, religion, creed, age, disability, sex, gender identity or expression, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction, have the following rights, regardless of whether the crime or violation occurs on campus, off campus, or while studying abroad:

All students have the right to:

- Make a report to local law enforcement and/or state police;
- Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously;
- Make a decision about whether or not to disclose a crime or violation and participate in the complaint or student conduct process and/or criminal justice process free from pressures from the institution;
- Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard;
- Be treated with dignity and to receive courteous, fair, and respectful health care and counseling services, where available;
- Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations;
- Describe the incident to as few institutional representatives as practicable and not to be required to unnecessarily repeat a description of the incident;
- Be free from retaliation by the institution, the accused and/or the respondent, and/or their friends, family, and acquaintances within the jurisdiction of the institution;

- Access to at least one level of appeal of a determination;
- Be accompanied by an advisor of choice who may assist and advise a reporting individual, accused, or respondent throughout the complaint or conduct process including during all meetings and hearings related to such process;
- Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or complaint or conduct process of the College.

### Options in Brief:

- Victims/survivors have many options that can be pursued simultaneously, including one or more of the following:
  - Receive resources, such as counseling and medical attention;
  - Confidentially or anonymously disclose a crime or violation (for detailed information on confidentiality and privacy, visit [corning-cc.edu](http://corning-cc.edu)).
- Make a report to:
  - An employee with the authority to address complaints, including the Title IX Coordinator; a Student Conduct employee, or a Human Resources Office employee;
  - Department of Public Safety;
  - Local law enforcement;
  - Family Court or Civil Court.

## Student Code of Conduct

The principles established under this Code will govern the conduct of students on the College campus and any other premises or property under the control of the College used in its teaching, administrative, service, cultural, recreation, athletic, and other programs and activities.

In addition, student athletes are subject to the principles of conduct established in the Athletic Code of Conduct and residential students are subject to the principles of conduct established in the Residence Life Handbook.

The College upholds local, state, and national laws. The College will not condone unlawful conduct, and it will not protect students from their obligation to uphold the law. In addition, the College will provide no sanctuary for those who violate the law, and it will cooperate with appropriate health and law enforcement agencies. Some very specific applications of this principle are that students will be subject to discipline for the use, possession, sale, or transfer of illegal drugs, sexual abuse, hate crimes and hazing, and may also face civil prosecution for violations of this Code.

Actions for which students will be subject to College discipline include but are not limited to:

- Forgery or alteration of College documents, records or instruments of identification or use of same with intent to defraud.
- Intentional obstruction or disruption of teaching, research, administrative functions or disciplinary proceedings or other College activities, including public service functions and other authorized activities of the College.
- Abuse of any person, College premises, or at College-sponsored or College supervised events or conduct which threatens or endangers the health or safety of any such person.
- Hate crimes, also called bias crimes or bias-related crimes, involving criminal activity motivated by the perpetrator's bias or attitude against an individual or group based on perceived or actual personal characteristics, such as race, religion, ethnicity, gender, sexual orientation or disability. Penalties for these crimes are very serious and range from fines to imprisonment for lengthy periods, depending on the nature of the underlying criminal offense, the use of violence or previous convictions of the offender. Students who are perpetrators of such crimes will also be subject to campus disciplinary procedures where sanctions including dismissal are possible.
- All forms of sexual violence and misconduct, which include, but are not limited to acts of sexual harassment, sexual violence, sexual coercion, sexual assault, domestic violence, dating violence, stalking, rape criminal sexual acts, forcible touching, and sexual abuse. Where there is a preponderance of evidence indicating that such misconduct has occurred, strong disciplinary action will be pursued, including the possibility of suspension or dismissal from the College. An individual charged with sexual violence/misconduct may be subject to College disciplinary procedures, whether or not prosecution under New York State law is pending.
- Theft from or damage to College premises or theft or damage to property of a member of the College community or College premises.
- Failure to comply with directions of College staff.
- Use by any student or student organization of the College name or a claim to speak or act in the name of the College or a College-related organization without due authorization.
- Disorderly, lewd, indecent or obscene conduct or expression on campus or at a College-sponsored function.
- Hazing: Any action taken by any student or participation in the creation of any situation which recklessly or intentionally endangers

mental or physical health or which involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization.

- Violation of published College regulations.
- Public intoxication or display of any behavior associated with the abuse of alcohol or drugs.
- Behavior that is lacking respect for the worth and/or dignity.

Student organizations which operate on the campus or upon the property of the College used for educational purposes are prohibited from authorizing the conduct described above. Student organizations which authorize prohibited behaviors will be subject to College discipline under this Code.

## Violations of the Student Code of Conduct

Any member of the CCC community may file a complaint against a student for violations of the Student Code of Conduct. Complaints must be made in writing and directed to the Assistant Dean of Student Services (Assistant Dean). Complaints should be submitted as soon as possible after the event takes place, preferably within thirty days.

- Complaints of discrimination (including sexual harassment, sexual violence, sexual coercion, sexual assault, rape, criminal sexual acts, forcible touching, and sexual abuse), will be addressed by the Director of Human Resources/ Title IX Coordinator under the College's Equal Employment and Educational Opportunity Complaint Procedure, available at: [https://www.corning-cc.edu/sites/default/files/EEEEO\\_Complaint\\_Procedure\\_...](https://www.corning-cc.edu/sites/default/files/EEEEO_Complaint_Procedure_...)
- Complaints of violation of the Athletic Code of Conduct will be addressed by the Director of Athletics.
- Complaints of violation of the principles of conduct in the Residence Life Handbook will be addressed by the Assistant Dean of Student Services.
- Complaints of violation of Academic Honesty will be addressed by the VP of Academic Affairs.
- Complaints concerning the misconduct of a student organization (concerning hazing and other violations) should be directed to the President of the College.

Except for College-sponsored off-campus programs and off-campus incidents of sexual violence, it is the intent of the College to leave disciplinary action related to off-campus offenses of students to civil authorities. However, there may be certain off-campus offenses that by their very nature pose a

serious threat or disruption to the College community. In such cases, the College reserves the right to take appropriate action.

## Student Disciplinary Procedure

A procedure for handling Student Code of Conduct violations has been established and is available from the Assistant Dean of Student Services. This procedure guarantees students the right of due process, including the right to appeal.

## Complaint Procedure

When a complaint is filed, the Assistant Dean will conduct an investigation to determine if the charges have merit and/or if they can be disposed of administratively by mutual consent of the parties involved on a basis acceptable to the Assistant Dean. The Assistant Dean will render a decision and a written notice will be sent to the accused student and the complainant. To more effectively identify behavior patterns, there are times when those with a "need to know" are notified about a student's involvement, or alleged involvement, in an incident. To the extent allowed by FERPA (Family Education Rights and Privacy Act), this "need to know" may include administrators, faculty, advisors, counselors, coaches, and health and wellness professionals. An interim suspension may be imposed to ensure the safety and well-being of members of the CCC community, preservation of CCC property, and/or assurance of the student's own physical or emotional safety. During the interim suspension, a student may be denied access to any property owned or controlled by the College, any class (including Internet classes), or any other CCC activities or privileges for which the student might otherwise be eligible. This interim suspension does not replace the normal discipline process. Determination of the interim suspension is at the discretion of the Assistant Dean.

## Tobacco Free Campus

No consumption of tobacco will be allowed on any College property or in any College facility. Corning Community College is committed to providing its students, employees, and visitors with a safe and healthy environment. In light of this commitment, as well as the findings of the U.S. Surgeon General that exposure to secondhand tobacco smoke and use of tobacco are significant health hazards, the Regional Board of Trustees has established CCC as a smoke/tobacco-free institution, effective August 1, 2011.

## Definitions

For the purpose of this policy, "tobacco" is defined to include any lighted or unlighted cigarette, cigar, pipe,

bidi, clove cigarette, and any other smoking product, and smokeless or spit tobacco, also known as dip, chew, snuff or snus, in any form.

## Scope

The use, distribution, or sale of tobacco or any smoking device (such as ecigarettes), or the carrying of any lighted smoking instrument in College buildings or on College premises without exception, at offsite Collegerequired learning activities, at events on College premises, or in College owned, rented or leased vehicles, is prohibited. The College requires students, employees, and visitors to respect private property bordering all College locations by refraining from trespassing for purposes of consumption of tobacco products.

## Enforcement

The Department of Public Safety is charged with the enforcement of this policy. Violations by students will be treated as violations of the Student Code of Conduct. Violations by employees will be treated as disciplinary matters. Educational programming, cessation support mechanisms, and other resources have been developed and are available to the College community through the College Health Office.

## Weapons on Campus

Firearms and dangerous weapons of any type are not permitted on campus. Intentional use, possession or sale of firearms or other dangerous weapons by students is strictly forbidden and is a violation of the Student Code of Conduct and state law.

# Whistleblower Protection Policy

## Introduction

"Whistleblowing" is generally used to refer to the act by an employee of making a disclosure evidencing illegal or improper government activities.

Whistleblower laws have been adopted on the federal level to protect Federal employees from retaliatory acts, and similar laws have been adopted by New York State to protect all employees of the State.

Whistleblower Protection afforded under New York State law: Section 740 of the New York State Labor Law provides protection to employees from retaliatory acts for engaging in the following activities:

1) reporting a practice of the employer (Corning Community College) that is in violation of law, rule or regulation; or

2) providing information or testimony regarding the violation of law, rule or regulation; or

3) objecting or refusing to participate in any activity, policy or practice in violation of a law, rule or regulation.

**Policy:** Corning Community College is committed to affording protection to College employees from retaliatory acts by any College employee or Official for the protected actions listed in the New York State Whistleblower Protection Law (Section 740 of the New York Labor Law). The College strictly prohibits and will not tolerate retaliation against anyone who in good faith makes a complaint of any kind or participates in an investigation of a complaint

**Definition of College Official:** a person employed by the College in an administrative leadership role.

## Procedure Guidelines

**Reporting Responsibility:** It is the responsibility of all employees of the College to comply with the policy and to report violations or suspected violations in accordance with this Whistleblower Policy.

**No Retaliation:** No administrator or employee who in good faith reports a violation of the policy shall suffer harassment, retaliation or adverse employment consequence. An employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment. This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within the College rather than seeking resolution outside the College.

**Reporting Violations:** The College maintains an open door policy and suggests that employees share their questions, concerns, suggestions or complaints with someone who can address them properly. In most cases, an employee's supervisor is in the best position to address an area of concern. However, if an employee is not comfortable speaking with his or her supervisor or is not satisfied with the supervisor's response, such employee is encouraged to speak with someone in the Human Resources Department. Supervisors and managers are required to report suspected violations to the Human Resources office. For suspected fraud, or when the forthcoming employee is not satisfied or uncomfortable with discussing concerns, contact the Executive Director of Human Resources, 607.962.9444. Alternatively, reports can be made directly to the President of the College.

**Conflict of Interest:** Conflict of interests will be carefully managed during procedures for the receipt

of complaints and while investigations are conducted to protect the reporting party and ensure there is no retaliatory actions.

Acting in Good Faith: Anyone filing a complaint concerning a violation or suspected violation of the policy must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

Confidentiality: Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

### **Procedures**

Any CCC community member (student, faculty, adjunct, full and part time staff) may contact the

Executive Director of Human Resources to file a whistleblower complaint in writing. The Executive Director may assist in the write up if needed.

The complaint will be shared with the President of the College and an initial fact finding process will commence while considering the protection of the whistleblower, conflict of interests, and confidentiality. Should the Executive Director of Human Resources be identified as the party of concern, complaints should be directed to the President of the College. Should the President of the College be identified as the party of concern, complaints should be directed to the Regional Board of Trustee Chair.

If sufficient evidence is found, the College will follow procedures as noted in respective collective bargaining agreements and the non-union contract that addresses misconduct and/or insubordination. The College will consider unpaid suspension as an intermediary action should further investigation be needed. The College will follow appeals and grievance procedures as noted by the respective agreements and handbook.



# College Faculty and Administrators

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## College Administration

### Regional Board of Trustees

SUNY Corning Community College receives its authority from the State University of New York (SUNY) and is governed by fourteen trustees. Seven trustees are appointed by its supporting counties – Chemung, Schuyler, and Steuben. Six are appointed by the Governor of New York State, and one is elected by the students. All trustees are residents of the College region and serve seven-year terms, except the student trustee who serves a one-year term. Their terms of service vary in length, and they can be reappointed for extended terms.

Michael J. Wayne '80, Chair  
Judy McKinney Cherry, Vice Chair  
Heather Reynolds, Treasurer  
Ronald E. Allison '68  
Dr. Polly W. Chu  
Dr. Kintu Early  
Sally Jacoby-Murphy  
Margaret Lawrence '87  
Nancy M. Wightman  
Alan S. Winston  
Aniga Werner, Student Trustee

### Office of the President

Dr. William P. Mullaney, President  
Nogaye Ka-Tandia, Executive Office Manager

### Academic Affairs

Dr. Robert Koble, Vice President and Dean of Academic Affairs, Interim  
Brenda Guild, Executive Assistant  
Deborah Beall, Associate Dean, Liberal Arts & Professional Studies  
Bradley Cole, Associate Dean, STEAM  
Kathleen Craig, Coordinator for Accessibility Services  
Keith Ward, Interim Director, Library  
Dr. Kris MacDonald, Director, Center for Teaching Innovation and Excellence  
Jennifer Sellers, Director of Innovative Learning Sites

### Student Development and Enrollment Management

Maarit Clay, Vice President of Student Development and Enrollment Management  
Stacy Johnson, Assistant Dean, Student Services

Don Sherman, Director of Marketing and Public Relations  
Paul Andrews, Director, Recruitment and Admission  
Tyler Ladd, Director, Retention and Educational Planning  
Loretta Hendrickson, Registrar  
Daisia Farley, Director, Student Life  
Isaac Bushey, Director, Athletics  
Kim Saunders, Director, EOP

### Finance

Lisa Patrick, Executive Director, Finance and CFO  
Tanya Jones, Executive Assistant  
tba, Director, Finance and Controller  
Shalena Clary, Director, Financial Aid  
Bernadette Wesolowski, Bursar

### Auxiliary Campus Services

David Burdick, Executive Director, Auxiliary Campus Services and Title IX Coordinator  
Tanya Jones, Executive Assistant  
Denise Burbey, Chief Information Officer  
Calvin Williams, Director, Physical Plant  
Michael Friebeis, Assistant Director, Public Safety

### Workforce Education and Academic Pathways

Dawn Marie Castellana, Executive Director, Workforce Education and Academic Pathways  
Katie Crowe, Executive Assistant  
Tyre Bush, Senior Director, Workforce Education and Academic Pathways

### Human Resources

Stacy Ward, Executive Director, Human Resources  
Michele Donley, Assistant Director, Human Resources

### Development Foundation

John Marchese, Executive Director  
Kristen Curreri, Executive Assistant  
Kesha Davis, Assistant Director, Advancement Support Services  
Mitchell Smith, Director of Development

### Development Foundation Board of Directors

The Development Foundation's Board Members work with businesses and philanthropists in our community to maintain a strong financial presence for the College.

Jill M. Koski, President  
Frederick J. Arcuri, Vice President

Arthur D. Boehm, Treasurer  
 Kamala A. Keeley, Secretary  
 Ronald E. Allison '68  
 Douglas L. Cotton  
 Kai A. D'Alleva

Mark R. Hufnagel  
 Mary M. Vosburgh  
 Jennifer M. Warner '04  
 Michael J. Wayne '80, Ex-Officio Member  
 Dr. William P. Mullaney, Ex-Officio Member

## Full-time Faculty

Last Name	First Name	Hire Date	Department	Title	University/College	Degree Description
Akhi	Boby	16-Aug-23	Liberal Arts & Professional Studies	Instructor	Upper Iowa University	Master of Business Administration
Atkins	Christine	18-Aug-06	Liberal Arts & Professional Studies	Professor	SUNY at Albany	Doctor of Philosophy
Beykirch	Michael	23-Aug-91	Liberal Arts & Professional Studies	Professor	University of Wisconsin - Madison	Master of Arts
Bonomo	Timothy	18-Aug-06	Liberal Arts & Professional Studies	Professor	Elmira College	Master of Science
Borden	Debra	14-Jan-94	Liberal Arts & Professional Studies	Professor	University of La Verne	Master of Science
Caruso	Gregg	18-Aug-06	Liberal Arts & Professional Studies	Professor	City University of NY	Doctor of Philosophy
Coble	Daniel	17-Jan-14	Liberal Arts & Professional Studies	Associate Professor	Saint Joseph's University	Master of Arts
Cray	Hiram	13-Aug-21	Liberal Arts & Professional Studies	Instructor	Buffalo State College	Master of Science
Croteau	Julie	23-Aug-99	Science, Technology, Engineering, Arts, Mathematics	Professor	SUNY Binghamton	Master of Arts
Dann	Deborah	21-Aug-98	Science, Technology, Engineering, Arts, Mathematics	Professor	Penn State University	Master of Science
Dates	DJ	21-Jan-11	Science, Technology, Engineering, Arts, Mathematics	Professor	Regis University	Master of Science
DeLeone	Joseph	27-Aug-93	Science, Technology, Engineering, Arts, Mathematics	Professor	Clarkson University	Master of Science
Diffenderfer	Andy	19-Aug-22	Science, Technology, Engineering, Arts, Mathematics	Instructor	Alfred University	Bachelor of Science
Dougherty	Edward	23-Aug-99	Liberal Arts & Professional Studies	Professor	Bowling Green State University	Master of Fine Arts
Draper-Reich	Emma	16-Aug-17	Liberal Arts & Professional Studies	Assistant Professor	New York University	Master of Fine Arts
Dugas-Thomas	Shelley	19-Aug-22	Liberal Arts & Professional Studies	Instructor	Roberts Wesleyan College	Bachelor of Science
Erner	Aliza	19-Aug-22	Science, Technology, Engineering, Arts, Mathematics	Assistant Professor	Mines Paris Tech	Doctor of Philosophy
Franklin	Edward	19-Aug-05	Science, Technology, Engineering, Arts, Mathematics	Professor	Palmer College of Chiropractic	Doctor of Chiropractic
Gebremichael	Kiflom	14-Aug-19	Science, Technology, Engineering, Arts, Mathematics	Instructor	University of Saint Thomas	Master of Electrical Engineering
Gernert-Larrea	Lee	18-Aug-06	Liberal Arts & Professional Studies	Professor	Mansfield University	Master of Arts

Last Name	First Name	Hire Date	Department	Title	University/ College	Degree Description
Gerrish	Jessica	18-Jan-23	Liberal Arts & Professional Studies	Instructor	Chamberlain University	Bachelor of Science in Nursing
Gustin	Brenda	21-Aug-98	Science, Technology, Engineering, Arts, Mathematics	Professor	University of Florida	Doctor of Philosophy
Guzzy	Mary	19-Aug-05	Liberal Arts & Professional Studies	Professor	Colorado State University	Master of Arts
Gwin	Michael	19-Aug-22	Science, Technology, Engineering, Arts, Mathematics	Assistant Professor	SUNY Buffalo	Master of Science
Haas	Matthew	21-Jan-05	Science, Technology, Engineering, Arts, Mathematics	Instructor	Elmira College	Master of Science
Hannan-Mandel	Marie	21-Aug-09	Liberal Arts & Professional Studies	Professor	University of Southern Maine	Master of Fine Arts
Hartwell	Mark	18-Aug-06	Liberal Arts & Professional Studies	Professor	Ohio Northern University	Juris Doctor
Heise	Eriko	20-Aug-10	Science, Technology, Engineering, Arts, Mathematics	Professor	SUNY - College of Environmental Science & Forestry	Master of Science
Hersha	Ryan	20-Aug-10	Liberal Arts & Professional Studies	Professor	University of Virginia	Master of Arts
Hurlburt	George	01-Sep-00	Science, Technology, Engineering, Arts, Mathematics	Professor	Kansas State University	Master of Science
Hurlburt	Jayashree	01-Sep-01	Science, Technology, Engineering, Arts, Mathematics	Professor	Kansas State University	Master of Science
Jimenez	Elmarine	16-Jan-19	Science, Technology, Engineering, Arts, Mathematics	Assistant Professor	Nova Southeastern University	Master of Science
Jones	Hannah	14-Jan-20	Liberal Arts & Professional Studies	Assistant Professor	St. John's University	Master in Education
Kephart II	Robert	22-Aug-97	Liberal Arts & Professional Studies	Professor	Canisius College	Master of Business Administration
LaBounty	Raymond	23-Aug-99	Science, Technology, Engineering, Arts, Mathematics	Professor	University of Rhode Island	Master of Science
Langva	Gloriann	16-Aug-23	Science, Technology, Engineering, Arts, Mathematics	Instructor	University of Wisconsin-Madison	Master of Arts
Martz	Kevin	17-Aug-07	Science, Technology, Engineering, Arts, Mathematics	Professor	SUNY College at Brockport	Master of Arts
Miller	Ramona	13-Aug-21	Liberal Arts & Professional Studies	Assistant Professor	Arizona State University	Doctorate of Behavioral Health Management
Molina	Ashley	14-Aug-19	Liberal Arts & Professional Studies	Instructor	St. John Fisher College	Bachelor of Science
Moore Powers	Donna	01-Sep-00	Science, Technology, Engineering, Arts, Mathematics	Professor	University of Arkansas	Doctor of Philosophy
Moretti	Daniel	19-Aug-22	Science, Technology, Engineering, Arts, Mathematics	Instructor	SUNY Oswego	Bachelor of Science

Last Name	First Name	Hire Date	Department	Title	University/College	Degree Description
Moss	Sky	20-Jan-06	Liberal Arts & Professional Studies	Professor	SUNY Cortland	Master of Arts
Narasimhan	Sri Kamesh	17-Jan-14	Science, Technology, Engineering, Arts, Mathematics	Professor	Syracuse University	Doctor of Philosophy
Nightingale	Daniel	16-Aug-23	Science, Technology, Engineering, Arts, Mathematics	Instructor	Pennsylvania College of Technology	Bachelor of Science
O'Hara	Jennifer	24-Aug-12	Liberal Arts & Professional Studies	Professor	Vanderbilt University	Juris Doctor Doctor of Education
Oppenheim	Joseph	01-Sep-00	Science, Technology, Engineering, Arts, Mathematics	Assistant Professor	Wilkes University	Bachelor of Science
Palumbo	Lisa	19-Aug-22	Liberal Arts & Professional Studies	Instructor	Capella University	Master of Science in Nursing
Pindel	David	18-Jan-99	Science, Technology, Engineering, Arts, Mathematics	Professor	Western Illinois University	Master of Science
Purcell	Jill	18-Aug-23	Liberal Arts & Professional Studies	Instructor	Western Governors University	Bachelor of Science in Nursing
Radia	Hatesh	21-Jan-11	Science, Technology, Engineering, Arts, Mathematics	Professor	University of Massachusetts - Lowell	Master of Science
Scanlon	Jillian	16-Aug-23	Liberal Arts & Professional Studies	Assistant Professor	Syracuse University	Master of Science
Skerritt	Matthew	20-Aug-14	Science, Technology, Engineering, Arts, Mathematics	Professor	University at Buffalo	Doctor of Philosophy
Smith	Eric	21-Aug-09	Liberal Arts & Professional Studies	Associate Professor	Alfred University	Master of Arts
Speicher	Kathleen	12-Jan-07	Science, Technology, Engineering, Arts, Mathematics	Professor	University of Connecticut	Master of Science
Squires	Barbara	14-Jan-02	Liberal Arts & Professional Studies	Professor	Elmira College	Master of Science
Wenner	Ruth	26-Aug-83	Science, Technology, Engineering, Arts, Mathematics	Professor	University of Massachusetts - Amherst	Master of Science
Williams	Kyle	15-Aug-18	Science, Technology, Engineering, Arts, Mathematics	Associate Professor	University of Michigan - Ann Arbor	Doctor of Philosophy

## Full-time Administrators

Last Name	First Name	Hire Date	Department	Title	University/College	Degree Description
Andrews	Paul	03-Aug-09	Recruitment & Admissions	Director of Recruitment & Admissions	Keuka College	Master of Science
Ayanfodun	Babatunde	01-Sep-20	Diversity Initiatives	Director of Diversity Center and Chief Diversity Officer	Syracuse University	Bachelor of Science
Beall	Deborah	19-Jan-04	Liberal Arts & Professional Studies	Associate Dean of Instruction	Northeastern University	Master of Science
Bellinger	Mark	25-Sep-23	Workforce Education & Academic Pathways	Welding Program Coordinator		
Burdick	David	10-Aug-15	Administrative Services	Executive Director of Auxiliary Campus Services	SUNY Empire State College	Bachelor of Arts

Last Name	First Name	Hire Date	Department	Title	University/ College	Degree Description
Bush	Tyre	04-Oct-10	Workforce Education & Academic Pathways	Senior Director of Workforce Education & Academic Pathways	Elmira College	Master of Science
Bushey	Isaac	21-Nov-16	Athletics and Fitness Services	Director of Athletics	Canisius College	Master of Science
Castellana	Dawn Marie	22-May-23	Workforce Education & Academic Pathways	Executive Director of Workforce Development & Academic Pathways	Elmira College	Bachelor of Science
Clary	Shalena	21-Oct-19	Financial Aid	Senior Director of Financial Aid	SUNY IT-Utica	Master of Business Administration
Clay	Maarit	01-Sep-01	Student Development and Enrollment Management	Vice President of Student Development and Enrollment Management	SUNY Binghamton	Master of Arts
Cloke	Amber	03-Jan-22	Workforce Education & Academic Pathways	Program Coordinator	University of Delaware	Master of Education
Cole	Bradley	19-Aug-87	Science, Technology, Engineering, Arts, Mathematics	Associate Dean of Instruction	SUNY Binghamton	Master of Science
Coletta	Nicole	10-Jul-08	Physical Plant	Assistant Director of Physical Plant		
Craig	Kathleen	08-Oct-13	Academic Affairs	Accessibility Coordinator	Loyola College	Master of Arts
Crippen	Cody	31-Aug-22	Residential Life	Coordinator of Residence Life	Alfred University	Master of Science
Crowe	Katie	16-Nov-06	Workforce Education & Academic Pathways	Executive Assistant to Workforce Education & Academic Pathways	SUNY Corning Community College	Associate in Science
Curreri	Kristen	31-May-14	Development Foundation	Executive Assistant to Development Foundation	SUNY Geneseo	Bachelor of Arts
Davis	Kesha	21-Jun-00	Development Foundation	Assistant Director of Advancement Support Services	University of Rochester	Bachelor of Arts
Donley	Michele	18-Aug-23	Human Resources	Assistant Director of Human Resources	SUNY Corning Community College	Associate in Applied Science
Dunham	Beverly	30-May-17	Accounting and Payroll	Payroll Coordinator	Indiana University of Penna	Bachelor of Arts
Farley	Daisia	10-Apr-23	Student Services	Director of Student Life	SUNY Binghamton	Master of Science
Finn	Tammy	01 Sep-20	Liberal Arts & Professional Studies - Nurse Education	Nursing Simulation Lab Coordinator	Chamberlain University	Master of Science in Nursing
Friebis	Michael	08-Jan-18	Public Safety	Assistant Director of Public Safety	SUNY Corning Community College	Associate in Applied Science
Guild	Brenda	10-Sep-18	Academic Affairs	Executive Assistant to Vice President & Dean of Academic Affairs	SUNY Corning Community College	Associate in Applied Science
Hendrickson	Loretta	20-Jun-89	Registrar	Registrar	University of Phoenix	Master of Science
Johnson	Stacy	05-Jan-00	Student Services Administration	Assistant Dean of Student Services	Keuka College	Master of Science
Jones	Tanya	11-Feb-02	Administrative Services	Executive Assistant to Administrative Services	SUNY Corning Community College	Associate in Applied Science
Jubilee	Krystal	16-Aug-18	Liberal Arts & Professional Studies - Nurse Education	Director of Nursing	University of Pennsylvania	Master of Science
Ka-Tandia	Nogaye	01-Jul-10	Office of the President	Executive Assistant to the President	Pennsylvania State University	Master of Science
Kellogg	Jason	5-Jul-23	Workforce Education & Academic Pathways	Director of Automotive Technology	Monroe Community College	Associate in Science

<b>Last Name</b>	<b>First Name</b>	<b>Hire Date</b>	<b>Department</b>	<b>Title</b>	<b>University/ College</b>	<b>Degree Description</b>
Koble	Robert	19-Aug-15	Academic Affairs	Interim Vice President & Dean of Academic Affairs	University of California - Irvine	Doctor of Philosophy
Ladd	Tyler	10-Jul-23	Retention and Educational Planning	Director of Retention and Educational Planning	SUNY Cortland	Bachelor of Science
Lee-Copp	Amanda	26-Jun-23	Retention and Educational Planning	Coordinator of Career & Transfer Services	Mansfield University	Bachelor of Science
Lehman	Ericka	09-May-22	Workforce Education & Academic Pathways	Program Coordinator	SUNY Empire State College	Bachelor of Science
MacDonald	Kristine	12-Nov-18	Instructional Resources	Director of Center for Teaching Innovation and Excellence (CTIE)	Drexel University	Doctor of Education
Mahoney	Darael	13-Jun-22	Workforce Education & Academic Pathways	Program Coordinator	Cornell University	Bachelor of Science
Maki	Jhan	16-Apr-09	Physical Plant	Assistant Director of Physical Plant		
Marchese	John	11-Oct-21	Development Foundation	Executive Director of CCC Development Foundation	University of Notre Dame	Doctor of Philosophy
Mullaney	William	01-Jul-19	President's Office	President	Tulane University	Doctor of Philosophy
O'Connell	Christopher	28-Nov-22	Retention and Educational Planning	Coordinator of Work-Based Learning	University of New England	Bachelor of Science
Patrick	Lisa	09-Aug-21	Administrative Services	Executive Director of Finance	St. Bonaventure University	Master of Business Administration
Perkins	Kimberly	29-Aug-19	Academic Outreach	Director of Accelerated College Education (ACE)	SUNY College at Brockport	Master of Arts
Prestigiacomo	Laura	16-Jul-18	Testing Center	Testing Center Coordinator	University of Minnesota	Bachelors of Science
Radford	Shannon	09-Mar-15	Information Technology	Assistant Director of IT (Applications)	Elmira College	Bachelor of Science
Reed	Kelly	26-Aug-91	Information Technology	Assistant Director of IT (Infrastructure)	Mansfield University	Bachelor of Science
Saunders	Gary	28-Aug-23	Workforce Education & Academic Pathways	Manufacturing Technician Program Director		
Saunders	Kimberly	18-Jul-22	Academic Affairs	Director of Educational Opportunity Program (EOP)	Elmira College	Master of Science
Sellers	Jennifer	21-Oct-13	Instructional Resources	Director of Innovative Learning	University of Michigan - Ann Arbor	Master of Science
Sherman	Donald	12-Jul-21	Marketing & Public Relations	Director of Marketing and Public Relations	Elmira College	Masters of Science
Smith	Mitchell	03-Jan-23	Development Foundation	Director of Development	Indiana State University	Bachelor of Science
Spencer	Kirk	23-Aug-99	Information Technology	Assistant Director of IT (User Services)	Corning Community College	Associate in Applied Science
Tronkowski	Sarah	01-Aug-22	Learning Resources	Assistant Director of Library	Simmons College	Master of Science
Ward	Keith	19-Aug-10	Learning Resources	Assistant Director of Learning Resources	Roberts Wesleyan College	Bachelor of Arts
Ward	Stacy	12-Jun-23	Human Resources	Executive Director of Human Resources	SUNY Empire State	Bachelor of Science
Wesolowski	Bernadette	08-Oct-18	Student Accounts	Bursar	Cleveland State University	Bachelor of Arts
Williams	Calvin	13-Aug-90	Physical Plant	Senior Director of Physical Plant		

# Appendices

## Building Codes

The following chart includes the former building code (prior to 2018) with the current building code.

Former Building Code	Current Building Code	Building Name
A	ADM	Parson's Administration
T	ACP	Airport Corporate Park
U	ELM	Academic & Workforce Development Center
O	OBS	Observatory
E	PLN	Digital Dome
V	SPN	Spencer Crest Nature & Research Center
K	CER	Ceramics
Q	AUT	Auto Tech Buildings
PH	PH	Perry Hall
N	STU	Steuben Hall (former Nursing Building)
C or R	CHM	Chemung Hall (former Classroom Building or Learning Resource Center)
S	SCH	Schuyler Hall (former Science Building)
M	COM	Commons
G	GYM	Gymnasium
HEC	HEC	Health Education Center
L	LIB	Library
Y	Y	High School - ACE Program
Z	Z	Off Campus Location

## ACE High School Codes

Code	High School
Y0002	Addison Central School
Y0004	Alfred-Almond High School
Y0006	Andover High School
Y0008	Arkport High School
Y0110	Athens High School, PA
Y0012	Avoca High School
Y0013	BOCES Southern Tier Bush Campus
Y0014	BOCES Coopers Education Center
Y0015	BOCES Wildwood Campus
Y0016	Bradford High School
Y0020	Campbell Savona High School
Y0022	Canaseraga High School
Y0024	Canisteo-Greenwood High School
Y0025	Canton High School
Y0029	Corning-PP High School
Y0030	Cowanesque Valley High School, PA

Code	High School
Y0037	Elmira High School
Y0191	Friendship Central School
Y0039	Galeton High School, PA
Y0041	Genesee Valley High School
Y0184	Goshen High School
Y0044	Hammondsport High School
Y0046	Haverling High School
Y0048	Hornell High School
Y0050	Horseheads High School
Y0054	Jasper-Troupsburg High School
Y0165	North-Penn Liberty High School, PA
Y0168	North Penn-Mansfield High School, PA
Y0060	Northern Potter High School, PA
Y0058	Notre Dame High School
Y0062	Odessa-Montour High School
Y0066	Prattsburgh High School
Y0170	Sayre High School, PA
Y0074	Spencer-VanEtten High School
Y0078	Thomas A Edison High School
Y0077	Towanda High School
Y0079	Twin Tiers Christian Academy
Y0082	Watkins Glen High School
Y0080	Waverly High School
Y0179	Wayland-Cohocton High School
Y0181	Wellsville High School
Y0182	Whitesville
Y0180	Williamson High School, PA
Y0185	Wyalusing High School

## Off Campus Course Locations

Courses that meet at locations other than sites on the main SUNY CCC Spencer Hill Campus are designated with a room code starting with a "Z..

Room Code	Location
Z1402	Corning-Painted Post Middle School, Victory Highway, Painted Post
Z1403	Arbor Development, 26 S. Bridge St., Corning
Z1404	GST BOCES-Coopers Campus, 9579 Vocational Dr. Painted Post
Z1406	Elmira High School, 777 South Main St., Elmira
Z1409	Corning-Painted Post High School, 201 Cantigney St., Corning
Z1410	Horseheads High School, 401 Fletcher St., Horseheads
Z1414	Arnot Ogden Medical Center, 600 Roe Avenue, Elmira
Z1416	Ernie Davis Academy, 933 Hoffman St., Elmira

<b>Room Code</b>	<b>Location</b>
Z1417	GST BOCES, Wildwood Campus, 1126 Bald Hill Road, Hornell
Z1418	Chemung County DSS, 425 Pennsylvania Avenue, Elmira
Z1423	Hornell High School, 134 Seneca St., Hornell
Z1424	Guthrie Corning Hospital, 1 Guthrie Drive, Corning
Z1425	Ira Davenport Hospital, 7571 State Route 54, Bath
Z1426	Schuyler Hospital, 220 Steuben Street, Montour Falls
Z1427	St. Joseph's Hospital, 555 East Market Street, Elmira
Z1428	Robert Packer Hospital, Guthrie Square, Sayre, PA
Z1429	Arnot Ogden Medical Center, Clute Building, Ivy Street, Elmira
Z1430	Schuyler County Headstart, 323 Owego St., Montour Falls
Z1431	Crystal Lanes, Route 352, East Corning
Z1432	Haverling High School, 25 Ellas Street, Bath
Z1458	Waverly High School, 1 Frederick Street, Waverly
Z1459	171 Cedar Arts Center, 171 Cedar Street, Corning
Z1460	Notre Dame High School, 1400 Maple Avenue, Elmira
Z1472	Watkins Glen High School, 301 12th St., Watkins Glen
Z1476	Corning Museum of Glass, 1 Museum Way, Corning
Z1493	Southern Tier Hospice, 3805 Meads Creek Rd., Painted Post
Z1543	Campbell-Savona Central School, 8455 Co. Rd. 125, Campbell
Z1546	Guthrie Troy Hospital, 275 Guthrie Dr., Troy, PA
Z1556	Spencer VanEtten High School, 16 Dartts Cross Rd., Spencer
Z1557	Corning YMCA, 127 Centerway, Corning
Z1587	Nicholas Noyes Memorial Hospital, 111 Clara Barton St., Dansville
Z1593	Southeastern Steuben Library, 300 Nasser Civic Ctr. Plaza, Corning
Z1595	Fassett School, 309 W. Thurston St., Elmira
Z1601	Corning, Inc.-Sullivan Park, 21 Lynn Morse Rd., Painted Post
Z1610	YWCA Elmira & The Twin Tiers, 211 Lake St., Elmira
Z1635	Elmira Correctional Facility, 1879 Davis St., Elmira
Z1636	Cayuga Medical Center, 101 Dates Dr., Ithaca

Health Education Center  
132 Denison Parkway East  
Corning, NY 14830

## Satellite Campuses

Airport Corporate Park  
360 Daniel Zenker Drive  
Horseheads, NY 14845

Academic & Workforce Development Center  
318 Madison Avenue  
Elmira, NY 14901



# Glossary

The following terms and definitions are probably only a few of those which you might find confusing. Ask your advisor or the Enrollment Advisement Center for the explanation of any confusing term which you find used at CCC.

## A.A. Degree

Associate in Arts degree. A transfer degree requiring at least 45 hours of liberal arts and sciences courses.

## A.A.S. Degree

Associate in Applied Science degree. A career degree preparing students for employment upon completion of their CCC program. Requirements include at least 20 hours of liberal arts and sciences courses while the remaining courses provide the training needed for the student's chosen career field. Although not designed for transfer, many four- year colleges do accept CCC graduates with A.A.S. degrees.

## ADI

Associate Dean of Instruction. Oversees an academic division.

## A.O.S. Degree

Associate in Occupational Studies degree. A career degree in which all the courses relate directly to preparing students for specific careers. It differs from the A.A.S. degree program in that it does not require any liberal arts and sciences courses.

## A.S. Degree

Associate in Science degree. A transfer degree requiring at least 30 credit hours of liberal arts and sciences courses.

## Academic Progress

Set of standards established by an institution that a student must maintain in order to keep matriculation in a degree program and eligibility for financial aid.

## Academic Standing

Official designation by an institution of a student's standing with reference to academic progress standards.

## Advanced Standing

Receiving credit for prior course work, life experience, or examination.

## Articulation Agreements

Formal agreements between CCC and bachelor degree-granting colleges describing conditions for transfer such as GPA and program or course requirements. Also called transfer articulation agreement.

## Associate Degrees

Degrees which require a minimum of 60 credit hours (excluding physical education and certain writing modules) and may be completed in two years of full-time study.

## Auditing a Course

A student is not taking a course for credit, is not required to submit assignments or take tests, and any assignments submitted might not be graded by the Instructor.

## Baccalaureate Degrees

Degrees which are completed in approximately four years of full-time study, generally about 120 to 128 credit hours. They require two years of study at a transfer college after graduating from CCC.

## Career Program

Programs designed to prepare you for a career at the end of two years. They generally lead to A.A.S. (Associate in Applied Science) or A.O.S. (Associate in Occupational Studies) degrees and immediate employment.

## Certificate

Programs requiring approximately 30 hours of course work in a specific career area. Students do not earn an associate degree, but most courses can be applied toward a degree if a student wishes to take additional courses later.

## COIL

Collaboration Online International Learning. An initiative linking SUNY courses with international partners.

## Co-requisite

A course that must be taken at the same time as another course. Course descriptions will identify any co-requisites.

## Credit Hour

Courses are assigned credit hours or equivalent credit hours. A three-credit hour course would meet approximately three hours per week during a regular semester. Laboratory and studio courses require additional time. Equivalent credit hours are awarded in courses which are not applicable to an associate degree. A credit hour is assigned for every fifteen 50-minute sessions of classroom instruction per week for a semester of fifteen weeks, with the expectation of two hours of outside study for each classroom session. If less than two hours of outside study is expected for each session, the amount of in-class time is increased accordingly, as in laboratories and studio courses. Classroom instruction time is also adjusted proportionally for modified academic calendars. For full information on SUNY policy, see

SUNY document number 1305, Credit/Contact Hour, [http://www.suny.edu/sunyp/ documents.cfm?doc\\_id=168](http://www.suny.edu/sunyp/ documents.cfm?doc_id=168).

#### Credit Load

The total number of credit and equivalent credit courses for which a student has registered. Example: A registration of 9 credit hours and 4 equivalent credit hours equals a load of 13 hours.

#### Curriculum

All courses offered. Also refers to program and the full scope of courses needed to complete it.

#### Email

The College uses @corning-cc.edu as an official communication tool for students and employees.

#### Enrollment Advisement Center

The Enrollment Advisement Center (EAC) combines the services of registration, financial aid, and student accounts to create a simplified one-stop location where students can receive assistance with all of these administrative processes.

#### Equivalent Credit Hours

When the content of a course is developmental and not considered college level, equivalent credit hours are earned and are not counted toward degree requirements. Registration in these courses does not count toward full-time status for financial aid purposes unless enrollment is a result of placement tests.

#### Free Elective

Almost any course. Exceptions include physical education activities, equivalent credit courses, and courses designated for a particular program only.

#### Full-Time Student

Anyone enrolled for 12 or more load hours in a semester. A typical course load would be 15 credit hours per semester or approximately five courses.

#### General Education

An undergraduate curriculum of broad, high-quality courses that provides students with a set of non-specialized, coherent and focused educational experiences aimed at enabling students to acquire knowledge and skills that are useful and important for all educated persons regardless of their jobs or professions. Local General Education Requirements. General education requirements established by individual SUNY campuses to either add specificity to the SUNY-GER.

#### Programmatic General Education Requirements

Specific general education requirements associated with individual academic programs, such as requirements in programs leading to teacher

certification that are externally mandated. These may be met within the 30-credit SUNY-GER, but they may also exceed the SUNY-GER (e.g., additional courses, minimum course grades).

#### SUNY General Education Requirement (SUNYGER)

See SUNY.

#### Good Standing

Students who meet the minimum requirements of the Student Progress Policy are considered to be students in good standing.

#### GPA (Grade Point Average)

Overall Grade Point Average (GPA): For each credit hour, points are assigned based on the grade received. This average is calculated by dividing the total grade points earned by the number of credit hours taken.

#### Program Grade Point Average (PGPA)

This is based only on courses being used to fulfill degree and program requirements and is calculated at the time of graduation. Students must have a minimum 2.0 PGPA to graduate. NOTE: Student in the Nursing Program must have a minimum 2.15 PGPA to graduate.

#### Humanities

Art; Music; Foreign Languages; Philosophy; most 2000-level English; Media Communications; Speech; or Theatre; and courses with the prefix HUMA.

#### Institutional Learning Outcomes

The Institutional Learning Outcomes are the expectation of student achievement through curricular and co-curricular activities

#### Laboratory Science

Any science course which has a laboratory experience along with lectures. Examples include Astronomy, Biology, Chemistry, Geology, and Physics.

#### Liberal Arts and Sciences (LAS)

The New York State Education Department requires a minimum number of credits in liberal arts and sciences courses in each registered undergraduate degree program. In all cases, SUNY General Education courses may be counted as liberal arts and sciences courses.

#### Liberal Arts Elective

Any course from the areas of Communication, Humanities, Sciences, Mathematics, and Social Sciences.

#### Matriculation

This is a process that involves application to the College, admission to a specific academic program and enrollment in courses. An advantage of

matriculation is that you officially come under the set of regulations described in the catalog in effect at the date of your matriculation. You must be matriculated to receive financial aid.

#### Module

A short 0.5 or one credit course; sometimes independent studies outside a regular classroom setting.

#### MyCorning

Online access to your educational record.

#### Occupational Degree

A.A.S. and A.O.S. degrees are generally considered occupational degrees. Students in these programs are preparing for a career or job upon graduation from CCC.

#### Part-Time Student

Anyone who is enrolled for fewer than 12 load hours in a semester.

#### Placement into Courses

Except in special circumstances, students entering CCC are required to take assessment tests to determine their level of reading, writing, and mathematical ability for placement into appropriate entry-level courses.

#### Prerequisite

A requirement that must be met before you take a course. Each course description indicates whether or not there is a prerequisite.

#### Prior Learning Assessment (PLA)

The award of academic credit based on the evaluation of verifiable college-level learning achieved outside of a traditional academic environment.

#### Probation

Students who have met the minimum requirements of the Student Progress Policy but have a CGPA below 2.0 are placed on probation. Students on probation are in good standing, but the number of credit hours for which they can register is limited.

#### Recitation

In addition to lectures and laboratories, some courses require a recitation, which is an individual or small group meeting with an instructor.

#### Registration

The process of selecting and registering into courses through self-service or through an advisor.

#### Retest for Course Placement

Students are allowed one retest without special permission. See Educational Planning Center for

details. To confirm placements, students can view their placement information on their MyCorning account under student records and view placements.

#### Social Sciences

Anthropology, Economics, Geography, Government, History, Psychology, or Sociology.

#### STEM

Division of Science, Technology, Engineering, and Mathematics.

#### SUNY

All of the units of the State University of New York, including CCC. SUNY General Education Requirement (SUNY-GER) The 30-credit requirement for SUNY baccalaureate degree recipients, which supports academic excellence as well as student choice, mobility and degree attainment by expecting students to demonstrate achievement of University-wide learning outcomes in seven of ten knowledge and skill areas (two of which are required) and two required competency areas (Basic Communication and Mathematics).

#### Suspension

Students who do not meet minimum academic requirements under the Student Progress Policy are prohibited from attending CCC for one academic year.

#### Sustainability

Meeting the needs of the current generation without compromising the needs of future generations.

#### Syllabus

A statement of the requirements in a course and the course material to be covered. Each professor should give you a syllabus in the first week of class.

#### Tobacco

Includes any lighted or unlighted cigarette, e-cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, and smoke-less or spit tobacco, also known as dip, chew, snuff or snus, in any form.

#### Transcript

An official copy of the permanent record of every course taken and the resulting grades. This permanent record is maintained in the Office of the Registrar.

## Spencer Hill Campus Map

### SUNY Corning Community College

Main Campus:

Spencer Hill  
1 Academic Drive  
Corning (Steuben County), New York 14830

Click this link to open an interactive map of the  
Spencer Hill Campus of SUNY Corning Community  
College

<https://sunycorning.com/map/cccmmap.html>

# Addendum

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## **Additional Course Offerings for Spring 2025**

### **AERO 1010: Aviation Ground School**

Introduction to techniques, procedures, and principles in preparation for the FAA knowledge test for Private Pilot. Principles of flight, aerodynamics, aircraft systems and maintenance, aviation weather, aviation law, navigation, radio communications and other knowledge required for flight training. Additional topics for Part 107 will also be covered. Lecture (3 credit hours) (Fall/Spring).

### **HLTH 1110: Introduction to Health Administration**

A comprehensive course that provides a wide overview of the healthcare management field and addresses its structure, needs, problems, and future opportunities from system, society, and patient perspectives. The focus is centered on healthcare management practices/strategies, the role of business in healthcare, and ways to improve patient health outcomes and systemic challenges from an administrative perspective. Lecture (3 credit hours) (Fall/Spring).

### **MCOM 2600: Film: An Introduction**

Introduces students to concepts fundamental to the analysis and appreciation of film. Topics explored include genre, cinematic style, storytelling, and formal elements such as mise en scène, cinematography, performance, sound, and editing. Helps students analyze and enjoy film as an art form and to consider the roles of film in social, historical, and cultural contexts. Lecture (3 credit hours) (Fall/Spring).

### **OPTC 1010: Introduction to Optics**

This course explains fundamental principles and applications of optics. The basic characteristics and the design of optical components and systems will be discussed. Topics such as the history of optics and the presence of optical phenomenon in our everyday lives will be introduced and examined. Basic optical manufacturing will be presented and a comprehensive look into professional career paths will be explored in the optics industry. Specific areas also covered include geometrical optics, wave optics, metrology, fiber optics, photonics, aberration theory, human vision, and animal vision. Eligible to take ENGL 1010. (Fall/Spring).

### **OPTC 1310: Optical Elements and Ray Optics**

An introductory course dealing with terminology and techniques in the use of analytical and laboratory methods for planning, executing and evaluating arrangements using components such as mirrors,

prisms, thin and thick lenses, diffusers, stops, reticles, and various types of light sources. Reflection, refraction, dispersion, image formation and aberrations are studied with emphasis on the ray concept of light. Lecture/laboratory. Prerequisites: Eligible to take ENGL 1010. Completion of MATH 1230. Lab Fee. (Fall/Spring).

### **OPTC 2020: Photoscience**

The Digital Single Lens Reflex camera (DSLR) is studied as an example of a modern digital imaging system. Modern camera features and functions are explored and compared to the original (film) cameras. Students use a DSLR to capture and present photographs in lab projects that lead them through technical functions as well as artistic presentation. Lecture/laboratory. Prerequisite: Eligible to take ENGL 1010. Lab Fee. (Fall/Spring).

### **PSYC 2300: Foundations of Sport Psychology**

This course delves into the relationship between the mind and athletic performance. Through a blend of theory and practical application, students will explore various psychological factors influencing athletes' behavior, performance, and overall well-being. Topics include motivation, goal setting, stress management, confidence building, team dynamics, and the psychological impact of injury. Students will also examine strategies for enhancing mental resilience, optimizing performance, and fostering a positive psychological climate within sports environments. Lecture (3 credit hours) (Fall/Spring).

# Academic Programs

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## Accounting/Financial Management

### **Degree Type**

Associate in Science

### **Type**

Transfer

Division of Liberal Arts and Professional Studies

Associate Dean: Deborah Beall

Upon completion, students in the AS in Accounting program will be prepared for transfer to four-year bachelor's degree programs in accounting. This program is designed to parallel the courses they would otherwise be taking during the first two years of study at a four-year college. A faculty advisor will guide students in selecting electives that will make transferring to a four-year college as efficient as possible. Corning Community College has recently developed bachelor's (four-year) degree completion and transfer credit agreements with other colleges in our region. Students who complete the program will also be prepared for immediate entry-level positions such as bookkeeper, accounting clerk, office manager, accounts payable or accounts receivable clerk, tax preparer, or inventory clerk.

Students in this program must meet 7 of the 10 SUNY Knowledge and Skills areas, 2 core competencies (Critical Thinking and Information Literacy), and have 30 SUNY General Education credits. Please note that of the 7 Knowledge and Skills areas, the following 4 are required: Communication-Written and Oral; Mathematics and Quantitative Reasoning; Natural Sciences and Scientific Reasoning; and Diversity, Equity, Inclusion, and Social Justice. For more information on the SUNY General Education requirements please see General Education Requirements.

Graduates are able to:

- Demonstrate the foundation of business knowledge required to successfully complete the next level of courses post CCC;
- Have the ability to complete a baccalaureate degree in two years post CCC;
- Have the opportunity to specialize in a variety of business-related areas;
- Achieve a broad-based liberal arts education suitable to multiple applications and transfer programs of study.
- Develop the basic skills required in designing and maintaining a moderately complex, double entry set of accounting records;
- Describe the theoretical foundations of the accounting discipline;
- Develop basic quantitative skills required by those who are employed in entry-level book-keeping positions;
- Understand basic written and oral communication skills required by those who are employed in entry-level accounting positions;

## Program Requirements

Item #	Title	Credits
ENGL 1010	College Composition I	3.0
ENGL 1020	College Composition II	3.0
	MATH 1310 or higher	3
	Laboratory Science Electives	6
ECON 2001	Principles of Economics - Macro	3.0
ECON 2002	Principles of Economics - Micro	3.0
SPCH 1080	Public Speaking	3.0
	Liberal Arts & Sciences Electives	3
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3
MKTG 2050	Principles of Marketing	3.0
	Accounting Program Elective	6
ACCT 1030	Financial Accounting	4.0
ACCT 1040	Managerial Accounting	4.0
BUSN 1100	Business Applications and Solutions	3.0
BUSN 1040	Principles of Business	3.0
BUSN 1231	Business Law I	3.0
BUSN 2053	Business Statistics & Data Analysis	4.0
MGMT 2041	Principles of Management	3.0
	Total Credits	63

### Course Sequencing

#### First Semester

Intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.

Item #	Title	Credits
ACCT 1030	Financial Accounting	4.0
ENGL 1010	College Composition I	3.0
	MATH 1310 or higher	3
BUSN 1100	Business Applications and Solutions	3.0
BUSN 1040	Principles of Business	3.0

#### Second Semester

Item #	Title	Credits
ENGL 1020	College Composition II	3.0
	Laboratory Science Elective	3
ACCT 1040	Managerial Accounting	4.0
ECON 2001	Principles of Economics - Macro	3.0
SPCH 1080	Public Speaking	3.0

#### Third Semester

Item #	Title	Credits
MKTG 2050	Principles of Marketing	3.0
	Laboratory Science Elective	3
ECON 2002	Principles of Economics - Micro	3.0
BUSN 1231	Business Law I	3.0
	Accounting Program Elective	3

## Fourth Semester

Item #	Title	Credits
MGMT 2041	Principles of Management	3.0
BUSN 2053	Business Statistics & Data Analysis	4.0
	Liberal Arts & Sciences Electives	3
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3
	Accounting Program Elective	3

## Footnotes

\*Based on placement, students might be required to take developmental and/or prerequisite classes before taking the required English and Math courses.

\*Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course: See General Education Requirements for courses that meet this requirement.

\*Liberal Arts & Sciences Electives: Should be chosen from The Arts, US History & Civic Engagement, World History & Global Awareness, or World Languages. For a list of courses, see General Education Requirements.



## Business Administration

### Degree Type

Associate in Applied Science

### Type

Career

Division of Liberal Arts & Professional Studies

Associate Dean: Deborah Beall

The (AAS) career program in Business Administration offers an excellent opportunity for students looking for employment following graduation with an Associate's degree. This program enables students to develop the proficiencies necessary for entry-level employment in fields such as marketing, sales, management, customer service, office management, administrative support, and hospitality. The career program offers a range of program requirements and electives for entrepreneurs who want to develop the skills to start and manage a small business. While most of the coursework is centered on general business subjects, the diversity of liberal arts courses allows students a deeper understanding of business associates, customers, and others.

Graduates will be able to:

- Demonstrate the foundation of business knowledge required to successfully complete the transition to a position in business;
- Understand a broad based liberal arts education suitable to multiple applications and occupations;
- Provide educational enhancement opportunities for employers looking to increase the expertise of their employees.

## Program Requirements

Item #	Title	Credits
ENGL 1010	College Composition I	3.0
ENGL 1020	College Composition II	3.0
	MATH 1110 or Higher	3
	Social Sciences Elective	3
	ECON 1000, ECON 2001, or ECON 2002	3
	Humanities Elective	3
	Laboratory Science Elective	3
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3
	Business Program Electives	12
	Management Elective	3
	ACCT 1000 or ACCT 1030	4
BUSN 1055	Professionalism	3.0
BUSN 1033	Applied Business Mathematics	3.0
BUSN 1030	Business Communications	3.0
BUSN 1040	Principles of Business	3.0
BUSN 1100	Business Applications and Solutions	3.0
BUSN 1231	Business Law I	3.0
BUSN 1232	Business Law II	3.0
	Total Credits	64

## Course Sequencing

## First Semester

Intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.

Item #	Title	Credits
ENGL 1010	College Composition I	3.0
BUSN 1040	Principles of Business	3.0
BUSN 1100	Business Applications and Solutions	3.0
	MATH 1110 or Higher	3
	Business Program Electives	3

## Second Semester

Item #	Title	Credits
ENGL 1020	College Composition II	3.0
	ACCT 1000 or ACCT 1030	4
BUSN 1030	Business Communications	3.0
BUSN 1231	Business Law I	3.0
BUSN 1055	Professionalism	3.0

## Third Semester

Item #	Title	Credits
	Economics Elective	3
	Humanities Elective	3
BUSN 1232	Business Law II	3.0
BUSN 1033	Applied Business Mathematics	3.0
	Business Program Electives	3

## Fourth Semester

Item #	Title	Credits
	Laboratory Science Elective	3
	Social Sciences Elective	3
	Business Program Electives	6
	Management Elective	3
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3

## Footnotes

\*Based on placement, students might be required to take developmental and/or prerequisite classes before taking the required English and Math courses.

\*Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course: See General Education Requirements for courses that meet this requirement.

\*Social Sciences Elective: PSYC 1101, or any other social science course designated as meeting the SUNY Critical Thinking competency requirement, is recommended.

\*Humanities Elective: SPCH1080, or any other humanities course designated as meeting the SUNY Oral Communication competency, is recommended.

## Business Administration (Transfer Program)

### Degree Type

Associate in Science

### Type

Transfer

Division of Liberal Arts & Professional Studies

Associate Dean: Deborah Beall

Students seeking a bachelor's degree in accounting, business, economics, marketing, sports marketing, business management, sports management, human resource management, operations, management, tourism, hospitality, entrepreneurship, or finance should take the Associate in Science (AS) degree transfer program of study. This program is designed to parallel the courses they would otherwise be taking during the first two years of study at a four-year college. A faculty advisor will guide students in selecting electives that will make transferring to a four-year college as efficient as possible. After completion of our AS degree, many students choose to work while finishing their bachelor's degree, as Corning Community College has recently developed bachelor's (four-year) degree completion and articulation agreements with other colleges in our region.

Students in this program must meet 7 of the 10 SUNY Knowledge and Skills areas, 2 core competencies (Critical Thinking and Information Literacy), and have 30 SUNY General Education credits. Please note that of the 7 Knowledge and Skills areas, the following 4 are required: Communication-Written and Oral; Mathematics and Quantitative Reasoning; Natural Sciences and Scientific Reasoning; and Diversity, Equity, Inclusion, and Social Justice. For more information on the SUNY General Education requirements please see General Education Requirements.

Graduates will be able to:

- Demonstrate the foundation of business knowledge required to successfully complete the next level of courses post CCC;
- Have the ability to complete a baccalaureate degree in two years post CCC;
- Have the opportunity to specialize in a variety of business-related areas;
- Achieve a broad-based liberal arts education suitable to multiple applications and transfer programs of study.

## Program Requirements

Item #	Title	Credits
ENGL 1010	College Composition I	3.0
ENGL 1020	College Composition II	3.0
	MATH 1310 or higher	3
ECON 2001	Principles of Economics - Macro	3.0
ECON 2002	Principles of Economics - Micro	3.0
	Laboratory Science Electives	6
SPCH 1080	Public Speaking	3.0
MGMT 2041	Principles of Management	3.0
	Liberal Arts & Sciences Electives	6
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3
ACCT 1030	Financial Accounting	4.0
ACCT 1040	Managerial Accounting	4.0
BUSN 1040	Principles of Business	3.0
BUSN 1231	Business Law I	3.0
BUSN 2053	Business Statistics & Data Analysis	4.0
BUSN 1100	Business Applications and Solutions	3.0
MKTG 2050	Principles of Marketing	3.0
	Business Administration Transfer Program Elective	3
	Total Credits	63

### Course Sequencing

## First Semester

Intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.

Item #	Title	Credits
BUSN 1040	Principles of Business	3.0
ENGL 1010	College Composition I	3.0
BUSN 1100	Business Applications and Solutions	3.0
	MATH 1310 or higher	3
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3

## Second Semester

Item #	Title	Credits
ACCT 1030	Financial Accounting	4.0
ENGL 1020	College Composition II	3.0
	Laboratory Science Elective	3
	Liberal Arts and Sciences Elective	3
ECON 2001	Principles of Economics - Macro	3.0

## Third Semester

Item #	Title	Credits
ACCT 1040	Managerial Accounting	4.0
MKTG 2050	Principles of Marketing	3.0
	Laboratory Science Elective	3
ECON 2002	Principles of Economics - Micro	3.0
	Liberal Arts and Sciences Elective	3

## Fourth Semester

Item #	Title	Credits
BUSN 2053	Business Statistics & Data Analysis	4.0
	Business Administration Transfer Program Elective	3
SPCH 1080	Public Speaking	3.0
BUSN 1231	Business Law I	3.0
MGMT 2041	Principles of Management	3.0

## Footnotes

\*Based on placement, students might be required to take developmental and/or prerequisite classes before taking the required English and Math courses.

\*If a student needs to take lower-level math courses in preparation for the required math courses, the extra hours of math credit can be used as part of liberal arts and sciences electives. Students will be guided in their MATH selections based upon prospective transfer schools.

\*Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course: See General Education Requirements for courses that meet this requirement.

\*Liberal Arts & Sciences Electives: Should be chosen from The Arts, US History & Civic Engagement, World History & Global Awareness, or World Languages. For a list of courses, see General Education Requirements.

# Chemical Dependency Counseling

## Degree Type

Associate in Applied Science

## Type

Career

Division of Liberal Arts & Professional Studies

Associate Dean: Deborah Beall

This program is designed to prepare students to enter the field of alcoholism and substance abuse treatment. Graduates will be able to:

- Use communication skills to understand consumer problems and assist in problem solving;
- Perform essential case management functions including interviewing, record keeping, gathering intake information, making referrals, and identifying consumer problems and issues;
- Maintain professional and ethical standards;
- Understand and respond to potential crisis issues and situations;
- Identify and contact human services resources and agencies in the community;
- Interact in group settings, including counseling and education groups provided for treatment purposes.

Corning Community College is a New York State Office of Alcoholism and Substance Abuse Service (OASAS) approved education provider. Required courses for the Chemical Dependency Counseling AAS meet OASAS requirements for 350 hours of training for NYS OASAS Credential Alcoholism and Substance Abuse Counselor (CASAC).

## Program Requirements

**Note: A grade of "C" or better in HUSR 1030, 1040, 1110, 1221, 1510, 1620, 2010, 2963, 2964, and HLTH 1202 and 1203 is required to successfully earn a degree in this program.**

Item #	Title	Credits
ENGL 1110	College Communication	3.0
ENGL 1020	College Composition II	3.0
	MATH 1310 or higher	4
SOCI 1010	Introduction to Sociology	3.0
PSYC 1101	Introduction to Psychological Science	3.0
BIOL 1050	Introduction to Human Biology	0.0-3
	Laboratory Science Elective	3
HUSR 1030	Introduction to Helping Skills and Pre-Practicum	3.0
HUSR 1040	Human Services II	3.0
HUSR 1110	Substance Use Disorder Counseling I	3.0
HUSR 1510	Group Dynamics	3.0
HUSR 1620	Ethics for Human Services/Chemical Dependency Counselors	3.0
HUSR 2010	Substance Use Disorder Counseling II	3.0
HUSR 2963	Chemical Depend Practicum I	0.0-6
SOCI 2210	Social Justice, Inequity, and Diversity	3.0
HLTH 1202	Perspectives of Drugs and Society	3.0
HLTH 1203	Perspectives of Alcohol	3.0
	Perspectives of Alcohol and Society	
HLTH 2900	Peer Recovery Advocacy & Coaching	3.0
	General Education Coursework	6
	Total Credits	55-64

## Course Sequencing

## First Semester

Intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.

Item #	Title	Credits
ENGL 1110	College Communication	3.0
MATH 1310	Elementary Statistics	4.0
PSYC 1101	Introduction to Psychological Science	3.0
HUSR 1030	Introduction to Helping Skills and Pre-Practicum	3.0
HUSR 1110	Substance Use Disorder Counseling I	3.0

## Second Semester

Item #	Title	Credits
ENGL 1020	College Composition II	3.0
HUSR 1040	Human Services II	3.0
BIOL 1050	Introduction to Human Biology	0.0-3
SOCI 1010	Introduction to Sociology	3.0
HUSR 2010	Substance Use Disorder Counseling II	3.0
HLTH 1202	Perspectives of Drugs and Society	3.0

## Third Semester

Item #	Title	Credits
HUSR 1510	Group Dynamics	3.0
HLTH 1203	Perspectives of Alcohol Perspectives of Alcohol and Society	3.0
	Laboratory Science Elective	3
SOCI 2210	Social Justice, Inequity, and Diversity	3.0
HUSR 1620	Ethics for Human Services/Chemical Dependency Counselors	3.0

## Fourth Semester

Item #	Title	Credits
HUSR 2963	Chemical Depend Practicum I	0.0-6
HLTH 2900	Peer Recovery Advocacy & Coaching	3.0
	General Education Coursework	6

## Footnotes

1. HUSR 2963: This course may be taken only with the permission of the Instructor and must be completed within a drug/alcohol treatment facility.

2. ENGL 1110: Students may take ENGL 1010 and SPCH 1080 in place of ENGL 1110.

3. General Education Coursework: Must be selected from the following areas: Art, World Language, American History, Other World Civilizations, Western Civilization, or Oral Communications. Students are advised to choose from a category they have not already earned credit in.

\* Based on placement, students might be required to take developmental and/or prerequisite classes before taking the required English and Math courses.

# Chemical Technology

## Degree Type

Associate in Applied Science

## Type

Career

Division of STEAM

Associate Dean: Bradley Cole

Chemical technicians work in research, process improvement, product development, measurement documentation, environmental testing, and quality control. They help design, setup, and analyze experiments in research, product/process development and quality control. They select and order materials and equipment, operate sophisticated instruments, and perform physical and chemical analyses on raw materials and products. Chemical technicians do experiments to obtain reliable data and use computers to analyze data and communicate information. They often work with other professionals to solve problems. The Chemical Technology program is flexible. It emphasizes fundamentals and practical applications in order to train students for immediate employment and prepares them to continue to work towards an advanced degree. Students will have the opportunity to participate in a work internship that will allow them to gain on-the-job experience and skills that will enhance their ability to procure employment after graduation. Students in the Chemical Technology program may be required to complete a criminal background check, child abuse screening, and/or drug testing due to the requirements of their internship location. Acceptable results will be determined by the internship site.

Graduates will be able to:

- Operate laboratory instruments, perform reliable scientific measurements;
- Use chemical and technical language, design experiments, evaluate experimental design;
- Prepare samples for experiments;
- Write standard operating procedures (SOPs);
- Document results of experiments;
- Analyze scientific data;
- Use quality control measures in scientific experiments;
- Perform common chemical calculations, and draw chemical structures using computer programs;
- They will locate information in databases and evaluate scientific journal articles.

Opportunities for employment are excellent and feedback from those who have transferred to institutions such as Syracuse, RIT, University of Rochester, Penn State, Cornell, and Alfred indicates CCC students are well prepared academically.

## Program Requirements

Item #	Title	Credits
ENGL 1110	College Communication	3.0
ENGL 1020	College Composition II	3.0
	Social Sciences Elective	3
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3
	MATH 1215 or higher	6
MATH 1310	Elementary Statistics	4.0
	CHEM 1510 and CHEM 1520 or CHEM 1010 and CHEM 1020	8
CHEM 2010	Organic Chemistry I	0.0-5
CHEM 2020	Organic Chemistry II	0.0-5
CHEM 2033	Analytical Chemistry	0.0-5
CHEM 2043	Chemical Instrumentation	0.0-5
	Chemical Technology Electives	9
	Free Electives	3
	Wellness	2
	Total Credits	64

## Course Sequencing

## First Semester

Intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.

Item #	Title	Credits
ENGL 1110	College Communication	3.0
	MATH 1215 or higher	3
	CHEM 1510 or CHEM 1020	4
	Free Electives	3
	Social Sciences Elective	3
	Wellness (Activity Component)	1

## Second Semester

Item #	Title	Credits
ENGL 1020	College Composition II	3.0
	MATH 1225 or Higher	3
	CHEM 1520 or CHEM 1010	4
MATH 1310	Elementary Statistics	4.0
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3

## Third Semester

Chemical Technology Elective: GEOL 1510 or MECH 1050 recommended.

Item #	Title	Credits
CHEM 2010	Organic Chemistry I	0.0-5
CHEM 2033	Analytical Chemistry	0.0-5
	Chemical Technology Elective	3
	Wellness (Awareness Component)	1

## Fourth Semester

Chemical Technology Electives: CHTK 2960 and SCIN 2000 recommended.

Item #	Title	Credits
CHEM 2020	Organic Chemistry II	0.0-5
CHEM 2043	Chemical Instrumentation	0.0-5
	Chemical Technology Electives	6

## Footnotes

\*CHEM 1010/1020 and 1510/1520: For those who have recently successfully completed high school chemistry, CHEM 1510-1520 should be selected.

\*Chemical Technology Electives: Select **three (3)** courses from the following: BIOL 1510 or higher; CHTK 2960; ELEC 1010 or higher; ENGR 1030 or higher; MECH 1050 or higher; GEOL 1510; MATH 1413 or higher; PHYS 1010 or higher; SCIN 2000, TECH 1110 or 1120. **MECH 1050 or ENGR 1030, GEOL 1510, and SCIN 2000 are recommended.**

\*ENGL 1110: Students may take ENGL 1010 and SPCH 1080 in place of ENGL 1110.

\* Based on placement, students might be required to take developmental and/or prerequisite classes before taking the required English and Math courses.



## Community and Public Health

### **Degree Type**

Associate in Science

### **Type**

Transfer

Division of Liberal Arts & Professional Studies

Associate Dean: Deborah Beall

Public and Community Health Education is a field with many opportunities and room to grow and explore. This program can provide you with the introductory, but specialized knowledge and skills you need to address current and emerging public and community health issues. With the rapid development of new technologies for disease prevention and promotion of health, public and community health professionals require a broad-ranging education with emphases on problem-solving skills and an understanding of the complexity of creating individual and community health. Biostatisticians apply statistical theory, methods, and techniques to the planning, development, and evaluation of health programs and problems. They collect and analyze various types of information such as demographic and vital statistics, social and business data, health resources statistics, and other forms of social and economic data that are relevant to modern health problems. Upon completion, transfer degree options include health education, health promotion, wellness, nutrition, public health, health management or epidemiology/biostatistics. An A.S. in Public and Community Health offers you a foundation that will prepare you for further education and a career in service to humanity.

Students in this program must meet 7 of the 10 SUNY Knowledge and Skills areas, 2 core competencies (Critical Thinking and Information Literacy), and have 30 SUNY General Education credits. Please note that of the 7 Knowledge and Skills areas, the following 4 are required: Communication-Written and Oral; Mathematics and Quantitative Reasoning; Natural Sciences and Scientific Reasoning; and Diversity, Equity, Inclusion, and Social Justice. For more information on the SUNY General Education requirements please see General Education Requirements.

Graduates are able to:

- Demonstrate the ability to interpret and analyze evidence-based health and wellness information in order to make sound decisions and solve problems as they apply to community and public health.
- Demonstrate basic knowledge and skills in assessment, planning, implementation and evaluation of individual and community health needs.
- Identify and utilize behavioral strategies to promote positive lifestyle choices and improve the health of individuals and communities.
- Demonstrate proficiency in suitable technologies, scientific inquiry skills and communication strategies relevant to community and public health issues;
- Demonstrate the ability to discuss and integrate the importance and influence of social and cultural factors and their effects on public health.

High school or equivalent preparation required.

## Program Requirements

Item #	Title	Credits
	ENGL 1010 or 1110	3
ENGL 1020	College Composition II	3.0
	MATH 1310 or higher	4
	Laboratory Sciences	8
PSYC 1101	Introduction to Psychological Science	3.0
SOCI 1010	Introduction to Sociology	3.0
SPCH 1080	Public Speaking	3.0
	Liberal Arts & Sciences Electives	3
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3
	Concentration Requirements	19
HLTH 1207	Foundations of Personal Health	3.0
HLTH 1700	Principles of Public and Community Health Education	3.0
HLTH 1400	Global Health	3.0
HLTH 1510	Introduction to Nutrition	0.0-3
	Total Credits	61-64

### Course Sequencing

## Health and Physical Education/Teacher Preparation Track

Intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.

### First Semester

Item #	Title	Credits
ENGL 1010	College Composition I	3.0
	MATH 1310 or higher	4
	BIOL 1210 or 2020	4
PSYC 1101	Introduction to Psychological Science	3.0
	World Languages	4

### Second Semester

Item #	Title	Credits
ENGL 1020	College Composition II	3.0
	BIOL 1220 or 2030	4
	HLTH 2212 or PEPD 1200	3
SOCI 1010	Introduction to Sociology	3.0
HLTH 1207	Foundations of Personal Health	3.0

### Third Semester

Item #	Title	Credits
SPCH 1080	Public Speaking	3.0
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3
HLTH 1400	Global Health	3.0
HLTH 1510	Introduction to Nutrition	0.0-3
HLTH 1700	Principles of Public and Community Health Education	3.0

### Fourth Semester

Item #	Title	Credits
	Liberal Arts & Sciences Electives	3
HLTH 1202	Perspectives of Drugs and Society	3.0
HLTH 1201	Human Sexuality	3.0
	Concentration Electives	6

## Community and Public Health Education Track

Intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.

### First Semester

Item #	Title	Credits
ENGL 1010	College Composition I	3.0
	MATH 1310 or higher	4
	BIOL 1050 or BIOL 1210 or BIOL 2020	4
PSYC 1101	Introduction to Psychological Science	3.0
HLTH 1207	Foundations of Personal Health	3.0

### Second Semester

Item #	Title	Credits
ENGL 1020	College Composition II	3.0
	Laboratory Science Elective	4
SOCI 1010	Introduction to Sociology	3.0
HLTH 1700	Principles of Public and Community Health Education	3.0
	World Languages	4

### Third Semester

Item #	Title	Credits
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3
HLTH 1400	Global Health	3.0
HLTH 1510	Introduction to Nutrition	0.0-3
HLTH 2100	Life Coaching for Health Behavior Change	3.0
HLTH 1610	Grant Wrtg & Fund Comm Hlth	3.0

### Fourth Semester

Item #	Title	Credits
	Liberal Arts & Sciences Electives	3
HLTH 2400	Stress Management	3.0
HLTH 2800	Fundamentals of Applied Epidemiology and Biostatistics	3.0
	Internship (INTR)	3
SPCH 1080	Public Speaking	3.0

## Allied Health Track

Intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.

### First Semester

Item #	Title	Credits
ENGL 1010	College Composition I	3.0
	MATH 1310 or higher	4
	BIOL 1210 or 2020	4
HLTH 1207	Foundations of Personal Health	3.0
PSYC 1101	Introduction to Psychological Science	3.0

## Second Semester

Item #	Title	Credits
ENGL 1020	College Composition II	3.0
	BIOL 1220 or 2030	4
SOCI 1010	Introduction to Sociology	3.0
HLTH 2212	Introduction to Health Education and Wellness Education	3.0
SPCH 1080	Public Speaking	3.0

## Third Semester

Item #	Title	Credits
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3
BIOL 2010	Microbiology	0.0-4
HLTH 1400	Global Health	3.0
HLTH 1510	Introduction to Nutrition	0.0-3
HLTH 1700	Principles of Public and Community Health Education	3.0

## Fourth Semester

Item #	Title	Credits
	Liberal Arts & Sciences Electives	3
	Concentration Elective	3
HLTH 1201	Human Sexuality	3.0
HLTH 1202	Perspectives of Drugs and Society	3.0
HLTH 2800	Fundamentals of Applied Epidemiology and Biostatistics	3.0

## Health and Fitness Promotion Track

Intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.

## First Semester

Item #	Title	Credits
ENGL 1010	College Composition I	3.0
	MATH 1310 or higher	4
	BIOL 1210 or 2020	4
PSYC 1101	Introduction to Psychological Science	3.0
	HLTH 2212 or PEPD 1200	3

## Second Semester

Item #	Title	Credits
ENGL 1020	College Composition II	3.0
	BIOL 1220 or 2030	4
SOCI 1010	Introduction to Sociology	3.0
HLTH 1207	Foundations of Personal Health	3.0

## Third Semester

Concentration Elective: PFIT or PEPD.

Item #	Title	Credits
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3
SPCH 1080	Public Speaking	3.0
HLTH 1400	Global Health	3.0
HLTH 1510	Introduction to Nutrition	0.0-3
HLTH 1700	Principles of Public and Community Health Education	3.0
	Concentration Electives	3

## Fourth Semester

Item #	Title	Credits
	Liberal Arts & Sciences Electives	3
	Concentration Elective	4
HLTH 2100	Life Coaching for Health Behavior Change	3.0

## Nutritional Sciences Track

Intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.

### First Semester

Item #	Title	Credits
ENGL 1010	College Composition I	3.0
	MATH 1310 or higher	6
PSYC 1101	Introduction to Psychological Science	3.0
BIOL 1510	General Biology I	0.0-4
CHEM 1510	General Chemistry I	0.0-4

### Second Semester

Item #	Title	Credits
ENGL 1020	College Composition II	3.0
BIOL 1520	General Biology II	0.0-4
CHEM 1520	General Chemistry II	0.0-4
SOCI 1010	Introduction to Sociology	3.0
HLTH 1207	Foundations of Personal Health	3.0

### Third Semester

Item #	Title	Credits
BIOL 2020	Human Anatomy & Physiology I	0.0-4
HLTH 1400	Global Health	3.0
HLTH 1510	Introduction to Nutrition	0.0-3
	Liberal Arts & Sciences Electives	3
	Concentration Electives	3

### Fourth Semester

Item #	Title	Credits
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3
BIOL 2030	Human Anatomy & Physiology II	0.0-4
SPCH 1080	Public Speaking	3.0
HLTH 1700	Principles of Public and Community Health Education	3.0

## Footnotes

\*Based on placement, students might be required to take developmental and/or prerequisite classes before taking the required English and Math courses.

\*HLTH 210Q: In the Health and Fitness Promotion Track, this course must be taken in the 4th semester of study, as an Associate's Degree is required prior to taking the American Council on Exercise (ACE) for the Health Coach Certification Exam. Successful completion of the exam will result in the ACE Health Coach Certification.

\*Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course: See General Education Requirements for courses that meet this requirement.

## Computer Aided Drafting (CAD)

### Degree Type

Certificate

### Type

Career

Division of STEAM

Associate Dean: Bradley Cole

Drafting is an intensive program emphasizing the development of manual and computer aided (CAD) drafting skills. Graduates will have hands on knowledge of machining process for the creation of machine components from raw stock to quality control inspection using the ANSI standard for geometric dimensioning and tolerance. Should students decide to continue their education in the pursuit of an A.A.S degree in technology, the majority of these courses apply directly to the A.A.S. degree programs in Mechanical Technology: CAD Design, Manufacturing, and Machine Tool Technology as directed below.\*\*

Graduates will be able to:

- Develop skills to use AutoCAD and SolidWorks to create working drawings to expected industry standards.
- Produce 2-D drawings and 3-D models for import into computer assisted manufacturing (CAM) software for computer numerical control (CNC) machining program generation;

While not a specific program requirement, in order to graduate from this program students must demonstrate the writing skills necessary to enter ENGL 1010 (College Composition I).

## Program Requirements

Item #	Title	Credits
CADD 1700	Computer Aided Drafting I	0.0-3
CADD 2710	Computer Aided Drafting II	0.0-3
MACH 1040	Precision Machining I	0.0-5
MECH 1050	Engineering Graphics I	0.0-3
MECH 1550	Engineering Graphics II	0.0-3
MECH 1560	CNC Programming	0.0-3
MECH 1570	Dimensional Metrology	0.0-3
TECH 1120	Spreadsheet Applications in Technology	1.0
	MATH 1230 or higher	3
	Computer Aided Drafting (CAD) Elective	3
	Total Credits	7-30

## Course Sequencing

## First Semester

Intended as a guide for academic planning. It need not be followed exactly or completed in two semester.

Item #	Title	Credits
	MATH 1230 or higher	3
MECH 1050	Engineering Graphics I	0.0-3
TECH 1120	Spreadsheet Applications in Technology	1.0
MACH 1040	Precision Machining I	0.0-5
CADD 1700	Computer Aided Drafting I	0.0-3

## Second Semester

Item #	Title	Credits
MECH 1550	Engineering Graphics II	0.0-3
MECH 1560	CNC Programming	0.0-3
MECH 1570	Dimensional Metrology	0.0-3
CADD 2710	Computer Aided Drafting II	0.0-3
	Computer Aided Drafting (CAD) Elective	3

## Footnotes

\*Based on placement, students might be required to successfully complete preparatory course(s) before attempting further course or program requirements. It is essential to discuss this with an advisor.

\*Elective: Select from ENGL 1010; MATH 1240; GEOG 1210; and any CADD, CRST, ELEC, MACH, MECH, MFGT, TECH course. \*Mechanical drawing experience is recommended.

\*\*21 of the 30 credit hours of this program apply towards the specific 64 credit requirement of the Machine Tool Technology A.A.S. program allowing a student the opportunity to apply the credits earned in the certificate towards the completion of a two-year degree.

\*\*24 of the 30 credit hours of this program apply towards the specific 64 credit requirement of the Mechanical Technology: CAD Design A.A.S. program allowing a student the opportunity to apply the credits earned in the certificate towards the completion of a two-year degree.



# Computer Numerical Control Programming

## Degree Type

Certificate

## Type

Career

Division of STEAM

Associate Dean: Bradley Cole

This certificate is designed to prepare students for a position operating or writing coded instructions (programs) for automated computer numerically controlled (CNC) machines. Programming is done both by hand and with the use of PC based automatic programming (Mastercam) software. CNC programs are written in both standard M & G code and conversational formats. Machining experience is acquired through the operation of both CNC machining centers and conventional machine tools, which include two vertical and one horizontal machining centers (two of which are equipped with automatic tool changers), and an array of standard milling, grinding, and turning machines (some of which are equipped with state-of-the-art digital readout systems). Inspection devices used include optical comparators, coordinate measuring machines, digital height gauges, as well as other traditional measuring tools. Students with experience in the machine trades or other technical occupations may qualify for some credit through challenge examinations. They should discuss this with their faculty advisor.

Graduates will be able to:

- Have the tools necessary to program in both a production and tool-shop environment;
- Generate CNC code by both manual and computer-assisted methods;
- Understand the aspects of machine programs, tooling and first piece inspection, and state-of-the-art software and hardware systems.

While not a program requirement, students must demonstrate the writing skills necessary to enter ENGL 1010 in order to graduate from this program. Based on assessment, students might be required to take developmental English to fulfill this requirement. High school or equivalent preparation is required; it is also recommended that students have at least the equivalent of two years mathematics including algebra and either geometry or intermediate algebra. Some required classes are held at off-site locations evenings and weekends. Students must provide their own transportation.

## Program Requirements

Item #	Title	Credits
MACH 1040	Precision Machining I	0.0-5
MECH 1560	CNC Programming	0.0-3
MACH 2400	CNC Machining	0.0-5
MACH 2410	Tooling Technology	0.0-4
MECH 1570	Dimensional Metrology	0.0-3
MECH 1050	Engineering Graphics I	0.0-3
CADD 1700	Computer Aided Drafting I	0.0-3
MATH 1230	Elements of Applied Mathematics I	3.0
MATH 1240	Elements of Applied Math II	3.0
Total Credits		6-32

## Course Sequencing

### First Semester

Intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.

Item #	Title	Credits
MACH 1040	Precision Machining I	0.0-5
MATH 1230	Elements of Applied Mathematics I	3.0

## Second Semester

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
MECH 1050	Engineering Graphics I	0.0-3
MATH 1240	Elements of Applied Math II	3.0
MECH 1560	CNC Programming	0.0-3

## Third Semester

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
MACH 2400	CNC Machining	0.0-5
CADD 1700	Computer Aided Drafting I	0.0-3

## Fourth Semester

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
MACH 2410	Tooling Technology	0.0-4
MECH 1570	Dimensional Metrology	0.0-3

## Footnotes

\*Based on placement, students may be required to take MATH 0960, before taking math credit courses.

\*29 of the 32 credit hours of this program apply towards the specific 64 credit requirement of the Machine Tool Technology A.A.S. program allowing a student the opportunity to apply the credits earned in the certificate towards the completion of a two-year degree.

\*18 of the 32 credit hours of this program apply towards the specific 64 credit requirement of the Mechanical Technology: CAD Design A.A.S. program allowing a student the opportunity to apply the credits earned in the certificate towards the completion of a two-year degree.

# Computer Science

## Degree Type

Associate in Science

## Type

Transfer

Division of STEAM

Associate Dean: Bradley Cole

Students in the Computer Science program are educated in the design and implementation of system software. The program provides the first two years of a baccalaureate computer science degree with transfer options that include scientific programming, systems programming, systems design, computer engineering, and other computer-related disciplines. Graduates of computer science programs commonly seek employment with computer manufacturers or software houses that specialize in system software.

Students in this program must meet 7 of the 10 SUNY Knowledge and Skills areas, 2 core competencies (Critical Thinking and Information Literacy), and have 30 SUNY General Education credits. Please note that of the 7 Knowledge and Skills areas, the following 4 are required: Communication-Written and Oral; Mathematics and Quantitative Reasoning; Natural Sciences and Scientific Reasoning; and Diversity, Equity, Inclusion, and Social Justice. For more information on the SUNY General Education requirements please see General Education Requirements.

Graduates will be able to:

- Demonstrate knowledge and understanding of essential facts, concepts, principles, and theories relating to computer science;
- Understand and demonstrate the structure of mathematics in its relation and application to computer science;
- Apply knowledge and skills to solve problems effectively and efficiently;
- Communicate effectively with a range of audiences;
- Understand the professional, ethical, security and social issues and responsibilities in computer science.

## Program Requirements

Item #	Title	Credits
ENGL 1110	College Communication	3.0
ENGL 1020	College Composition II	3.0
	MATH 1413 or higher	8
	Laboratory Science Electives	6
	Social Sciences Elective	3
	Liberal Arts & Sciences Electives	3
	Humanities Elective	3
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3
CSCS 1200	Computer Essentials	0.0-4
CSCS 1240	Structured and Object-Oriented Problem Solving	0.0-3
CSCS 1320	C/C++ Programming	0.0-4
CSCS 1730	UNIX/Linux Fundamentals	0.0-4
CSCS 2320	Data Structures	0.0-3
CSCS 2330	Discrete Structures	3.0
CSCS 2650	Computer Organization	0.0-4
	Computer Science Electives	6
	Wellness (Activity or Awareness)	1
	Total Credits	42-64

## Course Sequencing

## First Semester

Intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.

Item #	Title	Credits
ENGL 1110	College Communication	3.0
MATH 1413	Pre-Calculus	4.0
CSCS 1240	Structured and Object-Oriented Problem Solving	0.0-3
CSCS 1200	Computer Essentials	0.0-4
	Computer Science Elective	3

## Second Semester

Item #	Title	Credits
ENGL 1020	College Composition II	3.0
MATH 1610	Calculus I	4.0
CSCS 1320	C/C++ Programming	0.0-4
CSCS 1730	UNIX/Linux Fundamentals	0.0-4

## Third Semester

Item #	Title	Credits
CSCS 2320	Data Structures	0.0-3
CSCS 2330	Discrete Structures	3.0
	Humanities Elective	3
	Laboratory Science Elective	3
	Liberal Arts & Sciences Electives	3

## Fourth Semester

Item #	Title	Credits
CSCS 2650	Computer Organization	0.0-4
	Computer Science Elective	3
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3
	Laboratory Science Elective	3
	Social Sciences Elective	3
	Wellness	2

## Footnotes

1. Electives: Select to fulfill requirements of transfer college. If using PHYS for laboratory science elective, select PHYS 1010 or higher

2. Computer Science Electives: Select from CSCS, CSIT, CSNT, CSNS, or CSWT. Select to fulfill requirements of transfer college.

3. Mathematics: A transfer college will typically require Calculus II or higher levels of math for Computer Science. Select to fulfill requirements of transfer college.

4. Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course: See General Education Requirements for courses that meet this requirement.

5. Liberal Arts & Sciences Elective: Should be chosen from The Arts, US History & Civic Engagement, World History & Global Awareness, or World Languages. For a list of courses, see General Education Requirements.

6. ENGL 1110: Students may take ENGL 1010 and SPCH 1080 in place of ENGL 1110.

7. Program Elective: CSNT 1200 recommended.

\* Based on placement, students might be required to take developmental and/or prerequisite classes before taking the required English and Math courses.

\* Students in this program who plan to transfer to a SUNY college can meet 7 of the 10 SUNY Knowledge and Skills areas and 30 SUNY General Education credits. For more information on SUNY General Education requirements, refer to the catalog index or see an advisor.

\* Since programs at transfer colleges vary greatly, it is essential that students meet early with their advisor in order to select appropriate electives.

\* High school or equivalent preparation required: biology, chemistry or physics and four years of mathematics, including algebra, geometry or intermediate algebra, trigonometry, and pre-calculus. Students who don't have this preparation will be able to get it here, but it may take longer to complete the program.

## Criminal Justice

### **Degree Type**

Associate in Applied Science

### **Type**

Career

Division of Liberal Arts & Professional Studies

Associate Dean: Deborah Beall

A rewarding, action-oriented career in Criminal Justice begins with a balanced combination of law enforcement theory and practical experience. Anchored in a solid curriculum that includes liberal arts courses, the Criminal Justice program prepares students for careers in law enforcement, security, investigation, corrections, military intelligence, and other related professions. To qualify for positions in the criminal justice field, graduates usually must pass a written civil service examination, physical agility tests and are subject to background investigations.

Graduates will be able to:

- Demonstrate knowledge of the criminal justice system, the causes of criminal conduct, and the response to criminal behavior;
- Demonstrate beginning application of law;
- Understand the value of ethical behavior in the administration of justice;
- Apply critical thinking in criminal justice;
- Apply beginning technical proficiencies;
- Use appropriate communication skills;
- Demonstrate awareness of our pluralistic society to foster understanding and tolerance.

Hands-on experience combines with studies in government, law, psychology, and literature to develop the competence needed for the variety of demands placed daily on criminal justice personnel. Recognized throughout the northeast as an exceptional educational facility, SUNY CCC features state-of-the-art investigative tools. It is also a New York State regional training center that certifies law enforcement officers.

Newly added to this program is a Law Enforcement Track. Students who choose this option will attend CCC's Southern Tier Law Enforcement track typically in their fourth and final semester. Graduates in the Law Enforcement Track will have attained a level of expertise in the areas of New York State laws, crime scene investigations, physical training, defensive tactics, emergency medical services, emergency vehicle operations, and many other ancillary police activities sufficient for New York State Phase I Certification. Graduates will receive both an Associate in Applied Science degree in Criminal Justice and Police Basic Training certification. Students interested in this option must apply; acceptance is not guaranteed and is determined in part based on successful completion of a background check, physical fitness requirements, and an oral board interview.

\*Note that the Southern Tier Law Enforcement Academy is offered in the Spring semester only. Students who begin this program in Spring or Summer semesters will require careful advising to ensure preparation for an academy session prior to their final semester.

## Program Requirements

Item #	Title	Credits
ENGL 1010	College Composition I	3.0
ENGL 1020	College Composition II	3.0
	MATH 1150 or higher	3
PSYC 1101	Introduction to Psychological Science	3.0
SOCI 1010	Introduction to Sociology	3.0
	Social Sciences Elective	3
	Government Elective	3
	Laboratory Science Elective	3
CRJ 1010	Introduction to Criminal Justice	3.0
CRJ 1030	Police Operations	3.0
CRJ 1040	Criminal Procedure Law	3.0
CRJ 1050	Penal Law	3.0
CRJ 2015	Criminal Investigations	3.0
CRJ 2025	Criminal Evidence & Procedure	3.0
CRJ 2050	Criminal Justice Ethics	3.0
	Criminal Justice Electives	9
	SPCH 1060 or SPCH 1080	3
	Liberal Arts & Sciences Electives	3
	Free Electives	3
	Total Credits	63

### Course Sequencing

## Criminal Justice Track

Intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.

### First Semester

Item #	Title	Credits
ENGL 1010	College Composition I	3.0
	MATH 1150 or higher	3
CRJ 1010	Introduction to Criminal Justice	3.0
	GOVT 1010, GOVT 1020, or GOVT 2040	3
SOCI 1010	Introduction to Sociology	3.0

### Second Semester

Item #	Title	Credits
ENGL 1020	College Composition II	3.0
CRJ 1030	Police Operations	3.0
	Laboratory Science Elective	3
CRJ 1040	Criminal Procedure Law	3.0
PSYC 1101	Introduction to Psychological Science	3.0

### Third Semester

Item #	Title	Credits
CRJ 1050	Penal Law	3.0
CRJ 2015	Criminal Investigations	3.0
CRJ 2025	Criminal Evidence & Procedure	3.0
	Liberal Arts & Sciences Electives	3
	Social Science Elective	3

## Fourth Semester

Item #	Title	Credits
CRJ 2050	Criminal Justice Ethics	3.0
	Criminal Justice Electives	9
	SPCH 1060 or SPCH 1080	3
	Free Electives	3

## Law Enforcement Track

Intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.

## First Semester

Item #	Title	Credits
ENGL 1010	College Composition I	3.0
	MATH 1150 or higher	3
CRJ 1010	Introduction to Criminal Justice	3.0
	GOVT 1010, GOVT 1020, or GOVT 2040	3
SOCI 1010	Introduction to Sociology	3.0

## Second Semester

Item #	Title	Credits
ENGL 1020	College Composition II	3.0
CRJ 1030	Police Operations	3.0
CRJ 1040	Criminal Procedure Law	3.0
	Laboratory Science Elective	3
PSYC 1101	Introduction to Psychological Science	3.0

## Third Semester

Item #	Title	Credits
CRJ 2050	Criminal Justice Ethics	3.0
PEPD 1018	Cooper Norm Standards Preparation	3.0
	Liberal Arts & Sciences Electives	3
	Social Science Elective	3
	SPCH 1060 or SPCH 1080	3

## Fourth Semester

Item #	Title	Credits
ENGL 1410	Police Report Writing	2.0
CRJ 1540	Police Physical Conditioning and Wellness	2.0
CRJ 1550	Laws of New York State	3.0
CRJ 1560	Basic Police Procedures	3.0
CRJ 1570	Police Community Interaction	3.0
CRJ 1580	Police Investigations	3.0
CRJ 1590	Police Certified First Responder	2.0

## Footnotes

\*Based on placement, students might be required to take developmental and/or prerequisite classes before taking the required English and Math courses.

\*Liberal Arts & Sciences Elective: PHIL 1300, or any designated DEI/SJ elective, is recommended.

\*Criminal Justice Electives: Select any GOVT course, HUSR 1211, 1221, 1581, 1582, 1590 or PSYC 2030, 2208, 2214, SOCI 2000, 2030, 2310, 2210, or any CRJ course not required for the AAS degree.



# Criminal Justice

## Degree Type

Associate in Science

## Type

Transfer

Division of Liberal Arts & Professional Studies

Associate Dean: Deborah Beall

This program provides a core of criminal justice courses meshed with a sound liberal arts foundation designed for students planning to transfer to baccalaureate programs in the criminal justice field. Students will be prepared for future leadership positions in criminal justice. They will learn to think critically, communicate effectively, and develop a sound ethical base for decision making.

Students in this program must meet 7 of the 10 SUNY Knowledge and Skills areas, 2 core competencies (Critical Thinking and Information Literacy), and have 30 SUNY General Education credits. Please note that of the 7 Knowledge and Skills areas, the following 4 are required: Communication-Written and Oral; Mathematics and Quantitative Reasoning; Natural Sciences and Scientific Reasoning; and Diversity, Equity, Inclusion, and Social Justice. For more information on the SUNY General Education requirements please see General Education Requirements.

Graduates will be able to:

- Demonstrate knowledge of the criminal justice system, causes of criminal conduct, and responses to criminal behavior;
- Demonstrate a knowledge of the evolution of criminal law and an understanding of the values and ethics essential to the administration of justice.
- Students will be practiced in social science research methods and skilled in preparing research proposals and will demonstrate an awareness of our pluralistic society to foster understanding and tolerance.

High school or equivalent preparation required. Strong communication and computation skills are recommended.

## Program Requirements

Item #	Title	Credits
ENGL 1010	College Composition I	3.0
ENGL 1020	College Composition II	3.0
	MATH 1150 or any math course MATH 1411 or higher	3
MATH 1310	Elementary Statistics	4.0
	Laboratory Science Electives	6
PSYC 1101	Introduction to Psychological Science	3.0
SOCI 1010	Introduction to Sociology	3.0
SOCI 2210	Social Justice, Inequity, and Diversity	3.0
SOCI 2310	Criminology/Sociology of Crime and Delinquency	3.0
	PSYC 2206 or SOCI 2060	3
SPCH 1080	Public Speaking	3.0
	GOVT or HIST Elective	3
CRJ 1010	Introduction to Criminal Justice	3.0
CRJ 2030	Evolution of Criminal Law	3.0
CRJ 2040	The Constitution & the Accused	3.0
CRJ 2050	Criminal Justice Ethics	3.0
CRJ 2203	Treatment of Criminal Offender	3.0
	Free Electives	6
	Wellness (Activity Component)	1
	Wellness (Awareness Component)	1
	Total Credits	63

## Course Sequencing

## First Semester

Intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.

Item #	Title	Credits
ENGL 1010	College Composition I	3.0
MATH 1150	Quantitative Reasoning II	3.0
	GOVT or HIST Elective	3
PSYC 1101	Introduction to Psychological Science	3.0
CRJ 1010	Introduction to Criminal Justice	3.0
	Wellness (Awareness Component)	1

## Second Semester

Item #	Title	Credits
ENGL 1020	College Composition II	3.0
MATH 1310	Elementary Statistics	4.0
SPCH 1080	Public Speaking	3.0
SOCI 1010	Introduction to Sociology	3.0
	Free Electives	3
	Wellness (Activity Component)	1

## Third Semester

Item #	Title	Credits
	Laboratory Science Elective	3
SOCI 2210	Social Justice, Inequity, and Diversity	3.0
SOCI 2310	Criminology/Sociology of Crime and Delinquency	3.0
CRJ 2030	Evolution of Criminal Law	3.0
CRJ 2203	Treatment of Criminal Offender	3.0

## Fourth Semester

Item #	Title	Credits
	Laboratory Science Elective	3
CRJ 2040	The Constitution & the Accused	3.0
CRJ 2050	Criminal Justice Ethics	3.0
	PSYC 2206 or SOCI 2060	3
	Free Electives	3

## Footnotes

GOVT or HIST Elective: Choose from GOVT 1010, 1020, or 2040 OR HIST 1010, 1020, 1110, 1120, 1040, 1050, 21210, 2120, or 2080.

Wellness: Students transferring to Alfred University must take two Activity courses.

Free Electives: Students transferring to Alfred University must take PHIL 1010 or 2010. In addition, one course should be chosen from The Arts, US History & Civic Engagement, World History & Global Awareness, or World Languages. For a list of courses, see General Education Requirements.

\*Based on placement, students might be required to take developmental and/or prerequisite classes before taking the required English and Math courses

# Cybersecurity

## Degree Type

Associate in Science

## Type

Transfer

Division of STEAM

Associate Dean: Bradley Cole

In an increasingly networked world, the threat to critical infrastructures and personal data is real and pervasive. There is a clear need for skilled professionals to help prevent damaging and costly security breaches. This program places emphasis on the fundamental skills and knowledge required to safeguard an organization's information and defend systems while preparing students for successful transfer to a 4- year institution to continue their studies in computer and/or network security related field. Any student enrolling or currently enrolled in the program is required to inform the department chair of any prior felony convictions or felony convictions that occur while the student is enrolled in the program; enrollment in the program is then contingent on approval by the department chair.

Students in this program must meet 7 of the 10 SUNY Knowledge and Skills areas, 2 core competencies (Critical Thinking and Information Literacy), and have 30 SUNY General Education credits. Please note that of the 7 Knowledge and Skills areas, the following 4 are required: Communication-Written and Oral; Mathematics and Quantitative Reasoning; Natural Sciences and Scientific Reasoning; and Diversity, Equity, Inclusion, and Social Justice. For more information on the SUNY General Education requirements please see General Education Requirements.

Graduates are prepared to:

- Demonstrate knowledge and understanding of essential facts, concepts, design principles, policies, laws and threats relating to computer and network security
- Identify and explain the impact of technology on individuals and organizations, including security and ethical issues
- Demonstrate the ability to program effectively and securely
- Configure and administer systems and networks with an understanding of vulnerabilities and defensive techniques utilized to keep data secure
- Communicate effectively with individuals in and outside of the field.

## Program Requirements

Item #	Title	Credits
ENGL 1110	College Communication	3.0
ENGL 1020	College Composition II	3.0
	MATH 1310 and 1413 or higher	8
PHYS 1730	Principles of Physics I	0.0-4
PHYS 1740	Principles of Physics II	0.0-4
	Social Sciences Elective	3
	Humanities Elective	3
	Liberal Arts & Sciences Electives	3
PHIL 1300	Ethics and Current Moral Issues	3.0
CSNT 1200	Introduction to Networks	0.0-4
	CSNT 1500 or CRST 1010	4
	CSCS 1320 or CSCS 2420	3-4
CSNS 1610	Fundamentals of Information Security	0.0-4
CSNS 2620	Fundamentals of Information Assurance	0.0-3
CSCS 1240	Structured and Object-Oriented Problem Solving	0.0-3
CSCS 1730	UNIX/Linux Fundamentals	0.0-4
CSIT 2400	Database System	0.0-3
	Wellness (Activity or Awareness)	1
	Total Credits	63-64

## Course Sequencing

### First Semester

Intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.

Item #	Title	Credits
ENGL 1110	College Communication	3.0
MATH 1413	Pre-Calculus	4.0
CSCS 1240	Structured and Object-Oriented Problem Solving	0.0-3
CSNT 1200	Introduction to Networks	0.0-4
CSCS 1730	UNIX/Linux Fundamentals	0.0-4

### Second Semester

Item #	Title	Credits
ENGL 1020	College Composition II	3.0
MATH 1310	Elementary Statistics	4.0
CSNS 1610	Fundamentals of Information Security	0.0-4
	Wellness (Activity or Awareness)	1
	CSNT 1500 or CRST 1010	4

### Third Semester

Item #	Title	Credits
PHYS 1730	Principles of Physics I	0.0-4
CSIT 2400	Database System	0.0-3
	CSCS 1320 or CSCS 2420	3-4
PHIL 1300	Ethics and Current Moral Issues	3.0

### Fourth Semester

Item #	Title	Credits
PHYS 1740	Principles of Physics II	0.0-4
CSNS 2620	Fundamentals of Information Assurance	0.0-3
	Humanities Elective	3
	Liberal Arts and Sciences Elective	3
	Social Sciences Elective	3

## Footnotes

Mathematics: Math courses higher than MATH 1413 may be preferred by some transfer schools.

Electives: Students must choose from courses that are in the following different SUNY Gen Ed Knowledge and Skills areas: Social Science, American History, Western Civilization, Other World Civilizations, The Arts, and Foreign Languages. Advisor assistance is strongly encouraged.

PHIL 1300: Meets SUNY DEISJ requirement.

ENGL 1110: Students may take ENGL 1010 and SPCH 1080 in place of ENGL 1110.

Liberal Arts & Sciences Elective: Should be chosen from The Arts, US History & Civic Engagement, World History & Global Awareness, or World Languages. For a list of courses, see General Education Requirements.

\*Based on placement, students might be required to take developmental and/or prerequisite classes before taking the required English and math courses.

\*Since programs at transfer colleges vary greatly, it is essential that students meet early with their advisor in order to select appropriate electives.

\*High school or equivalent preparation required: biology, chemistry or physics and four years of mathematics, including algebra, geometry or intermediate algebra, trigonometry, and pre-calculus. Students who don't have this preparation will be able to get it here, but it may take longer to complete the program.

\*Any student enrolling or currently enrolled in the program is required to inform the program coordinator of any felony convictions that occur while the student is enrolled or have occurred prior to enrollment.

## Digital Design

### **Degree Type**

Associate in Science

### **Type**

Transfer

Division of STEAM

Associate Dean: Deborah Beall

The Digital Design A.S. program addresses a growing need for students to be trained in both the skills of CAD (Computer Aided Design) / CAM (Computer Aided Manufacturing) and experience with the creative tools and concepts of Art / Design. In addition to a core of liberal arts and sciences classes, the program coursework will be delivered as a collaborative effort between the technology faculty and studio art faculty. The interdisciplinary nature of this program will prepare students by building design thinking, problem solving, and production skills that have application in a variety of career fields such as Studio Art, Industrial Design, Engineering, and Advanced Manufacturing.

Students in this program must meet 7 of the 10 SUNY Knowledge and Skills areas, 2 core competencies (Critical Thinking and Information Literacy), and have 30 SUNY General Education credits. Please note that of the 7 Knowledge and Skills areas, the following 4 are required: Communication-Written and Oral; Mathematics and Quantitative Reasoning; Natural Sciences and Scientific Reasoning; and Diversity, Equity, Inclusion, and Social Justice. For more information on the SUNY General Education requirements please see General Education Requirements.

Graduates will be able to:

- Demonstrate fundamental drawing concepts in a variety of traditional and contemporary art media.
- Demonstrate proficiency in manipulating the major elements and materials of 2-D and 3-D design.
- Demonstrate proficiency in using AutoCAD and SolidWorks to create working drawings to expected industry standards.
- Produce 2-D drawings and 3-D models for import into computer-assisted manufacturing (CAM) software for computer numerical control (CNC) machining program generation.
- Demonstrate a fundamental knowledge in the liberal arts and sciences, to include 30 credits in at least seven of the following areas: mathematics, natural sciences, social sciences, American history, western civilization, other world civilizations, humanities, the arts, foreign language, and basic communication.

## Program Requirements

Item #	Title	Credits
ENGL 1110	College Communication	3.0
ENGL 1020	College Composition II	3.0
MATH 1411	College Algebra	3.0
	Laboratory Science Electives	6
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3
	Social Sciences Elective	3
	Liberal Arts & Sciences Electives	3
	Digital Design Program Elective	3
ARTS 1030	Drawing I	3.0
ARTS 1210	Ceramics 1	3.0
ARTS 1310	Art History: Prehistoric to Medieval	3.0
ARTS 1320	Art History: Renaissance to Modern	3.0
ARTS 1410	Two-Dimensional Design	3.0
ARTS 1420	Three Dimensional Design	3.0
ARTS 2030	Drawing II	3.0
CADD 1700	Computer Aided Drafting I	0.0-3
CADD 2710	Computer Aided Drafting II	0.0-3
MECH 1050	Engineering Graphics I	0.0-3
MECH 1550	Engineering Graphics II	0.0-3
MECH 1560	CNC Programming	0.0-3
TECH 1080	Manufacturing Methods Lab	1.0
	Total Credits	49-64

### Course Sequencing

#### First Semester

Intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.

Item #	Title	Credits
ENGL 1110	College Communication	3.0
MATH 1411	College Algebra	3.0
ARTS 1030	Drawing I	3.0
TECH 1080	Manufacturing Methods Lab	1.0
MECH 1050	Engineering Graphics I	0.0-3
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3

#### Second Semester

Item #	Title	Credits
ENGL 1020	College Composition II	3.0
ARTS 1210	Ceramics 1	3.0
ARTS 2030	Drawing II	3.0
	Liberal Arts & Sciences Electives	3
MECH 1550	Engineering Graphics II	0.0-3

#### Third Semester

Item #	Title	Credits
ARTS 1410	Two-Dimensional Design	3.0
ARTS 1310	Art History: Prehistoric to Medieval	3.0
CADD 1700	Computer Aided Drafting I	0.0-3
	Laboratory Science Elective	3
	Social Sciences Elective	3

## Fourth Semester

Item #	Title	Credits
ARTS 1420	Three Dimensional Design	3.0
MECH 1560	CNC Programming	0.0-3
ARTS 1320	Art History: Renaissance to Modern	3.0
CADD 2710	Computer Aided Drafting II	0.0-3
	Digital Design Program Elective	3
	Laboratory Science Elective	3

## Footnotes

\*Based on placement, students might be required to take developmental and/or prerequisite classes before taking the required English and Math courses.

ENGL 1110: Students may take ENGL 1010 and SPCH 1080 in place of ENGL 1110.

\*Digital Design Program Elective: Choose from ARTS 1400, ARTS 1450, ARTS 1500, ARTS 1505, ARTS 2210, ARTS 2620, ARTS 2999, ELEC 1010, MACH 1040, MECH 1570, TECH 1030, or TECH 1120.



## Directed Studies

### Degree Type

Associate in Applied Science

### Type

Career

Division of Liberal Arts & Professional Studies

Associate Dean: Deborah Beall

This program is designed to allow the opportunity to pursue a degree for career enhancement or to accommodate the immediate needs of business and industry. Students must meet with an advisor and prepare a detailed educational plan to be presented to and approved by the associate deans before enrolling in the program.

Graduates will be able to develop a program to suit a unique career choice not met by any other program.

Although this program is not intended for transfer, students in this program who plan to transfer to a SUNY college can meet 7 of the 10 SUNY Knowledge and Skills areas and 30 SUNY General Education credits. For more information on SUNY General Education requirements, see General Education Requirements and consult with an advisor.

High school or equivalent preparation required.

## Program Requirements

Item #	Title	Credits
ENGL 1010	College Composition I	3.0
ENGL 1020	College Composition II	3.0
	MATH 1150 or 1310 or higher	3
	Laboratory Science Elective	3
	Social Science Electives	6
	Humanities Elective	3
	Liberal Arts & Sciences Electives	6
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3
	SPCH 1060 or SPCH 1080	3
	Free Electives	27
	Wellness	2
	Total Credits	62

### Course Sequencing

## First Semester

Intended as a guide for academic planning. It need not be followed exactly or completed in four semesters. The sequence of courses may vary from this sample depending on the student's intended eventual major.

Item #	Title	Credits
ENGL 1010	College Composition I	3.0
	MATH 1150 or 1310 or higher	3
	Social Sciences Elective	3
	SPCH 1060 or SPCH 1080	3
	Free Electives	3
	Wellness (Awareness Component)	1

## Second Semester

Item #	Title	Credits
ENGL 1020	College Composition II	3.0
	Social Sciences Elective	3
	Humanities Elective	3
	Liberal Arts and Sciences Elective	3
	Free Electives	3
	Wellness (Activity Component)	1

## Third Semester

Item #	Title	Credits
	Laboratory Science Elective	3
	Liberal Arts and Sciences Elective	3
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3
	Free Electives	6

## Fourth Semester

Item #	Title	Credits
	Free Electives	15

## Footnotes

\* Based on placement, students might be required to take developmental and/or prerequisite classes before taking the required English and Math courses.

\*Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course: See General Education Requirements for courses that meet this requirement.

## Education Studies (Teacher Education Transfer)

### Degree Type

Associate in Science

### Type

Transfer

Division of Liberal Arts & Professional Studies

Associate Dean: Deborah Beall

This program is designed for students planning to transfer to a four-year institution to pursue a degree in Education.

Students in this program must meet 7 of the 10 SUNY Knowledge and Skills areas, 2 core competencies (Critical Thinking and Information Literacy), and have 30 SUNY General Education credits. Please note that of the 7 Knowledge and Skills areas, the following 4 are required: Communication-Written and Oral; Mathematics and Quantitative Reasoning; Natural Sciences and Scientific Reasoning; and Diversity, Equity, Inclusion, and Social Justice. For more information on the SUNY General Education requirements please see General Education Requirements.

Graduates will:

- Have the skills and knowledge necessary to understand the aims of public education in our society, current trends in education, and the general roles and responsibilities of teachers;
- This knowledge will prepare them to pursue an education program at a transfer institution;
- Demonstrate competency in understanding the concepts, principles, and practices of several areas of the Liberal Arts and Sciences, with special focus on preparing them to take the first of three certification exams

High school or equivalent preparation is required to enroll in this program. Students must maintain a 2.7 or higher GPA for successful recommendation and admission to a certification program at a four-year institution following graduation from CCC. Given the diversity of requirements at individual transfer colleges, it is essential that students in this program meet with a faculty adviser to determine appropriate courses.

## Program Requirements

Item #	Title	Credits
	ENGL 1010 or 1110	3
ENGL 1020	College Composition II	3.0
	Language Other Than English	8
	MATH 1130 or higher	6
	SCIN 1110 and 1120, or any SUNY Gen Ed Natural Sciences	6
PSYC 1101	Introduction to Psychological Science	3.0
	PSYC 2207 or PSYC 2208	3
	HIST 1110 or HIST 1120	3
EDUC 1560	Special Education and the Inclusive Classroom	3.0
EDUC 2040	Teaching in Diverse Classroom	3.0
EDUC 2050	Schools and Society	3.0
	Art Elective - Studio	3
	Track-Specific Courses	15
	Wellness	2
	Total Credits	64

## Course Sequencing

## Early Childhood Track

Intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.

### First Semester

Item #	Title	Credits
ENGL 1010	College Composition I	3.0
MATH 1130	Math for Elementary Teachers I	3.0
ECED 1110	Introduction to Early Childhood Education	3.0
PSYC 1101	Introduction to Psychological Science	3.0
	Language Other Than English	4
	Wellness (Activity or Awareness)	1

### Second Semester

Item #	Title	Credits
ENGL 1020	College Composition II	3.0
MATH 1140	Math for Elementary Teachers II	3.0
PSYC 2207	Child Psychology	3.0
EDUC 2040	Teaching in Diverse Classroom	3.0
	Language Other Than English	4
	Wellness (Activity or Awareness)	1

### Third Semester

Item #	Title	Credits
SCIN 1110	Physical Sciences	0.0-3
	HIST 1110 or HIST 1120	3
ECED 1140	Methods & Materials in Early Childhood Education	3.0
EDUC 1560	Special Education and the Inclusive Classroom	3.0
	Art Elective - Studio	3

### Fourth Semester

Item #	Title	Credits
SCIN 1120	Natural Sciences	0.0-3
EDUC 2050	Schools and Society	3.0
	ECED Electives	3
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3
	SPCH 1060 or SPCH 1080	3

### Footnotes

ECED Electives: Students transferring to a SUNY institution are advised to take three credits in a subject area: English, Math, or History and three. Non-SUNY students should consult with their transfer program for guidance on specific ECED elective courses and the three (3) credits of DEI/SJ.

Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course: See General Education Requirements for courses that meet this requirement. SOCI 2210 is recommended.

Wellness: Students transferring to Alfred University must take two Activity courses.

Language Other Than English: Must be two (2) semesters of the same language.

\*Based on placement, students might be required to take developmental and/or prerequisite classes before taking the required English and Math courses.

## Adolescent Track

Intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.

### First Semester

Item #	Title	Credits
ENGL 1010	College Composition I	3.0
	Math 1130 or higher	3
EDUC 1010	Foundations of Education	3.0
PSYC 1101	Introduction to Psychological Science	3.0
	Language Other Than English	4
	Wellness (Activity or Awareness)	1

### Second Semester

Item #	Title	Credits
ENGL 1020	College Composition II	3.0
	Math 1140 or higher	3
EDUC 2040	Teaching in Diverse Classroom	3.0
PSYC 2208	Adolescent Psychology	3.0
	Language Other Than English	4
	Wellness (Activity or Awareness)	1

### Third Semester

Item #	Title	Credits
	SCIN 1110 or any SUNY Gen Ed Natural Science	3
	HIST 1110 or HIST 1120	3
	Art Elective - Studio	3
	SPCH 1060 or SPCH 1080	3
EDUC 1560	Special Education and the Inclusive Classroom	3.0

### Fourth Semester

Item #	Title	Credits
	SCIN 1120 or any SUNY Gen Ed Natural Science	3
EDUC 2050	Schools and Society	3.0
	Concentration Electives	6
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3

## Footnotes

### Concentration Electives:

English (recommended): Choose one: ENGL 2220 (Major African-American Writers), ENGL 2800 (Special Topics in Literature), ENGL 2410 (World Literature I), ENGL 2310 (English Literature I), ENGL 2010 (American Literature), ENGL 2190 (Modern Poetry).

Mathematics (required): MATH 1610 (Calculus I), MATH 1620 (Calculus II), MATH 2610 (Calculus III), MATH 2330 (Discrete Structures), MATH 2560 (Introduction to Linear Algebra). Mathematics (recommended): PHYS 1010 (Elementary Physics) or CHEM 1510 (General Chemistry I).

Social Studies (required): HIST 1110 (American History I) or HIST 1120 (American History II), and HIST 1010 (History of Western Civilization I) or HIST 1020 (History of Western Civilization II). Choose one: HIST 2180 (History of Modern China) or HIST 2120 (Islam and the Middle East). Choose one: HIST 2090 (African American History), HIST 2110 (Modern Africa), or HIST 2410 (Latin American History).

\*Based on placement, students might be required to take developmental and/or prerequisite classes before taking the required English and Math courses.

Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course: See General Education Requirements for courses that meet this requirement.

Wellness: Students transferring to Alfred University must take two Activity courses.

Language Other Than English: Must be two (2) semesters of the same language.

## Childhood Track

Intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.

### First Semester

Item #	Title	Credits
ENGL 1010	College Composition I	3.0
MATH 1130	Math for Elementary Teachers I	3.0
EDUC 1010	Foundations of Education	3.0
PSYC 1101	Introduction to Psychological Science	3.0
	Language Other Than English	4
	Wellness (Activity or Awareness)	1

### Second Semester

Item #	Title	Credits
ENGL 1020	College Composition II	3.0
MATH 1140	Math for Elementary Teachers II	3.0
EDUC 2040	Teaching in Diverse Classroom	3.0
PSYC 2207	Child Psychology	3.0
	Language Other Than English	4
	Wellness (Activity or Awareness)	1

### Third Semester

Item #	Title	Credits
SCIN 1110	Physical Sciences	0.0-3
	HIST 1110 or HIST 1120	3
	Art Elective - Studio	3
EDUC 1560	Special Education and the Inclusive Classroom	3.0
	SPCH 1060 or SPCH 1080	3

## Fourth Semester

Item #	Title	Credits
SCIN 1120	Natural Sciences	0.0-3
	EDUC 2050 or ECED 1150	3
	Concentration Electives	6
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3

## Footnotes

Concentration Electives: Students transferring to a SUNY institution are advised to take 6 credits in a subject area: English, Math, or History. Students should consult with their transfer program for guidance on specific general education electives chosen from the list of approved general education courses determined by the transfer institution. Students transferring to Alfred University must take ENGL 2030 and PSYC 2208. Students transferring to Mansfield must take ENGL 2030 and PSYC 2212.

DEI/SJ Course: Students transferring to Alfred University are advised to take SOCI 2210: Diversity and Discrimination in American Society.

Wellness: Students transferring to Alfred University must take two Activity courses.

Language Other Than English: Must be two (2) semesters of the same language.

\*Based on placement, students might be required to take developmental and/or prerequisite classes before taking the required English and Math courses.

# Electrical Technology – Electronics

## Degree Type

Associate in Applied Science

## Type

Career

Division of STEAM

Associate Dean: Bradley Cole

The Electrical Technology program prepares students to enter the rapidly expanding field of electronics. Their studies qualify them to work in the exciting fields of electronic design, electrical power generation, communications, systems control, and technical sales and service. This program stresses electronic analysis and design using digital and analog electronics, instrumentation, and programming. Laboratory experience is a part of each of the courses in this program.

Graduates will be able to:

- Design, construct, and analyze electronic circuits;
- Demonstrate the use of electrical and mechanical equipment and instrumentation;
- Demonstrate proficiency in the use of computer software for drawing, simulation, and programming;
- Produce proper documentation of experiments, projects, and programs.

For students who decide to go on for further education after the A.A.S. degree, many four-year colleges now offer bachelor degree programs in technology and technical education specifically designed for graduates in electrical technology. High school or equivalent preparation required: Two years of mathematics including algebra and either geometry or intermediate algebra. Students who don't have this preparation will be able to get it here, but it may take longer to complete the program.

Students must have a good working knowledge of WORD (word processing) and EXCEL (spreadsheets and charts) for science and technology courses. If not already required in their program, students who lack these skills should still take TECH 1110 and TECH 1120 to make up the deficiency. Challenge exams for these courses are also available.

## Program Requirements

Item #	Title	Credits
ENGL 1110	College Communication	3.0
ENGL 1020	College Composition II	3.0
MATH 1230	Elements of Applied Mathematics I	3.0
MATH 1240	Elements of Applied Math II	3.0
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3
PHYS 1010	Elementary Physics	0.0-4
	Social Sciences or Humanities elective	3
ELEC 1010	Electricity	0.0-4
ELEC 1500	Solid State Electronics	0.0-4
ELEC 1510	Digital Electronics	0.0-4
ELEC 2000	Electronic Construction	1.0
ELEC 2010	Linear Electronics	0.0-4
ELEC 2020	Industrial Electronics	0.0-4
ELEC 2030	Microprocessors	0.0-4
ELEC 2070	Industrial Data Acquisition	0.0-4
MECH 1050	Engineering Graphics I	0.0-3
TECH 1030	Manufacturing Methods	3.0
TECH 1080	Manufacturing Methods Lab	1.0
	Technical Electives	6
	Total Credits	29-64

## Course Sequencing



## First Semester

Intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.

Item #	Title	Credits
ENGL 1110	College Communication	3.0
MATH 1230	Elements of Applied Mathematics I	3.0
TECH 1030	Manufacturing Methods	3.0
MECH 1050	Engineering Graphics I	0.0-3
ELEC 1010	Electricity	0.0-4
TECH 1080	Manufacturing Methods Lab	1.0

## Second Semester

Item #	Title	Credits
ENGL 1020	College Composition II	3.0
MATH 1240	Elements of Applied Math II	3.0
ELEC 1510	Digital Electronics	0.0-4
PHYS 1010	Elementary Physics	0.0-4
ELEC 1500	Solid State Electronics	0.0-4

## Third Semester

Item #	Title	Credits
ELEC 2010	Linear Electronics	0.0-4
ELEC 2000	Electronic Construction	1.0
ELEC 2030	Microprocessors	0.0-4
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3
	Technical Electives	3

## Fourth Semester

Item #	Title	Credits
	Social Sciences or Humanities Elective	3
ELEC 2020	Industrial Electronics	0.0-4
	Technical Electives	3
ELEC 2070	Industrial Data Acquisition	0.0-4

## Footnotes

\*Based on placement, students might be required to take developmental and/or prerequisite classes before taking the required English and Math courses.

Technical Electives: Students must complete any two technical elective courses from the following choices (both may be taken concurrently if the class schedule allows): CRST1010, CSNT1200, MECH2050, GLSS2010, GLSS2020, or any course with an ELEC prefix.

\*Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course: See General Education Requirements for courses that meet this requirement.

\*ENGL 1110: Students may take ENGL 1010 and SPCH 1080 in place of ENGL 1110.

## Engineering Science

### **Degree Type**

Associate in Science

### **Type**

Transfer

Division of STEAM

Associate Dean: Bradley Cole

Engineering Science provides a foundation in engineering principles, physical sciences, mathematics, and social fields in preparation for making important contributions to engineering and society. The program provides university parallel coursework for the first two years of a bachelor's degree in engineering. Graduates continue their education by transferring to a four-year institution where they specialize in traditional fields such as electrical, mechanical, chemical, civil, environmental, materials, aerospace, and biomedical engineering. Past graduates have successfully completed studies at Alfred University, Clarkson University, Cornell University, Rensselaer Polytechnic Institute, Rochester Institute of Technology, SUNY Buffalo, the Watson School of Engineering at SUNY Binghamton, and numerous others nationwide.

SUNY Corning Community College maintains membership in the State University of New York Two Year Engineering Science Association. This Association includes four-year ABET accredited institutions offering study in engineering.

Students in this program must meet 5 of the 10 SUNY Knowledge and Skills areas, 2 core competencies (Critical Thinking and Information Literacy), and have 30 SUNY General Education credits. Please note that of the 5 Knowledge and Skills areas, the following 4 are required: Communication-Written and Oral; Mathematics and Quantitative Reasoning; Natural Sciences and Scientific Reasoning; and Diversity, Equity, Inclusion, and Social Justice. For more information on the SUNY General Education requirements please see General Education Requirements.

Graduates will be able to:

- Demonstrate an understanding of engineering principles and concepts through graphic, oral, and written communication;
- Apply engineering principles and concepts in solution of problems and experiments;
- Perform selected tasks relative to laboratory experiments in the physical sciences;
- Interpret data according to physical fundamentals;
- Demonstrate computer literacy and programming proficiency;
- Use information from appropriate literature sources in completing objectives;
- Apply teamwork concepts in the solution of problems, experiments, or projects.

High school or equivalent preparation required: Four years of science including biology, chemistry and physics, and four years of mathematics, including algebra, geometry or intermediate algebra, trigonometry, and pre-calculus. Students who don't have this preparation will be able to get it here, but it may take longer to complete the program.

## Program Requirements

Item #	Title	Credits
ENGL 1110	College Communication	3.0
ENGL 1020	College Composition II	3.0
MATH 1610	Calculus I	4.0
MATH 1620	Calculus II	4.0
MATH 2610	Calculus III	4.0
MATH 2620	Ordinary Differential Equation	4.0
	Social Science Elective	3
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3
ENGR 1050	C for Engineers	0.0-3
CHEM 1510	General Chemistry I	0.0-4
CHEM 1520	General Chemistry II	0.0-4
ENGR 1010	Engineering Orientation	2.0
ENGR 1030	Graphics for Engineers	0.0-3
PHYS 1820	Physics I	0.0-4
PHYS 2830	Physics II	0.0-4
	Technical Concentration	14
	Total Credits	44-66

### Course Sequencing

#### First Semester

Intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.

Item #	Title	Credits
ENGL 1110	College Communication	3.0
MATH 1610	Calculus I	4.0
CHEM 1510	General Chemistry I	0.0-4
ENGR 1050	C for Engineers	0.0-3
ENGR 1010	Engineering Orientation	2.0

#### Second Semester

Item #	Title	Credits
ENGL 1020	College Composition II	3.0
MATH 1620	Calculus II	4.0
CHEM 1520	General Chemistry II	0.0-4
PHYS 1820	Physics I	0.0-4
ENGR 1030	Graphics for Engineers	0.0-3

#### Third Semester

Item #	Title	Credits
MATH 2610	Calculus III	4.0
PHYS 2830	Physics II	0.0-4
	Technical Concentration	7
	Social Science Elective	3

#### Fourth Semester

Item #	Title	Credits
MATH 2620	Ordinary Differential Equation	4.0
	Technical Concentration	7
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3

## Footnotes

Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course: See General Education Requirements for courses that meet this requirement.

ENGL 1110: Students may take ENGL 1010 and SPCH 1080 in place of ENGL 1110.

Social Science Elective: Must be chosen from courses designated DEISJ if SPCH1080 chosen as Social Science/Humanities Elective, or DEISJ course not selected as Social Science/Humanities Elective. ECON2001 or ECON2002 recommended if DEISJ course chosen for Social Science/Humanities Elective.

Technical Concentration: Select from CHEM 2010-2020; ENGR 2110-2120, 2150, 2180. Courses should be chosen to conform to the program requirements of the college to which the student plans to transfer. If Chemical Engineering is the intended transfer major, select CHEM 2010-2020 and two of the ENGR courses. Otherwise, select the four ENGR courses.

\*Based on placement, students might be required to successfully complete preparatory course(s) before attempting further course or program requirements.

## Environmental Science

### **Degree Type**

Associate in Science

### **Type**

Transfer

Division of STEAM

Associate Dean: Bradley Cole

The Environmental Science A.S. degree is designed to enable students to transfer to most baccalaureate institutions with standing as a junior. The program outcomes prepare students for “green” employment in industries that are targeting global climate change, management of natural resources, and protection of the environment. While completion of this degree alone prepares students for work as environmental technicians, continuation through transfer institutions qualifies the graduate for work as environmental engineers, educators, environmental field biologists, and other environmental scientists in both the public and private sector.

Students in this program must meet 7 of the 10 SUNY Knowledge and Skills areas, 2 core competencies (Critical Thinking and Information Literacy), and have 30 SUNY General Education credits. Please note that of the 7 Knowledge and Skills areas, the following 4 are required: Communication-Written and Oral; Mathematics and Quantitative Reasoning; Natural Sciences and Scientific Reasoning; and Diversity, Equity, Inclusion, and Social Justice. For more information on the SUNY General Education requirements please see General Education Requirements.

Graduates will demonstrate:

- A thorough understanding of the theoretical principles, processes, and relationships underlying the environmental sciences;
- An ability to apply this knowledge to a wide variety of practical situations;
- An understanding of the social, economic, political, and ethical issues related to the environmental sciences, perform relevant laboratory experiments and interpret data gathered from such experiments;
- The ability to critically analyze and formulate possible solutions to environmental issues.

Inherent in Corning Community College’s mission is preparing students for a life of service to their professions and their communities in a globally interdependent society. The environmental analysis community is a key player in directing important public policy objectives related to quality of life issues, economic development, and environmental responsibility.

## Program Requirements

Item #	Title	Credits
ENGL 1110	College Communication	3.0
ENGL 1020	College Composition II	3.0
PHIL 2200	Environmental Ethics	3.0
	MATH 1310 or higher	6
	Social Science Elective	3
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3
BIOL 1510	General Biology I	0.0-4
BIOL 1520	General Biology II	0.0-4
CHEM 1510	General Chemistry I	0.0-4
CHEM 1520	General Chemistry II	0.0-4
BIOL 1500	Environmental Science	0.0-4
BIOL 2040	Ecology	0.0-4
GEOL 1530	Environmental Geology	0.0-4
	Environmental Science Electives	7
	Wellness (Activity or Awareness)	1
	Free Electives	6
	Total Credits	35-63

### Course Sequencing

#### First Semester

Intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.

Item #	Title	Credits
ENGL 1110	College Communication	3.0
CHEM 1510	General Chemistry I	0.0-4
BIOL 1510	General Biology I	0.0-4
BIOL 1500	Environmental Science	0.0-4
	Wellness (Activity or Awareness)	1

#### Second Semester

Item #	Title	Credits
ENGL 1020	College Composition II	3.0
CHEM 1520	General Chemistry II	0.0-4
BIOL 1520	General Biology II	0.0-4
	MATH 1310 or higher	3
	Social Sciences Elective	3

#### Third Semester

Item #	Title	Credits
BIOL 2040	Ecology	0.0-4
	MATH 1310 or higher	3
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3
	Environmental Science Elective	4

## Fourth Semester

Item #	Title	Credits
PHIL 2200	Environmental Ethics	3.0
GEOL 1530	Environmental Geology	0.0-4
	Environmental Science Elective	3
	Free Electives	6

## Footnotes

Program electives: Select courses from the following to total 10 credit hours: BIOL 2010, BIOL 2050, BIOL 2060, BIOL 2080, CHEM 2010, CHEM 2020, GEOL 1510, PHYS 1730, PHYS 1740. Program electives option to be determined by desired transfer school program requirements. Please note that all courses identified as program electives are not offered both fall and spring semesters.

Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course: Select from: ENGL 2420, PHIL 1300, SOCI 1050, SOCI 2210.

ENGL 1110: Students may take ENGL 1010 and SPCH 1080 in place of ENGL 1110.

\* Students in this program who plan to transfer to a SUNY college can meet 21 credits of the general education requirement.

\* Based on placement, students might be required to take developmental and/or prerequisite classes before taking the required English and Math courses. Successful completion of some or all developmental courses may also be required before students can enroll in the science classes pertinent to this program.

## Fine Arts and Design

### **Degree Type**

Associate in Science

### **Type**

Transfer

Division of STEAM

Associate Dean: Bradley Cole

This program is designed to enable students in both fine arts and commercial art to transfer to many baccalaureate institutions with standing as a junior. Due to the variety of requirements from transfer destinations, this program is meant to cover as many bases as possible. Its flexibility encourages students to explore a spectrum of art forms and styles without locking them into a particular discipline. Its general education requirements in mathematics, lab sciences, social sciences, and wellness will provide students the required elements of a liberal arts and sciences education. Its core courses-art history, design, drawing, and painting-are the elemental building blocks for further study in fields as varied as ceramics, digital art, or art education. A required portfolio preparation course will specifically acquaint students with the expectations of quality transfer institutions.

Students in this program must meet 7 of the 10 SUNY Knowledge and Skills areas, 2 core competencies (Critical Thinking and Information Literacy), and have 30 SUNY General Education credits. Please note that of the 7 Knowledge and Skills areas, the following 4 are required: Communication-Written and Oral; Mathematics and Quantitative Reasoning; Natural Sciences and Scientific Reasoning; and Diversity, Equity, Inclusion, and Social Justice. For more information on the SUNY General Education requirements please see General Education Requirements.

Graduates of this program will be able to:

- Demonstrate fundamental drawing concepts, including line, proportion, value, gesture, texture, and style.
- Be able to draw an architectural interior in correct linear perspective.
- Draw and paint realistic portraits and figure subjects in correct proportion, including self-portraits.
- Demonstrate proficient use of pen and ink, charcoal, conte crayon, ink wash, oil paint, and all graphite media.
- Demonstrate proficiency in manipulating the major elements of 2-D and 3-D design, including shape, scale, color theory, balance, symmetry, kinetics, texture, materials, and composition.
- Demonstrate a foundational knowledge of major historical styles of western art, from ancient Egypt through the present.
- Assemble a portfolio and resume for possible transfer or employment.
- Demonstrate a foundational knowledge in the liberal arts and sciences, to include Basic Communication, Humanities, Social Sciences, Natural Sciences, Mathematics, and Western Civilization.



## Program Requirements

Item #	Title	Credits
ENGL 1010	College Composition I	3.0
ENGL 1020	College Composition II	3.0
	MATH 1150 or 1310 or higher	3
	Laboratory Science Electives	6
	Social Science Elective	3
	Humanities Elective	3
ARTS 1030	Drawing I	3.0
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3
	SPCH 1060 or SPCH 1080	3
ARTS 1310	Art History: Prehistoric to Medieval	3.0
ARTS 1320	Art History: Renaissance to Modern	3.0
ARTS 1400	Introduction to Digital Art	3.0
ARTS 1410	Two-Dimensional Design	3.0
ARTS 1420	Three Dimensional Design	3.0
ARTS 2030	Drawing II	3.0
ARTS 2110	Painting I	3.0
ARTS 2999	Portfolio Prep - Independent Study	1.0-4
	Arts Electives	6
	Free Electives	3
	Wellness	2
	Total Credits	63-66

### Course Sequencing

#### First Semester

Intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.

Item #	Title	Credits
ENGL 1010	College Composition I	3.0
ARTS 1410	Two-Dimensional Design	3.0
ARTS 1030	Drawing I	3.0
	MATH 1150 or 1310 or higher	3
	Social Science Elective	3
	Wellness (Awareness Component)	1

#### Second Semester

Item #	Title	Credits
ENGL 1020	College Composition II	3.0
ARTS 2030	Drawing II	3.0
ARTS 1420	Three Dimensional Design	3.0
	Humanities Elective	3
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3
	Wellness (Activity Component)	1

#### Third Semester

Item #	Title	Credits
ARTS 1310	Art History: Prehistoric to Medieval	3.0
ARTS 2110	Painting I	3.0
ARTS 2999	Portfolio Prep - Independent Study	1.0-4
	Arts Electives	6
	Laboratory Science Elective	3

## Fourth Semester

Item #	Title	Credits
ARTS 1320	Art History: Renaissance to Modern	3.0
ARTS 1400	Introduction to Digital Art	3.0
	SPCH 1060 or SPCH 1080	3
	Laboratory Science Elective	3
	Free Electives	3

## Footnotes

\*Based on placement, students might be required to take developmental and/or prerequisite classes before taking the required English and Math courses.

\*Humanities Electives: PHIL 2360, Foreign Language, or Theatre are recommended.

\*Arts Electives: ARTS 1210, 1220, 1440, 1450, 2120, 2210, 2220, 2540, 2550, 2620 are recommended.

\*Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course: See General Education Requirements for courses that meet this requirement.

\* Students in this program who plan to transfer to a SUNY college can meet 7 of the 10 SUNY Knowledge and Skills areas and 30 SUNY General Education credits. For more information on SUNY General Education requirements, refer to the catalog index or see an adviser.

## Human Services

### Degree Type

Associate in Science

### Type

Transfer

Division of Liberal Arts & Professional Studies

Associate Dean: Deborah Beall

This is a transfer program intended for students who wish to enter the helping professions. The courses provide students with an overview of the human services field along with the communication and documentation skills required. Appropriate selection of electives allows students to tailor the program to specific areas of interest. Students may choose to focus on services to the developmentally or physically challenged, children, youth, the elderly, or to offer help in the areas of domestic violence, child abuse or crisis intervention.

Students in this program must meet 7 of the 10 SUNY Knowledge and Skills areas, 2 core competencies (Critical Thinking and Information Literacy), and have 30 SUNY General Education credits. Please note that of the 7 Knowledge and Skills areas, the following 4 are required: Communication-Written and Oral; Mathematics and Quantitative Reasoning; Natural Sciences and Scientific Reasoning; and Diversity, Equity, Inclusion, and Social Justice. For more information on the SUNY General Education requirements please see General Education Requirements.

Graduates will be able to:

- Understand the roles and duties of human services professionals;
- Identify areas of employment;
- Use communication skills to facilitate problem solving;
- Fulfill essential case management functions including interviewing, record keeping, gathering intake information, making referrals, and identifying consumer problems and issues;
- Maintain professional and ethical standards of confidentiality;
- Understand and respond to potential crisis issues and situations;
- Identify and contact resources and agencies in community settings;
- Examine the role of diversity in the helping professions.

## Program Requirements

Item #	Title	Credits
ENGL 1010	College Composition I	3.0
ENGL 1020	College Composition II	3.0
	MATH 1310 or higher	4
PSYC 1101	Introduction to Psychological Science	3.0
SOCI 1010	Introduction to Sociology	3.0
SOCI 2210	Social Justice, Inequity, and Diversity	3.0
	Sociology or Psychology (2000 – level)	3
BIOL 1050	Introduction to Human Biology	0.0-3
HUSR 1010	Human Services I	3.0
HUSR 1030	Introduction to Helping Skills and Pre-Practicum	3.0
HUSR 1040	Human Services II	3.0
HUSR 2960	Human Services Practicum I	0.0-6
	Liberal Arts & Sciences Electives	6
	Program Electives	6
SPCH 1080	Public Speaking	3.0
	Free Electives	6
	Wellness	2
	Total Credits	54-63

### Course Sequencing

## First Semester

Intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.

Item #	Title	Credits
ENGL 1010	College Composition I	3.0
	MATH 1310 or higher	4
HUSR 1010	Human Services I	3.0
SPCH 1080	Public Speaking	3.0
	PSYC 1101 or SOCI 1010	3

## Second Semester

Item #	Title	Credits
ENGL 1020	College Composition II	3.0
HUSR 1030	Introduction to Helping Skills and Pre-Practicum	3.0
BIOL 1050	Introduction to Human Biology	0.0-3
	PSYC 1101 or SOCI 1010	3
	Program Elective	3

## Third Semester

Item #	Title	Credits
HUSR 1040	Human Services II	3.0
SOCI 2210	Social Justice, Inequity, and Diversity	3.0
	Sociology or Psychology (2000 – level)	3
	Liberal Arts & Sciences Electives	3
	Program Elective	3

## Fourth Semester

Item #	Title	Credits
HUSR 2960	Human Services Practicum I	0.0-6
	Liberal Arts & Sciences Electives	3
	Wellness	2
	Free Electives	6

## Footnotes

1. A statistics course is recommended for students interested in transfer.
2. Program electives: HUSR 1510 and HUSR 1620 are recommended.
3. Free electives: Students are encouraged to take a Crisis Management elective and should choose from HUSR 1211, 1221, or 1581.
4. Sociology or Psychology (2000-level): SOCI 2000, SOCI 2030, PSYC 2215, or PSYC 2030 are recommended.
5. Liberal Arts & Sciences Electives: Should be chosen from The Arts, US History & Civic Engagement, World History & Global Awareness, or World Languages. For a list of courses, see General Education Requirements.

\*Based on placement, students might be required to take developmental and/or prerequisite classes before taking the required English and Math courses.

# Information Technology

## Degree Type

Associate in Applied Science

## Type

Career

Division of STEAM

Associate Dean: Bradley Cole

The career program in Information Technology is designed to offer students several paths of study leading to an A.A.S. degree in their chosen field. The program is designed to be flexible and diverse so as to offer students the opportunity to choose a career path that best suits their interests and provides them with marketable skills for entering the global job market, or for continuing their education. This program offers specialization in network technology and system administration. Avenues for various career paths could include positions at national supercomputing and science laboratories, continuing on in the undergraduate and eventually graduate programs at other institutions, or positions in the corporate world (banks, financial institutions, etc.). The program also provides educational enhancement opportunities to local employers who want to advance the education of their employees.

Graduates will be able to:

- Communicate effectively using written and oral communication skills;
- Work effectively in a team environment both as a member and as a leader;
- Utilize analytical problem-solving techniques and critical thinking skills;
- Apply knowledge needed to successfully work with the various computer, networking, system, and application technologies as covered in the various program options.

## Program Requirements

Item #	Title	Credits
ENGL 1110	College Communication	3.0
ENGL 1020	College Composition II	3.0
	MATH 1230 or higher	3
	Social Science Elective	3
	Social Sciences or Humanities Elective	3
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3
PHYS 1010	Elementary Physics	0.0-4
	Information Technology Requirements	39
	Information Technology Elective	3
	Total Credits	60-64

## Course Sequencing

## First Semester

Intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.

Item #	Title	Credits
ENGL 1110	College Communication	3.0
CRST 1010	Computer Hardware Technologies	0.0-4
MATH 1230	Elements of Applied Mathematics I	3.0
CSNT 1200	Introduction to Networks	0.0-4
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3

## Second Semester

Item #	Title	Credits
ENGL 1020	College Composition II	3.0
	Social Sciences or Humanities elective	3
CSNT 1500	Routing and Switching Essentials	0.0-4
CRST 1030	Operating System Technologies	0.0-4
	Information Technology Elective	3

## Third Semester

Item #	Title	Credits
CRST 2040	Systems Configuration and Maintenance	0.0-4
CSNT 2200	Network Software	0.0-4
PHYS 1010	Elementary Physics	0.0-4
CSNT 2400	Scaling Networks	0.0-4

## Fourth Semester

Item #	Title	Credits
CRST 2050	Information Tech Practicum	3.0
CSNT 2700	Cloud System Administration	0.0-4
CSNS 1610	Fundamentals of Information Security	0.0-4
	Social Sciences or Humanities elective	3

## Footnotes

Social Science or Humanities Elective: PSYC 1101 recommended.

Information Technology Elective: Select from CRST, CSCS, CSIT 1320, 2044 or higher; CSNS and CSNT courses with advisor's approval. CSCS 1730 recommended.

Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course: See General Education Requirements for courses that meet this requirement.

ENGL 1110: Students may take ENGL 1010 and SPCH 1080 in place of ENGL 1110.

\*Based on placement, students might be required to take developmental and/or prerequisite classes before taking the required English and Math courses.

\*\*Adviser assistance in selection of courses is highly recommended

## Liberal Arts and Sciences: Humanities and Social Sciences

### **Degree Type**

Associate of Arts

### **Type**

Transfer

Division of Liberal Arts & Professional Studies

Associate Dean: Deborah Beall

This program provides the first two years of a traditional college education leading toward such professions as law, teaching at all levels through college, journalism, psychology, international affairs, translation, political science, and many more that require a strong academic background in such disciplines as economics, English, government, history, modern and classical languages, music, philosophy, psychology, sociology, theater, and others. By following a rigorous liberal arts and sciences curriculum, graduates will develop capabilities in academic research and writing; an ability to apply scientific method and critical thinking skills to validate their own ideas and inquiries; sufficient math skills to deal with complex problems; and an awareness and appreciation of living in a culturally, racially, and ethnically diverse society. The humanities, social sciences, and liberal arts and sciences electives allow students to focus their curriculum toward a specific goal or to explore a variety of disciplines. The courses accommodate a wide range of career choices. For curricular guidance to meet transfer and career goals, consult an academic advisor or Enrollment Specialist. Additionally, you can refer to SUNY Transfer Paths at [www.SUNY.edu](http://www.SUNY.edu). In a world where technology is constantly changing, students must be ready for a tomorrow where jobs change rapidly or disappear. This program provides a solid educational foundation by encouraging students to be knowledgeable about the past, but prepared for the future.

Students in this program must meet 7 of the 10 SUNY Knowledge and Skills areas, 2 core competencies (Critical Thinking and Information Literacy), and have 30 SUNY General Education credits. Please note that of the 7 Knowledge and Skills areas, the following 4 are required: Communication-Written and Oral; Mathematics and Quantitative Reasoning; Natural Sciences and Scientific Reasoning; and Diversity, Equity, Inclusion, and Social Justice. For more information on the SUNY General Education requirements please see General Education Requirements.

Graduates will have:

- Self-Direction (To Work on One's) – The ability to independently define, plan, and complete a project in conformance with assigned criteria, locating, evaluating, integrating, and correctly documenting any necessary primary or secondary source material;
- Analytical skills (To Think) – The ability to evaluate the quality of a claim, concept or process by careful consideration of the appropriateness, relevance, and/or truth of the supporting evidence;
- Understanding of the World (To Know) – The ability to demonstrate a foundation knowledge of the Natural World, The Physical World, The Social/Cultural World, The Historical World and The Contemporary World;
- Problem Solving (To Discover) – The ability to determine the best of many possible solutions to problems, whether numerical, symbolic, ethical, linguistic, or social;
- Expressivity (To Communicate) – The ability to clearly present information through writing, speech, visual presentation, or performance;
- Understanding of Human Condition and Human Behavior (To Understand) – The ability to demonstrate a basic understanding of motive and resultant human behaviors and activities;
- Creativity (To Innovate) – The ability to devise and express original insights and/or distinctive relationships among concepts;
- World Citizenship (To Appreciate) – The ability to demonstrate fundamental appreciation of cultures other than one's own.

## Program Requirements

Item #	Title	Credits
ENGL 1010	College Composition I	3.0
ENGL 1020	College Composition II	3.0
	World Languages	6
	Social Science Electives	6
	Laboratory Science Electives	6
	MATH 1150 or 1310 or higher	3
	Humanities Elective	3
	Liberal Arts and Sciences lower-level electives	9
	Liberal Arts and Sciences upper-level electives	9
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3
	SPCH 1060 or SPCH 1080	3
	Free Electives	6
	Wellness	2
	Total Credits	62

### Course Sequencing

#### First Semester

Intended as a guide for academic planning. It need not be followed exactly or completed in four semesters. Students who are decided about an academic major should see an advisor or Enrollment Specialist about the choice of courses that are appropriate for an established transfer path. The following is the default sequence for students who are undecided about an academic major or whose transfer goals are not accommodated by an established transfer path.

Item #	Title	Credits
ENGL 1010	College Composition I	3.0
	World Languages	4
	MATH 1150 or 1310 or higher	3
	Laboratory Science Elective	3
	Social Sciences Elective	3
	Wellness (Activity or Awareness)	1

#### Second Semester

Item #	Title	Credits
ENGL 1020	College Composition II	3.0
	World Languages	4
	Social Sciences Elective	3
	Laboratory Science Elective	3
	Humanities Elective	3
	Wellness (Activity or Awareness)	1

#### Third Semester

Item #	Title	Credits
	Liberal Arts and Sciences lower-level electives	6
	SPCH 1060 or SPCH 1080	3
	Liberal Arts and Sciences upper-level electives	3
	Free Electives	3



## Fourth Semester

Item #	Title	Credits
	Liberal Arts and Sciences lower-level electives	3
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3
	Liberal Arts and Sciences upper-level electives	6
	Free Electives	3

## Footnotes

\*Based on placement, students might have to take developmental and/or prerequisite courses before taking the required English or Mathematics courses.

1. World Language: The level to be determined by academic preparation or background experience, with six credits in the same language.
2. All Electives: When choosing electives, students should be aware of SUNY's requirement to satisfy seven out of ten General Education areas and have at least 30 General Education credits. See General Education Requirements.
3. Wellness: Any combination of activity and/or awareness.
4. Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course: See General Education Requirements for courses that meet this requirement.
5. Liberal Arts and Sciences Electives: In the humanities and social sciences, upper-level courses carry a designation of 2000 or above, and they are noted as upper-level courses in the course descriptions. Science and mathematics upper-level courses are those mathematics courses numbered 1310 or higher and science courses are numbered 1500 or higher.

## Liberal Arts and Sciences: Humanities and Social Sciences

### **Degree Type**

Associate in Science

### **Type**

Transfer

Division of Liberal Arts & Professional Studies

Associate Dean: Deborah Beall

This program is highly transferable and provides flexibility and exploration in a wide variety of studies since it contains many free electives. The training in disciplines in this program is excellent preparation for careers in the following areas and professions: communications, media, public relations, law, international relations, political science, psychologist, social worker, editor, and college professor in humanities, communications, English, philosophy, music, theater, anthropology, economics, geography, government, history, psychology, and sociology. Students can choose to concentrate in an area that matches their interests, or they can develop a curriculum to suit a unique academic goal not met by any other program. By following a rigorous liberal arts and sciences curriculum, graduates will have developed capabilities in academic research and writing; an ability to apply scientific method and critical thinking skills to validate their own ideas and inquiries; sufficient math skills to deal with complex problems; an awareness and appreciation of living in a culturally, racially, and ethnically diverse society.

Students in this program must meet 7 of the 10 SUNY Knowledge and Skills areas, 2 core competencies (Critical Thinking and Information Literacy), and have 30 SUNY General Education credits. Please note that of the 7 Knowledge and Skills areas, the following 4 are required: Communication-Written and Oral; Mathematics and Quantitative Reasoning; Natural Sciences and Scientific Reasoning; and Diversity, Equity, Inclusion, and Social Justice. For more information on the SUNY General Education requirements please see General Education Requirements.

Graduates will have:

- Self-Direction (To Work on One's Own) – The ability to independently define, plan, and complete a project in conformance with assigned criteria, locating, evaluating, integrating, and correctly documenting any necessary primary or secondary source material;
- Analytical skills (To Think) – The ability to evaluate the quality of a claim, concept or process by careful consideration of the appropriateness, relevance, and/or truth of the supporting evidence;
- Understanding of the World (To Know) – The ability to demonstrate a foundation knowledge of the Natural World, The Physical World, The Social/Cultural World, The Historical World and The Contemporary World;
- Problem Solving (To Discover) – The ability to determine the best of many possible solutions to problems, whether numerical, symbolic, ethical, linguistic, or social;
- Expressivity (To Communicate) – The ability to clearly present information through writing, speech, visual presentation, or performance;
- Understanding of Human Condition and Human Behavior (To Understand) – The ability to demonstrate a basic understanding of motive and resultant human behaviors and activities;
- Creativity (To Innovate) – The ability to devise and express original insights and/or distinctive relationships among concepts;
- World Citizenship (To Appreciate) – The ability to demonstrate fundamental appreciation of cultures other than one's own.

## Program Requirements

Item #	Title	Credits
ENGL 1010	College Composition I	3.0
ENGL 1020	College Composition II	3.0
	MATH 1150 or 1310 or higher	3
	Social Science Electives	6
	Liberal Arts & Sciences Electives	3
	Humanities Electives	6
	Laboratory Science Electives	6
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3
	SPCH 1060 or SPCH 1080	3
	Concentration Electives	15
	Free Electives	9
	Wellness	2
	Total Credits	62

### Course Sequencing

#### First Semester

Intended as a guide for academic planning. It need not be followed exactly or completed in four semesters. The sequence of courses may vary from this sample depending on the student's intended eventual major.

Item #	Title	Credits
ENGL 1010	College Composition I	3.0
	Social Sciences Elective	3
	MATH 1150 or 1310 or higher	3
	Humanities Elective	3
	Free Electives	3

#### Second Semester

Item #	Title	Credits
ENGL 1020	College Composition II	3.0
	Social Sciences Elective	3
	Liberal Arts & Sciences Electives	3
	Humanities Elective	3
	SPCH 1060 or SPCH 1080	3
	Wellness (Activity Component)	1

#### Third Semester

Item #	Title	Credits
	Laboratory Science Elective	3
	Concentration Electives	6
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3
	Free Electives	3
	Wellness (Awareness Component)	1

#### Fourth Semester

Item #	Title	Credits
	Laboratory Science Elective	3
	Concentration Electives	9
	Free Electives	3

## Footnotes

Mathematics: MATH 1310 is recommended for the Social Sciences concentration.

Liberal Arts & Sciences Elective: Should be chosen from The Arts, US History & Civic Engagement, World History & Global Awareness, or World Languages. For a list of courses, see General Education Requirements.

Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course: See General Education Requirements for courses that meet this requirement.

\*In the Communications/Humanities and Social Sciences areas, most upper-level courses carry a 2000 designation; they are noted as upper-level courses in the course description. Sciences & Mathematics upper-level courses are those math courses numbered 1310 or higher and science courses numbered 1500 or higher.

\*Based on placement, students might be required to take developmental and/or prerequisite classes before taking the required English and Math courses.

# Machine Tool Technology

## **Degree Type**

Associate in Applied Science

## **Type**

Career

Division of STEAM

Associate Dean: Bradley Cole

Students in the Machine Tool Technology program study that portion of the manufacturing arena that actually produces the parts that go into the products sold throughout the world. Machinists set up and operate a vast variety of machine tools from basic lathes to advanced computer numerically controlled (CNC) machining centers. In today's highly automated, high precision environment, the machinist needs a comprehensive knowledge of mathematics, precision measurement, CNC programming, and communication skills. Machinists must understand the working properties of metals such as steel, cast iron, aluminum and the effect heat treating has on their properties. They must be able to read complicated blueprints, translating these images into machined objects.

Graduates will be able to:

- Write and edit programs;
- Run parts on a CNC machining center;
- Use basic machining equipment and tools;
- Calculate and identify proper tool geometry, feeds, speeds, screw threads, and tapers to machine parts of various materials;
- Design simple jigs and fixtures;
- Read and inspect parts made to drawing specifications;
- Draw parts of various types and process them with MasterCam software.

In today's environment, the machinist is an integral part of a manufacturing team which analyzes processes, estimates costs, schedules production, and programs automated machines which are factors necessary to ensure a continuous refinement and improvement of the manufacturing process. With this involvement comes the knowledge and pride of having an immediate impact on, and control over, quality. Quality and productivity are critical factors in today's global economy. Some required classes are held at off-site locations evenings and weekends. Students must provide their own transportation.

Students must have good working knowledge of WORD (word processing) and EXCEL (spreadsheets and charts) for science and technology courses. If not already required in their program, students who lack these skills should still take TECH 1110 and TECH 1120 to make up the deficiency. Challenge exams for these courses are also available.

## Program Requirements

Item #	Title	Credits
ENGL 1110	College Communication	3.0
ENGL 1020	College Composition II	3.0
	MATH 1230 and MATH 1240, or MATH 1310 or higher	6
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3
PHYS 1010	Elementary Physics	0.0-4
	Social Sciences or Humanities elective	3
MACH 1040	Precision Machining I	0.0-5
MACH 1540	Precision Machining II	0.0-5
MACH 2510	CNC Lathe Programming	0.0-3
MACH 2380	Mastercam I	0.0-3
MACH 2400	CNC Machining	0.0-5
MACH 2410	Tooling Technology	0.0-4
MECH 1050	Engineering Graphics I	0.0-3
MECH 1560	CNC Programming	0.0-3
MECH 1570	Dimensional Metrology	0.0-3
TECH 1030	Manufacturing Methods	3.0
TECH 1110	Technical Word Processing & Research	1.0
TECH 1120	Spreadsheet Applications in Technology	1.0
MACH 2350	Machine Tool Co-Op	3.0
	Total Credits	64

### Course Sequencing

#### First Semester

Intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.

Item #	Title	Credits
ENGL 1110	College Communication	3.0
	MATH 1230 or higher	3
MACH 1040	Precision Machining I	0.0-5
MECH 1050	Engineering Graphics I	0.0-3
TECH 1110	Technical Word Processing & Research	1.0
TECH 1120	Spreadsheet Applications in Technology	1.0

#### Second Semester

Item #	Title	Credits
ENGL 1020	College Composition II	3.0
	MATH 1240 or higher	3
MACH 1540	Precision Machining II	0.0-5
MECH 1560	CNC Programming	0.0-3
MECH 1570	Dimensional Metrology	0.0-3

#### Summer

Item #	Title	Credits
MACH 2350	Machine Tool Co-Op	3.0

#### Third Semester

Item #	Title	Credits
TECH 1030	Manufacturing Methods	3.0
MACH 2400	CNC Machining	0.0-5
MACH 2380	Mastercam I	0.0-3
MACH 2510	CNC Lathe Programming	0.0-3

## Fourth Semester

Item #	Title	Credits
	Social Sciences or Humanities elective	3
MACH 2410	Tooling Technology	0.0-4
PHYS 1010	Elementary Physics	0.0-4
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3

## Footnotes

TECH 1110 and 1120: Evening students should substitute BUOT 1062 and CSST 1051.

\* Based on placement, students might be required to take developmental and/or prerequisite classes before taking the required English and Math courses.

\* High school or equivalent preparation required: Two years of high school mathematics including algebra and either geometry or inter-mediate algebra. Students who don't have this preparation will be able to get it here, but it may take longer to complete the program.

\*Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course: See General Education Requirements for courses that meet this requirement.

\*ENGL 1110: Students may take ENGL 1010 and SPCH 1080 in place of ENGL 1110.

# Machine Tool Technology

## Degree Type

Certificate

## Type

Career

Division of STEAM

Associate Dean: Bradley Cole

The purpose of this certificate program is to prepare students for immediate employment as entry level machine operators. They will become proficient in the operation of basic machine tools such as lathes, milling machines, grinders, drill presses and precision measurement equipment. To prepare for future career opportunities in the operation of machining centers, the College's first course in CNC programming is also required. Students will develop supportive skills in basic mathematics and writing appropriate to a machinist position and necessary to continue their machinist training in an associate's degree program in Machine Tool Technology.

Graduates will be able to:

- Immediately enter the workforce with the skills required to run both production and job-shop parts;
- Apply their skills to set-up and operate common manufacturing machine tools;
- Edit CNC programs "on-the-fly" to assist in production scheduling;
- Demonstrate proficiency in the use of standard and state-of-the-art metrology to verify parts to a documented drawing.

To provide students with the option of electing this program or the associate's degree in Machine Tool Technology, the first semester of both programs is identical. High school or equivalent preparation required: Two years of high school mathematics including algebra and either geometry or inter-mediate algebra. Students who don't have this preparation will be able to get it here, but it may take longer to complete the program. Some required classes are held at off-site locations evenings and weekends. Students must provide their own transportation.

Students must have a good working knowledge of WORD (work processing) and EXCEL (spreadsheets and charts) for science and technology courses. If not already required in their program, students who lack these skills should still take TECH 1110 and TECH 1120 to make up the deficiency. Challenge exams for these courses are also available.

## Program Requirements

Item #	Title	Credits
ENGL 1010	College Composition I	3.0
	MATH 1230 or higher	3
MACH 1040	Precision Machining I	0.0-5
MACH 1250	Metallurgy for the Machinist	3.0
MACH 1540	Precision Machining II	0.0-5
MECH 1050	Engineering Graphics I	0.0-3
MECH 1560	CNC Programming	0.0-3
MECH 1570	Dimensional Metrology	0.0-3
TECH 1110	Technical Word Processing & Research	1.0
TECH 1120	Spreadsheet Applications in Technology	1.0
TECH 1030	Manufacturing Methods	3.0
	Total Credits	14-33

## Course Sequencing



## First Semester

Intended as a guide for academic planning. It need not be followed exactly or completed in two semesters.

Item #	Title	Credits
ENGL 1010	College Composition I	3.0
	MATH 1230 or higher	3
MACH 1040	Precision Machining I	0.0-5
MECH 1050	Engineering Graphics I	0.0-3
TECH 1110	Technical Word Processing & Research	1.0
TECH 1120	Spreadsheet Applications in Technology	1.0

## Second Semester

Item #	Title	Credits
MACH 1250	Metallurgy for the Machinist	3.0
TECH 1030	Manufacturing Methods	3.0
MACH 1540	Precision Machining II	0.0-5
MECH 1560	CNC Programming	0.0-3
MECH 1570	Dimensional Metrology	0.0-3

## Footnotes

\*Based on placement, students might be required to successfully complete preparatory course(s) before attempting further course or program requirements.

\*All 33 credit hours of this program apply towards the specific 64 credit requirement of the Machine Tool Technology A.A.S. program allowing a student the opportunity to apply the credits earned in the certificate towards the completion of a two-year degree.

\*18 of the 33 credit hours of this program apply towards the specific 64 credit requirement of the Mechanical Technology: CAD Design A.A.S. program allowing a student the opportunity to apply the credits earned in the certificate towards the completion of a two-year degree.

## Mathematics and Science

### **Degree Type**

Associate in Science

### **Type**

Transfer

Division of STEAM

Associate Dean: Bradley Cole

This program is recommended for students interested in any area related to mathematics and science. Students who choose this program are typically interested in transferring to major in Astronomy, Biology, Chemistry, Ecology, Evolution, Geology, Physics, Mathematics, or Statistics, to name a few. It involves a more rigorous and concentrated level of mathematics and science, but still allows approximately 13 hours of electives. In all cases, students should look closely at the mathematics and science course descriptions to ensure that this program matches their abilities and career choice. Depending upon their long-term plans, they might also take a foreign language as an elective.

This is also the appropriate program for students interested in pursuing careers in Medicine, Ecology, Genetics, Dentistry, Veterinary, Meteorology, Pharmacy, Pharmaceutical Sciences, Actuary Science, Statistics, Scientific Research, Mathematics Education, Science Education or Forensic Science.

Students in this program must meet 7 of the 10 SUNY Knowledge and Skills areas, 2 core competencies (Critical Thinking and Information Literacy), and have 30 SUNY General Education credits. Please note that of the 7 Knowledge and Skills areas, the following 4 are required: Communication-Written and Oral; Mathematics and Quantitative Reasoning; Natural Sciences and Scientific Reasoning; and Diversity, Equity, Inclusion, and Social Justice. For more information on the SUNY General Education requirements please see General Education Requirements.

Graduates will demonstrate:

- Self-Direction (To Work on One's Own) – The ability to independently define, plan, and complete a project in conformance with assigned criteria, locating, evaluating, integrating, and correctly documenting any necessary primary or secondary source material;
- Analytical skills (To Think) – The ability to evaluate the quality of a claim, concept or process by careful consideration of the appropriateness, relevance, and/or truth of the supporting evidence;
- Understanding of the World (To Know) – The ability to demonstrate a foundation knowledge of the Natural World, The Physical World, The Social/Cultural World, The Historical World and The Contemporary World;
- Problem Solving (To Discover) – The ability to determine the best of many possible solutions to problems, whether numerical, symbolic, ethical, linguistic, or social
- Expressivity (To Communicate) – The ability to clearly present information through writing, speech, visual presentation, or performance;
- Understanding of Human Condition and Human Behavior (To Understand) – The ability to demonstrate a basic understanding of motive and resultant human behaviors and activities;
- Creativity (To Innovate) – The ability to devise and express original insights and/or distinctive relationships among concepts;
- World Citizenship (To Appreciate) – The ability to demonstrate fundamental appreciation of cultures other than one's own.

High school or equivalent preparation required: Two years of science and three years of mathematics, including algebra, geometry, intermediate algebra, and trigonometry. Students who don't have this preparation will be able to get it here, but it may take longer to complete the program.

## Program Requirements

Item #	Title	Credits
ENGL 1110	College Communication	3.0
ENGL 1020	College Composition II	3.0
	MATH 1310 or higher	6
	Laboratory Science Sequence	8
	Social Sciences Elective	3
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3
	Mathematics and/or Science Concentration	20
	Free Electives	14
	Wellness	2
	Total Credits	62

### Course Sequencing

#### First Semester

Intended as a guide for academic planning. It need not be followed exactly or completed in four semesters. The sequence of courses may vary from this sample depending on the student's intended eventual major.

Item #	Title	Credits
ENGL 1110	College Communication	3.0
	Laboratory Science Elective	4
	MATH 1310 or higher	3
	Mathematics and/or Science Concentration	4
	Wellness (Activity or Awareness)	1

#### Second Semester

Item #	Title	Credits
ENGL 1020	College Composition II	3.0
	Laboratory Science Elective	4
	MATH 1310 or higher	3
	Mathematics and/or Science Concentration	4
	Wellness (Activity or Awareness)	1

#### Third Semester

Item #	Title	Credits
	Mathematics and/or Science Concentration	8
	Social Sciences Elective	3
	Free Electives	6

#### Fourth Semester

Item #	Title	Credits
	Mathematics and/or Science Concentration	4
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3
	Free Electives	8

## Math Focus Sample Sequence:

This sequence is a more specific guide for those who intend to transfer as a mathematics major.

### First Semester

Item #	Title	Credits
ENGL 1110	College Communication	3.0
MATH 1610	Calculus I	4.0
	Laboratory Science Elective	4
	Computer Elective	3
	Free Electives	3

### Second Semester

Item #	Title	Credits
ENGL 1020	College Composition II	3.0
MATH 1620	Calculus II	4.0
	Laboratory Science Elective	4
	Social Sciences Elective	3
	Wellness (Awareness Component)	1

### Third Semester

Item #	Title	Credits
MATH 2610	Calculus III	4.0
	MATH 2350 or 2410	3
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3
	Free Electives	3
	Wellness (Activity Component)	1

### Fourth Semester

Item #	Title	Credits
MATH 2560	Introduction to Linear Algebra	3.0
	MATH 2350 or 2620	3
	Free Electives	10

## Footnotes

Laboratory Science Sequence: Courses must be selected from those that have a two-semester sequence and are numbered 1500 or higher. In addition, any two courses from GEOL 1510, 1520, and 1530 can count as a sequence.

Mathematics: Courses must be selected from courses numbered 1310 or higher. Students planning to transfer to a mathematics program at a four-year institution should select 1610-1620 to meet the mathematics requirement. To meet the concentration requirement, they should choose MATH 2610, and two courses from MATH 2330, 2410, 2560, 2620.

Mathematics/Science Concentration: Select from science courses numbered 1500 or higher, math courses numbered 1310 or higher, and up to 3 credits in a computer programming language from the following list: CSCS 1320, CSCS 2420, ENGR 1050, ELEC 2070, or TECH 1060.

Free Electives: Should be chosen from The Arts, US History & Civic Engagement, World History & Global Awareness, or World Languages. For a list of courses, see General Education Requirements. Students planning to transfer to a mathematics or physics program at a four-year institution are recommended to take a computer programming language.

Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course: See General Education Requirements for courses that meet this requirement.

ENGL 1110: Students may take ENGL 1010 and SPCH 1080 in place of ENGL 1110.

\*Based on placement, students might be required to take developmental and/or prerequisite classes before taking the required English and Math courses.

## Mechanical Technology: CAD Design

### **Degree Type**

Associate in Applied Science

### **Type**

Career

Division of STEAM

Associate Dean: Bradley Cole

Every new product, machine, vehicle, or device we enjoy today represents the work of creative mechanical designers. Those who derive satisfaction from the challenge of solving mechanical problems, making things work, and using computer technology to create new things may have a future in this exciting field. This program represents a blend of applied design theory with the most recent innovations in Computer-Aided Design (CAD), Rapid Prototyping, Computer Numerical Control and traditional industrial practices. Initial courses focus on topics common to all technical fields, including mathematics, engineering graphics, machine tools, and basic electricity. Subsequent courses become more specialized as students apply computer technology to problems related to machine design and automation.

Graduates are prepared to:

- Use of a CAD system for design, manufacture, and analysis; select materials, and design mechanical components and systems;
- Perform technician assignments involving measurements, test equipment, data recording and analysis;
- Communicate with and understand technical terminology;
- Use word processing, spreadsheet, and presentation software;
- Recognize and use project management techniques.

Should students decide to continue their education at the four-year college level, courses taken at Corning transfer to upper-division colleges granting Bachelor of Technology degrees in Mechanical Technology, Manufacturing Technology, and Manufacturing Engineering Technology.

Students must have good working knowledge of WORD (word processing) and EXCEL (spreadsheets and charts) for science and technology courses. If not already required in their program, students who lack these skills should still take TECH 1110 and TECH 1120 to make up the deficiency. Challenge exams for these courses are also available.

## Program Requirements

Item #	Title	Credits
ENGL 1110	College Communication	3.0
ENGL 1020	College Composition II	3.0
	MATH 1230 and 1240, or higher	6
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3
	PHYS 1010 or higher	4
	Social Sciences or Humanities elective	3
ELEC 1010	Electricity	0.0-4
TECH 1030	Manufacturing Methods	3.0
TECH 1080	Manufacturing Methods Lab	1.0
MECH 1050	Engineering Graphics I	0.0-3
MECH 1060	Technical Mechanics	0.0-2
MECH 1550	Engineering Graphics II	0.0-3
MECH 1570	Dimensional Metrology	0.0-3
MECH 2010	Machine Design (Kinematics)	0.0-3
MECH 2050	Hydraulics and Pneumatics	0.0-3
MECH 2170	Strength of Materials	0.0-4
MECH 2210	Materials	0.0-4
CADD 1700	Computer Aided Drafting I	0.0-3
CADD 2710	Computer Aided Drafting II	0.0-3
	Technical Electives	3
	Total Credits	29-64

### Course Sequencing

#### First Semester

Intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.

Item #	Title	Credits
ENGL 1110	College Communication	3.0
	MATH 1230 or higher	3
MECH 1050	Engineering Graphics I	0.0-3
TECH 1030	Manufacturing Methods	3.0
TECH 1080	Manufacturing Methods Lab	1.0
ELEC 1010	Electricity	0.0-4

#### Second Semester

Item #	Title	Credits
ENGL 1020	College Composition II	3.0
	MATH 1240 or higher	3
MECH 1550	Engineering Graphics II	0.0-3
PHYS 1010	Elementary Physics	0.0-4
MECH 1570	Dimensional Metrology	0.0-3

#### Third Semester

Item #	Title	Credits
MECH 2050	Hydraulics and Pneumatics	0.0-3
MECH 1060	Technical Mechanics	0.0-2
CADD 1700	Computer Aided Drafting I	0.0-3
MECH 2210	Materials	0.0-4
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3
	Technical Electives	3

## Fourth Semester

Item #	Title	Credits
	Social Sciences or Humanities elective	3
MECH 2010	Machine Design (Kinematics)	0.0-3
MECH 2170	Strength of Materials	0.0-4
CADD 2710	Computer Aided Drafting II	0.0-3

## Footnotes

\*Based on placement, students might be required to take developmental and/or prerequisite classes before taking the required English and Math courses. Math 1310 does not count toward the 6 credits of math for the program.

\*High school or equivalent preparation required: Two years of mathematics including algebra and either geometry or intermediate algebra.

\*Technical elective: Choose from MFGT 2020 or MECH 1560. Note: both can be taken if desired and are recommended by the Technology Department.

\*Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course: See General Education Requirements for courses that meet this requirement.

\*ENGL 1110: Students may take ENGL 1010 and SPCH 1080 in place of ENGL 1110.



# Mechatronics

## **Degree Type**

Associate in Applied Science

## **Type**

Career

Division of STEAM

Associate Dean: Bradley Cole

A Mechatronics Technician is skilled in the art of troubleshooting a factory automation system with respect to:

- the motors that drive the system
- the mechanical components that comprise the system
- the sensors that provide information of the systems status and performance, and
- the communication network that connects this subsystem to the larger integrated system.

The purpose of this program is to prepare graduates to meet the needs of Advanced Manufacturing companies in both our local and regional area for employment as Process control Technicians, Industrial Maintenance positions, and general technical support positions. Worldwide, manufacturing has evolved to embrace automation through the application of robotics, computer-controlled machines, and supply chain management. This requires networked systems that can communicate with each other and may soon further evolve to what some have termed a digital control tower.

The “Web of Things” is expanding at an alarming rate. Companies can now use data analysis from smart sensors (“Things”) placed throughout their automated lines to predict future failures and thereby schedule maintenance to reduce downtimes in production.

The need for technicians that can maintain, upgrade, and troubleshoot these systems currently exceeds what educational institutions are producing. With the global growth of automation and a desire to remain competitive, the demand for graduates in this field should continue to rise.

Graduates should be able to:

- Troubleshoot a complex Mechatronics system through the measurement, interpretation, and analysis of electrical, PLC/microcontroller, mechanical, and network configuration values;
- Program mechatronic subsystem modules using current industry standard Programmable Logic Controllers (PLC's);
- Implement PLC networks, including configuration and data transfer using bus systems;
- Maintain, monitor, and repair computerized automation systems and robotic devices;
- Perform effectively as a team member communicating technically with upstream and downstream production operations in advanced manufacturing companies.

## Program Requirements

Item #	Title	Credits
ENGL 1110	College Communication	3.0
ENGL 1020	College Composition II	3.0
	MATH 1230 and 1240, or higher	6
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3
	Social Sciences or Humanities Elective	3
ELEC 1010	Electricity	0.0-4
ELEC 1510	Digital Electronics	0.0-4
ELEC 1530	Sensors and Actuators	0.0-4
ELEC 2020	Industrial Electronics	0.0-4
ELEC 2040	Electrical Machines and Motor Control	0.0-4
ELEC 2070	Industrial Data Acquisition	0.0-4
MECH 1050	Engineering Graphics I	0.0-3
MECH 2050	Hydraulics and Pneumatics	0.0-3
MECH 2110	Mechanical Components	0.0-4
TECH 1030	Manufacturing Methods	3.0
TECH 1080	Manufacturing Methods Lab	1.0
PHYS 1010	Elementary Physics	0.0-4
	Technical Elective	3
	Total Credits	25-63

### Course Sequencing

#### First Semester

Intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.

Item #	Title	Credits
ENGL 1110	College Communication	3.0
	MATH 1230 or higher	3
MECH 1050	Engineering Graphics I	0.0-3
ELEC 1010	Electricity	0.0-4
TECH 1030	Manufacturing Methods	3.0
TECH 1080	Manufacturing Methods Lab	1.0

#### Second Semester

Item #	Title	Credits
ENGL 1020	College Composition II	3.0
	MATH 1240 or higher	3
ELEC 1510	Digital Electronics	0.0-4
PHYS 1010	Elementary Physics	0.0-4
ELEC 1530	Sensors and Actuators	0.0-4

#### Third Semester

Item #	Title	Credits
ELEC 2040	Electrical Machines and Motor Control	0.0-4
MECH 2050	Hydraulics and Pneumatics	0.0-3
MECH 2110	Mechanical Components	0.0-4
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3

## Fourth Semester

Item #	Title	Credits
ELEC 2020	Industrial Electronics	0.0-4
ELEC 2070	Industrial Data Acquisition	0.0-4
	Social Sciences or Humanities Elective	3
	Technical Elective	3

## Footnotes

\*Based on placement, students might be required to take developmental and/or prerequisite classes before taking the required English and Math courses.

Technical Elective: Choose from CSNT1200, ELEC 1500, ELEC 2030, ELEC 2050, GLSS 2010, MECH 1060, MECH 1560, MECH 1570, MECH 2210, MFGT 2030, TECH 1060, or TECH 1120.

\*Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course: See General Education Requirements for courses that meet this requirement.

\*ENGL 1110: Students may take ENGL 1010 and SPCH 1080 in place of ENGL 1110.

## Nursing

### Degree Type

Associate in Applied Science

### Type

Career

Division of Liberal Arts & Professional Studies

Associate Dean: Deborah Beall

Department Director: Krystal Jubilee, MSN, RN

The integrated curriculum includes learning experiences in medical, surgical, pediatric, obstetric, geriatric, psychiatric and community settings. Clinical experience is provided in hospitals in Corning, Elmira, Sayre, Montour Falls, Troy and at other health care agencies throughout the area during day, evening, and weekend hours. Students are responsible for their own transportation to clinical agencies and are expected to rotate agencies each semester.

### Graduates will be able to:

- Integrate theoretical knowledge of nursing and implements patient-centered nursing care through interdisciplinary teamwork, therapeutic communication, clinical judgment, professional standards of safe care, and the nursing process.
- Model professional standards of practice within an ethical and legal framework to provide safe, competent, quality care.
- Demonstrate a commitment to the nursing profession by analysis of own personal growth and professional development while functioning to achieve and promote desired health outcomes.
- Facilitate communication with patients, families and communities through the use of informatics and technology in the healthcare system to provide established standards of care that incorporate evidence based professional practice.
- Provide patient-centered care for a diverse population across the life span integrating knowledge from the sciences and critical thinking to provide safe and competent nursing care.

Successful completion of this program enables graduates to take the National Council Licensing Examination for Registered Nurse (NCLEX). This program is accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN) and registered by the New York State Education Department and the State Board of Regents.

**Admission to the Nursing program does not guarantee eligibility to register into the first nursing course.**

**Registration into nursing courses is on a space-available basis.**

### Eligibility and Steps:

- Students must have completed all developmental courses (see prerequisites below), place in ENGL 1010 based on CCC assessments tests, and must be eligible to take MATH 1150 or higher by assessment tests.
- Students must successfully complete courses in biology and chemistry either in high school (with a grade of 75% or its letter grade equivalent or higher) or in college (with a grade of C or higher) within the past 5 years.
- Students must have completed **ALL** prerequisite courses in the fall or winter term prior to the submission of the nursing application in the spring semester.
- Students will be required to submit a completed nursing application **which includes the** ATI Test of Essential Academic Skills (TEAS). Applicants must achieve a minimum overall score ("Adjusted Individual Total Score") of 62 .
- A **minimum cumulative** Grade Point Average of 2.75 is required to submit an application.

### Once admitted requirements include:

- Results of a criminal background check
- Results of Pennsylvania child abuse screening
- Proof of current American Heart Association BLS certification
- Completion of the "Essential Functions" of the Nursing program form
- Submission of required health form information, physical exam, immunizations and titers
- Attend mandatory in-person Boot Camp (one week prior to the start of fall classes)

Students are required to meet the criteria set by the clinical agencies. This includes health form components, background check and/or child abuse check. In addition, students will be required to have COVID-19 vaccine, Influenza vaccines, TB, and PPD as part of their clinical lab requirement. An applicant who has been convicted of a felony may not be allowed to take the NCLEX. For more information, contact the Nurse Education Department Director. Students entering the Nursing program will need to know basic keyboarding and computer use. CCC offers both of these courses.

Nursing courses, specifically NURS 1200, 1300, 1600, 1650, 2200, 2250, 2300, 2400, 2600 have a shelf life of three years. If a student is unsuccessful in any of the clinical nursing courses, NURS 1200, 1300, 1600, 1650, 2200, 2250, 2300, 2400, 2600 they would have the opportunity to re-apply for admission to the Nurse Education Department requesting the chance to repeat the course. Re-entry applications are only available through the Nurse Education Department. Students are only allowed to repeat one clinical nursing course. Students must complete the sequence of nursing courses within four years of beginning their first nursing course.

## Prerequisite Courses:

**Developmental Courses:** Any developmental courses will need to be completed successfully prior to submission of the Nursing Application.

**Math:** Must be eligible to take MATH 1150 or higher by assessment test.

**Science:** See chart below.

	<b>If never taken in high school, or if taken more than 5 years prior to admission, then:</b>	<b>If taken in high school and received less than a final grade 75% OR took in college and received less than a final grade of "C", or completed more than 5 years prior (regardless of grade), then:</b>	<b>If taken in high school and received a final grade of 75% or greater OR taken in college and received a final grade of "C" or higher, within the past 5 years, then:</b>
<b>Science</b>			
<b>Biology</b>	Must take BIOL 1020, 1050, 1060, or 1510 with a grade of "C" or higher.	Must take BIOL 1020, 1050, 1060, or 1510 with a grade of "C" or higher.	Prerequisite is met.
<b>Chemistry</b>	Must take CHEM 1020 or 1510 and pass with a grade of "C" or higher.	Must take CHEM 1020 or 1510 and pass with a grade of "C" or higher	Prerequisite is met.

## Program Requirements

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ENGL 1110	College Communication	3.0
ENGL 1020	College Composition II	3.0
	MATH 1150 or higher	3
PSYC 1101	Introduction to Psychological Science	3.0
PHIL 1300	Ethics and Current Moral Issues	3.0
HLTH 1510	Introduction to Nutrition	0.0-3
BIOL 1210	Principles of Anatomy and Physiology I	0.0-4
BIOL 1220	Principles of Anatomy & Physiology II	0.0-4
BIOL 2010	Microbiology	0.0-4
NURS 1200	Fundamentals/Health Assessment	3.0
NURS 1300	Introductory Medical-Surgical Nursing	0.0-4
NURS 1600	Medical-Surgical Nursing I	0.0-4
NURS 1650	Behavioral Health Nursing	0.0-3
NURS 1675	Pharmacology II	3.0
NURS 2200	Maternal-Child Nursing	0.0-3
NURS 2250	Medical-Surgical Nursing II	0.0-5
NURS 2300	Transition to Practice	1.0
NURS 2400	Population Health/Leadership in Nursing	0.0-3
NURS 2600	Advanced Medical-Surgical Nursing	0.0-5
	Total Credits	22-64

### Course Sequencing

## First Semester

Intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.

Item #	Title	Credits
ENGL 1110	College Communication	3.0
	BIOL 1210 or 2020	4
	MATH 1150 or higher	3
NURS 1200	Fundamentals/Health Assessment	3.0
NURS 1300	Introductory Medical-Surgical Nursing	0.0-4

## Second Semester

Item #	Title	Credits
ENGL 1020	College Composition II	3.0
	BIOL 1220 or 2030	4
NURS 1600	Medical-Surgical Nursing I	0.0-4
NURS 1650	Behavioral Health Nursing	0.0-3
NURS 1675	Pharmacology II	3.0

## Third Semester

Item #	Title	Credits
BIOL 2010	Microbiology	0.0-4
PSYC 1101	Introduction to Psychological Science	3.0
NURS 2200	Maternal-Child Nursing	0.0-3
NURS 2250	Medical-Surgical Nursing II	0.0-5

## Fourth Semester

Item #	Title	Credits
HLTH 1510	Introduction to Nutrition	0.0-3
PHIL 1300	Ethics and Current Moral Issues	3.0
NURS 2300	Transition to Practice	1.0
NURS 2400	Population Health/Leadership in Nursing	0.0-3
NURS 2600	Advanced Medical-Surgical Nursing	0.0-5

## Footnotes

\*Based on placement, students might be required to successfully complete preparatory course(s) and prerequisite courses before attempting further course or program requirements.

1. **Biology Courses:** BIOL 1210 (Principles of Anatomy & Physiology I) **must be** taken prior to or concurrently with NURS 1200 & NURS 1300. BIOL 1220 (Principles of Anatomy & Physiology II) **must be** taken prior to or concurrently with NURS 1600 & NURS 1650. BIOL 2010 (Microbiology) must be taken prior to or concurrently with NURS 2200 & NURS 2250. All lab science program requirements must be completed with a grade of C (75%) or higher and be completed prior to entering NURS 2400 & NURS 2600.

2. A grade of C+ (77%) or better in a nursing course is necessary to continue to the next nursing course. Students who fail to provide safe and satisfactory patient care may be dropped from nursing courses and assigned a final grade of "D" or "F" at any time during the semester. Students who are unsuccessful in any nursing course with a clinical component must submit a re-entry application to the Department of Nurse Education requesting a second opportunity to complete the program. An unsuccessful attempt is defined as: completion of a course with a grade of "D", or withdrawal from a course. Students must submit the re-entry application by March 1st for returning in the fall semester and September 1st for returning in the spring semester. Failure to meet the deadline will result in the non-approval of the student's application, and the student will need to wait until the following year. Readmission to nursing courses is on a space-available basis determined following the last nursing exam of the semester – students will be notified by the Nurse Education Department.

Successful completion of dosage and calculation competency with a score of 100%, and all previous skills learned, must be demonstrated in the Nursing Lab with faculty **before** a student can register for classes. For re-entering students, credits previously earned for nursing courses with clinical components are valid for three years. After three years previously passed nursing courses will need to be repeated. Only one nursing course can be repeated. Readmission applications are available in the Nurse Education Department. The Nursing program must be completed within four years of beginning the first nursing course.

3. Evidence of certification in AHA-BLS CPR must be maintained throughout the program and evidence submitted to the Nurse Education Department. The **ONLY** acceptable CPR courses are American Heart Association course "BLS Provider." No other CPR certification will be accepted. Verification of an updated CPR certification will be monitored throughout each nursing course. Lapses in certification can lead to unsuccessful completion of a nursing course.

4. All prerequisite courses for the Nursing Program must be completed with a grade of "C" or higher.

5. All nursing program courses must be completed with a grade of C+ (77%) or higher.

## Police Basic Training

### Degree Type

Certificate

### Type

Career

Division of Liberal Arts & Professional Studies

Associate Dean: Deborah Beall

The program has been approved by the New York State Division of Criminal Justice Services to meet Phase I of the Police Academy Training. (Phase II occurs after employment.) Entry into the program requires approval from the program coordinator, and completion of all remediation requirements. This certificate is not a guarantee of employment. No persons with a felony conviction in any state will be accepted. All applicants will be required to supply the following information prior to being accepted in this program: a) FBI/DCJS criminal history; b) NYS driver's abstract from the NYS Department of Motor Vehicles proving the applicant's privilege to operate a motor vehicle in the state of New York; and c) CCC Health Form documenting immunizations and an up-to-date physical exam which documents the ability of the applicant to perform the physical tasks in the PFIT curriculum. Due to physical fitness requirements from the NYS Department of Criminal Justice Services, all students will be required to successfully achieve a 40% rating on a physical fitness test based on the Cooper Norms, administered by staff designated by the session director and conducted in accordance with NYS DCJS guidelines. Due to the competitive nature of employment positions in law enforcement, each applicant will be required to successfully pass an oral board interview conducted by staff designated by the session director.

Graduates will:

- Have attained a level of expertise in the areas of: New York State Laws, crime scene investigations, physical training, defensive tactics, emergency medical services, emergency vehicle operations, and many other ancillary police activities sufficient for New York State Phase I Certification

In accordance with NYS Civil Service Law for the appointment of police officers, preference for acceptance will be given to applicants who are between 20 and 34 years of age.

Twenty-six (26) credit hours of this program can be applied towards the completion of the Criminal Justice A.A.S. degree and 19 credit hours of this program can be applied towards the completion of the Criminal Justice A.S. degree.

## Program Requirements

Item #	Title	Credits
ENGL 1010	College Composition I	3.0
ENGL 1410	Police Report Writing	2.0
SOCI 1010	Introduction to Sociology	3.0
CRJ 1010	Introduction to Criminal Justice	3.0
CRJ 1540	Police Physical Conditioning and Wellness	2.0
CRJ 1550	Laws of New York State	3.0
CRJ 1560	Basic Police Procedures	3.0
CRJ 1570	Police Community Interaction	3.0
CRJ 1580	Police Investigations	3.0
CRJ 1590	Police Certified First Responder	2.0
	MATH 1110 or Higher	3
PEPD 1018	Cooper Norm Standards Preparation	3.0
	Total Credits	33

### Course Sequencing



## First Semester

Intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.

Item #	Title	Credits
ENGL 1010	College Composition I	3.0
SOCI 1010	Introduction to Sociology	3.0
CRJ 1010	Introduction to Criminal Justice	3.0
	MATH 1110 or Higher	3
PEPD 1018	Cooper Norm Standards Preparation	3.0

## Second Semester

Item #	Title	Credits
CRJ 1540	Police Physical Conditioning and Wellness	2.0
CRJ 1550	Laws of New York State	3.0
CRJ 1560	Basic Police Procedures	3.0
CRJ 1570	Police Community Interaction	3.0
CRJ 1580	Police Investigations	3.0
CRJ 1590	Police Certified First Responder	2.0
ENGL 1410	Police Report Writing	2.0

# Sustainability Studies

## Degree Type

Associate in Science

## Type

Transfer

Division of Liberal Arts & Professional Studies

Associate Dean: Deborah Beall

The Sustainability Studies program is designed for students who are interested in pursuing careers related to environmental sustainability within a large range of professional fields. The College's grounds, which include Spencer Crest Nature and Research Center, serve as an outdoor classroom and lab space for many of the required academic classes. The program explores the interplay between the natural environment, the built environment, and society through an interdisciplinary lens. Within the two-year scope of this program, students will complete a variety of courses from the natural sciences, social sciences, and humanities in addition to fulfilling SUNY's general education requirements. The program will provide students with hands-on experience in sustainability through coursework, independent research, internships, and unique learning experiences. Upon completion of this program, students will have marketable skills for employment or to advance their education at a transfer institution. Students with degrees in Sustainability may pursue careers in many vocations, including outdoor education, environmental policy, sustainability planning, conservation management, corporate responsibility, and many others.

Students in this program must meet 7 of the 10 SUNY Knowledge and Skills areas, 2 core competencies (Critical Thinking and Information Literacy), and have 30 SUNY General Education credits. Please note that of the 7 Knowledge and Skills areas, the following 4 are required: Communication-Written and Oral; Mathematics and Quantitative Reasoning; Natural Sciences and Scientific Reasoning; and Diversity, Equity, Inclusion, and Social Justice. For more information on the SUNY General Education requirements please see General Education Requirements.

Graduates are prepared to:

- Demonstrate understanding of the natural, manmade, and social environments and their interactions as they contribute to the complexity of environmental issues;
- Differentiate among and apply models from various disciplines to environmental problems to find sustainable solutions;
- Clearly communicate issues and problems related to social, environmental, and economic sustainability orally and in writing;
- Use the scientific method and social science research methods to document and analyze problems related to environmental sustainability.

Applied learning in the form of an internship or service learning is a required part of the program. This requirement was included to help students clarify career objectives and prepare for those eventual careers. To determine the best fit for the student's career goals they will sit down with their academic advisor and/or the Applied Learning Coordinator. In addition to hosting applied learning projects at the nature center on campus, host sites will be identified by faculty and the Applied Learning Coordinator.

The Sustainability Studies program is offering classes in-person on campus and through online learning. Please see an advisor to schedule the best program options for you.

## Program Requirements

Item #	Title	Credits
ENGL 1010	College Composition I	3.0
ENGL 1020	College Composition II	3.0
	MATH 1310 and 1413 or higher	8
	BIOL 1510 and 1520 or BIOL 1010 and 1030	6
	ECON 2001 and/or 2002	3
	SPCH 1060 or SPCH 1080	3
ITRN 2010	Internship	1.0-3
SOCI 2060	Research Methods in the Social Sciences	3.0
PHIL 2200	Environmental Ethics	3.0
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3
	Track-Specific Courses	21
	Total Credits	64

### Course Sequencing

## Sustainability Track

Intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.

### First Semester

Item #	Title	Credits
ENGL 1010	College Composition I	3.0
MATH 1310	Elementary Statistics	4.0
	BIOL 1010 or BIOL 1510	3
SOCI 1010	Introduction to Sociology	3.0
	Wellness (Activity Component)	1

### Second Semester

Item #	Title	Credits
ENGL 1020	College Composition II	3.0
MATH 1413	Pre-Calculus	4.0
	BIOL 1520 or BIOL 1030	3
SOCI 2060	Research Methods in the Social Sciences	3.0
	ECON 2001 or 2002	3

### Third Semester

Item #	Title	Credits
BIOL 2040	Ecology	0.0-4
GOVT 1010	American Federal Government	3.0
	HLTH 2200 or HLTH 1400	3
SPCH 1080	Public Speaking	3.0
SOCI 2400	Environment and Society	3.0

### Fourth Semester

Item #	Title	Credits
ITRN 2010	Internship	1.0-3
	Free Electives	3
PHIL 2200	Environmental Ethics	3.0
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3
	Free Electives	3

## Sustainable Business Track

Intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.

### First Semester

Item #	Title	Credits
ENGL 1010	College Composition I	3.0
MATH 1310	Elementary Statistics	4.0
	BIOL 1010 or BIOL 1510	3
BUSN 1040	Principles of Business	3.0
SOCI 1010	Introduction to Sociology	3.0

### Second Semester

Item #	Title	Credits
ENGL 1020	College Composition II	3.0
MATH 1413	Pre-Calculus	4.0
	BIOL 1520 or BIOL 1030	3
SOCI 2060	Research Methods in the Social Sciences	3.0
ECON 2001	Principles of Economics - Macro	3.0

### Third Semester

Item #	Title	Credits
ACCT 1030	Financial Accounting	4.0
BUSN 1231	Business Law I	3.0
MGMT 2041	Principles of Management	3.0
ECON 2002	Principles of Economics - Micro	3.0
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3

### Fourth Semester

Item #	Title	Credits
ITRN 2010	Internship	1.0-3
MKTG 2050	Principles of Marketing	3.0
ACCT 1040	Managerial Accounting	4.0
	SPCH 1060 or SPCH 1080	3
	Free Electives	3

## Environmental Policy Track

Intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.

### First Semester

Item #	Title	Credits
ENGL 1010	College Composition I	3.0
MATH 1310	Elementary Statistics	4.0
	BIOL 1010 or BIOL 1510	3
SOCI 1010	Introduction to Sociology	3.0
	Wellness (Activity Component)	1

## Second Semester

Item #	Title	Credits
ENGL 1020	College Composition II	3.0
MATH 1413	Pre-Calculus	4.0
	BIOL 1520 or BIOL 1030	3
SOCI 2060	Research Methods in the Social Sciences	3.0
	ECON 2001 or 2002	3
	Wellness (Awareness Component)	1

## Third Semester

Item #	Title	Credits
HIST 1050	Contemporary World Affairs	3.0
GOVT 1010	American Federal Government	3.0
GOVT 2010	Introduction to Political Science	3.0
SPCH 1080	Public Speaking	3.0
	Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course	3

## Fourth Semester

Item #	Title	Credits
PHIL 2200	Environmental Ethics	3.0
GOVT 1020	State and Local Government	3.0
	Government Elective	3
ITRN 2010	Internship	1.0-3
	Free Electives	3

## Footnotes

\* Based on placement, students may be required to take ENGL 0980 or ENGL 0990 before taking ENGL 1010, and MATH prerequisite courses before taking the required math credit courses. Successful completion of some or all developmental courses may also be required before students can enroll in the science classes pertinent to this program.

\*Diversity, Equity, Inclusion, Social Justice (DEI/SJ) Course: See General Education Requirements for courses that meet this requirement.

\*Free Electives: Should be chosen from The Arts, US History & Civic Engagement, World History & Global Awareness, or World Languages. For a list of courses, see General Education Requirements.

# Microcredentials

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## Applied Electronics for Manufacturing Assemblers

**Degree Type**

Microcredential

**Division**

STEAM

**Associate Dean**

Bradley Cole

The Southern Tier has roughly 450 manufacturers employing 19 percent of the total workforce with a payroll that approaches \$2 billion a year. There is a significant and immediate need for Electrical Assemblers for many of the area manufacturers. Employers are interested in credentialed employees.

Upon completion of this micro-credential, students will be able to understand and apply electrical quantities and their measurement, DC circuits, AC circuits, magnetism and basic instrumentation and electrical power. They will demonstrate the use of electrical and mechanical equipment and instrumentation, and construct a CAD generated circuit board demonstrating the skills of bread boarding, soldering, crimping, heat shrinking, wiring, and mounting jacks, controls and switches.

This is designed to be a stackable micro-credential as a beginning Micro-credential. The next step would be the Applied Electronics for Manufacturing Technicians and then the Electrical Technology-Electronics AAS program.

**Stackable to Degree Program**

These micro-credentials align with requirements for the Electrical Technology-Electronics A.A.S. should students choose to continue their education after obtaining the micro-credential. This micro-credential is 8 credits.

## Micro-credential Requirements

Item #	Title	Credits
MATH 1230	Elements of Applied Mathematics I	3.0
ELEC 1010	Electricity	0.0-4
ELEC 2000	Electronic Construction	1.0
	Total Credits	4-8

## Applied Electronics for Manufacturing Technicians

### **Degree Type**

Microcredential

### **Division**

STEAM

### **Associate Dean**

Bradley Cole

The Southern Tier has roughly 450 manufacturers employing 19 percent of the total workforce with a payroll that approaches \$2 billion a year. There is a significant and immediate need for Electrical Technicians for many of the area manufacturers. Employers are interested in credentialed employees.

Upon completion of this micro-credential, students will be able to design, construct, and analyze electronic circuits, and demonstrate the use of electrical and mechanical equipment and instrumentation.

This is designed to be a stackable micro-credential as an intermediate step between the Applied Electronics for Manufacturing Assemblers Micro-credential and the Electrical Technology-Electronics A.A.S. program.

### **Stackable to Degree Program**

These micro-credentials align with requirements for the Electrical Technology-Electronics A.A.S. should students choose to continue their education after obtaining the micro-credential. This micro-credential is 12 credits.

## Micro-credential Requirements

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ELEC 1500	Solid State Electronics	0.0-4
ELEC 1510	Digital Electronics	0.0-4
ELEC 2020	Industrial Electronics	0.0-4
	Total Credits	0-12

# Bookkeeping/Accounting

**Degree Type**

Microcredential

**Division**

Liberal Arts & Professional Studies

**Associate Dean**

Deborah Beall

This curriculum was designed and approved by faculty in the Business and Accounting department and with feedback from the advisory board. This micro-credential provides a fast, comprehensive approach to developing a greater understanding of basic bookkeeping and accounting functions and is recommended for developing or sharpening skills for both entry level employees and those current employees who would like further professional development, or to refresh their skills.

Upon completion of this micro-credential, students will be expected to demonstrate knowledge of vocabulary and concepts of accounting and bookkeeping for the small business, the use of online tools, word-processing, spreadsheets, presentations, and databases in a simulated business environment. Following the completion of the Bookkeeping/Accounting micro-credential, the enhanced micro-credential continues to expand bookkeeping and accounting skills.

**Stackable to Degree Program**

The Bookkeeping/Accounting micro-credential aligns with requirements for the Business A.A.S. and the Accounting/Financial Management A.S. should students choose to continue their education after obtaining the micro-credential. The micro-credential is 7 credits.

## Micro-credential Requirements

Item #	Title	Credits
BUSN 1100	Business Applications and Solutions	3.0
ACCT 1000	Accounting Practices	4.0
	Total Credits	7

**Course Sequencing**

## Footnotes

ACCT 1030 & ACCT 1040 can substitute for ACCT 1000.



## Certified Cisco Network Administrator (CCNA)

### **Degree Type**

Microcredential

### **Division**

STEAM

### **Associate Dean**

Bradley Cole

The Certified Cisco Network Administrator (CCNA) Micro-credential will prepare you to sit for the CCNA exam which leads to a career as a Network Administrator or Support Specialist. This is an intense training that will prepare students for the new CCNA exam, which now includes security and automation and programmability. This course will incorporate instructor-led lectures and hands-on activities. The bootcamp will be broken up into 3 different units. Students may elect to complete unit exams, which can lead to earning college credits.\* (It is 50 non-credit hours)

CCNA certification covers a breadth of topics, including: Network fundamentals, Network access, IP connectivity, IP services, Security fundamentals, and Automation and programmability.

Prerequisites: There are no formal prerequisites for CCNA certification, but you should have an understanding of the exam topics before taking the exam.

CCNA candidates often also have:

- One or more years of experience implementing and administering Cisco solutions
- Knowledge of basic IP addressing
- A good understanding of network fundamentals

### **Stackable to Degree Program**

This micro-credential aligns with requirements for the Information Technology A.A.S. should students choose to continue their education after obtaining the micro-credential. This micro-credential is 12 credits.

## Micro-credential Requirements

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
CSNT 1200	Introduction to Networks	0.0-4
CSNT 1500	Routing and Switching Essentials	0.0-4
CSNT 2400	Scaling Networks	0.0-4
	Total Credits	0-12

# Childhood Development Associate Preparation

**Degree Type**

Microcredential

**Division**

Liberal Arts & Professional Studies

**Associate Dean**

Deborah Beall

The Childhood Development Associate Preparation Micro-credential will prepare you for a career as a pre-school teacher or daycare worker. This curriculum has been approved by the Council for Professional Recognition in Early Childhood Education and is based on a core set of competency standards. SUNY CCC is an approved educational provider for the Council. Completing this micro-credential allows students to meet part of the requirements to apply for a Child Development Associate (CDA), a nationally accepted credential awarded by the Council for Professional Recognition. Students must meet all eligibility requirements prior to the application process for the CDA. Eligibility requirements include field observation hours at an approved site and submission of a portfolio.

**Stackable to Degree Program**

This micro-credential align with requirements for the Directed Studies A.S. and the proposed revision of the Childhood Education A.S. should students choose to continue their education after obtaining the micro-credential. This micro-credential is 12 credits.

## Micro-credential Requirements

Item #	Title	Credits
ECED 1120	Observing and Recording the Behavior of Young Children	3.0
	ECED 1130 or ECED 1140	3
ECED 2960	Field Experience: Early Childhood	6.0
	Total Credits	12

# Customer Sales and Service

**Degree Type**

Microcredential

**Division**

Liberal Arts & Professional Studies

**Associate Dean**

Deborah Beall

This curriculum was designed in collaboration between Workforce Education and Academic Pathways (WEAP) and the Business and Accounting Department. It was also approved by the Business Advisory Board.

The Customer Sales and Service Micro-credential will prepare you for a wide range of customer-facing positions, from banking to hospitality.

**Stackable to Degree Program**

This micro-credential aligns with the requirements for the Business Administration A.A.S. and Directed Studies A.A.S. should students choose to continue their education after obtaining the micro-credential. The Customer Sales and Service micro-credential can be taken either as college credits or as a non-credit professional development program. If taken for college credits, this micro-credential is 6 credits.

## Micro-credential Requirements

Item #	Title	Credits
BUSN 1055	Professionalism	3.0
BUSN 1060	Customer Service & Relationship Management	3.0
	Total Credits	6

Direct Support Professional - Front Line Supervisor

Degree Type

Microcredential

Division

Liberal Arts & Professional Studies

Associate Dean

Deborah Beall

Local agencies are seeing a high need for Direct Support Leadership education, especially for positions in the category of Developmental Disabilities. In addition to working with individuals with developmental disabilities, direct support professionals may work in child care centers, day treatment programs for persons with mental illness, residential treatment facilities, eldercare and respite programs, foster care agencies, jails and alternative correction programs, short- and long-term rehabilitation centers, crisis centers, day habilitation programs, assisted living/skilled nursing facilities, sheltered workshops, and other human service settings. NADSP (National Alliance for Direct Support Professionals) provides a 24 hour curriculum for supervisors in the field.

Stackable to Degree Program

In order to increase the professionalism of existing front-line supervisors and also to provide a pathway for advancement in the field, SUNY CCC has embedded this curriculum into a credit-bearing collegiate level course which aligns with program requirements for the Human Services AS degree as a program elective. This alignment ensures that students seeking to continue their education can use this course towards the goal of further educational attainment.

This micro-credential is 6 credits.

Micro-credential Requirements

Item #	Title	Credits
MGMT 2047	Human Resource Management	3.0
BUSN 1055	Professionalism	3.0
	Total Credits	6

# Direct Support Professional I

**Degree Type**

Microcredential

**Division**

Liberal Arts & Professional Studies

**Associate Dean**

Deborah Beall

Local agencies are seeing a high need for direct support positions, especially those in the category of Developmental Disabilities. In addition to working with individuals with developmental disabilities, direct support professionals may work in child care centers, day treatment programs for persons with mental illness, residential treatment facilities, eldercare and respite programs, foster care agencies, jails and alternative correction programs, short- and long-term rehabilitation centers, crisis centers, day habilitation programs, assisted living/skilled nursing facilities, sheltered workshops, and other human service settings. The Direct Support Professional micro-credentials provide training to increase the potential for advancement within these organizations. The curriculum presented in this micro-credential aligns with the national certification offered to Direct Support Professionals through The National Alliance for Direct Support Professionals (NADSP).

This micro-credential provides the student the opportunity to apply for Level One certification. Fifteen (15) competency areas have been approved by the NADSP Board of Directors. These competency areas allow direct support professionals to meet the industry demand for quality care of the populations they serve. Additionally, each competency area outlines specific observable skills that should be demonstrated by the direct support professional. For a level 1 certification, 50 educational hours in the following competency areas are required: Ethics, Crisis Prevention and Intervention, Safety, Person-Centered practice, and Health and Wellness.

**Stackable to Degree Program**

These micro-credentials align with requirements for the Human Services AS should students choose to continue their education after obtaining micro-credentials.

Direct Support Professional Level I (micro-credential) → Direct Support Professional Level II → Human Services, AS → Human Services/Social Work BA/BS (transfer college).

This micro-credential is 12 credits.

## Micro-credential Requirements

Item #	Title	Credits
HLTH 1207	Foundations of Personal Health	3.0
HLTH 1010	Basic Life Support for the Professional Rescuer	1.0
HUSR 1010	Human Services I	3.0
HUSR 1030	Introduction to Helping Skills and Pre-Practicum	3.0
HUSR 1221	Therapeutic Crisis Intervention	2.0
Total Credits		12

## Direct Support Professional II

### Degree Type

Microcredential

### Division

Liberal Arts & Professional Studies

### Associate Dean

Deborah Beall

Local agencies are seeing a high need for direct support positions, especially those in the category of Developmental Disabilities. In addition to working with individuals with developmental disabilities, direct support professionals may work in child care centers, day treatment programs for persons with mental illness, residential treatment facilities, eldercare and respite programs, foster care agencies, jails and alternative correction programs, short- and long-term rehabilitation centers, crisis centers, day habilitation programs, assisted living/skilled nursing facilities, sheltered workshops, and other human service settings. The Direct Support Professional micro-credentials provide training to increase the potential for advancement within these organizations. The curriculum presented in this micro-credential aligns with the national certification offered to Direct Support Professionals through The National Alliance for Direct Support Professionals (NADSP).

This micro-credential provides the student the opportunity to apply for Level Two certification; successful completion of the Direct Support Level One micro-credential is a pre-requisite. Fifteen (15) competency areas have been approved by the NADSP Board of Directors. These competency areas allow direct support professionals to meet the industry demand for quality care of the populations they serve. Additionally, each competency area outlines specific observable skills that should be demonstrated by the direct support professional. For Level 2 certification, 100 accredited educational hours in the following competency areas are required: Evaluation and Observation, Communication, Professionalism and Ethics, and Community Inclusion and Networking.

### Stackable to Degree Program

These micro-credentials align with requirements for the Human Services AS should students choose to continue their education after obtaining micro-credentials.

Direct Support Professional Level I (micro-credential) → Direct Support Professional Level II → Human Services, AS → Human Services/Social Work BA/BS (transfer college).

This micro-credential is 13.5 credits.

## Micro-credential Requirements

Item #	Title	Credits
ENGL 1010	College Composition I	3.0
HUSR 1040	Human Services II	3.0
HUSR 1520	Intro to Differing Abilities	3.0
HUSR 1581	Working with Abused Clients, Perpetrators and Survivors I	1.5
HUSR 1620	Ethics for Human Services/Chemical Dependency Counselors	3.0
	Total Credits	13.5

# Direct Support Professional III

**Degree Type**

Microcredential

**Division**

Liberal Arts & Professional Studies

**Associate Dean**

Deborah Beall

Local agencies are seeing a high need for direct support positions, especially those in the category of Developmental Disabilities. In addition to working with individuals with developmental disabilities, direct support professionals may work in child care centers, day treatment programs for persons with mental illness, residential treatment facilities, eldercare and respite programs, foster care agencies, jails and alternative correction programs, short- and long-term rehabilitation centers, crisis centers, day habilitation programs, assisted living/skilled nursing facilities, sheltered workshops, and other human service settings. The Direct Support Professional micro-credentials provide training to increase the potential for advancement within these organizations. The curriculum presented in this micro-credential aligns with the national certification offered to Direct Support Professionals through The National Alliance for Direct Support Professionals (NADSP).

This micro-credential provides the student the opportunity to apply for Level Three certification; successful completion of the Direct Support Level Two micro-credential is a pre-requisite. Fifteen (15) competency areas have been approved by the NADSP Board of Directors. These competency areas allow direct support professionals to meet the industry demand for quality care of the populations they serve. Additionally, each competency area outlines specific observable skills that should be demonstrated by the direct support professional.

**Stackable to Degree Program**

These micro-credentials align with requirements for the Human Services AS should students choose to continue their education after obtaining micro-credentials.

Direct Support Professional Level I (micro-credential) → Direct Support Professional Level II → Direct Support Professional Level III → Human Services, AS → Human Services/Social Work BA/BS (transfer college).

This micro-credential is 6 credits.

## Micro-credential Requirements

Item #	Title	Credits
HUSR 2960	Human Services Practicum I	0.0-6
	Total Credits	0-6

# Emergency Management

**Degree Type**

Microcredential

**Division**

Liberal Arts and Professional Studies

**Associate Dean**

Deborah Beall

The need for professional firefighters in our region is strong, yet the interest is waning. Employment of firefighters is projected to grow 4 percent from 2021 to 2031, about as fast as the average for all occupations. Recently, SUNY CCC has been approached by the Corning Joint Fire District (CJFD) with a request to collaborate on the development of a pipeline to the field of Fire Protection Technology. This micro-credential is a result of this collaboration. The curriculum is endorsed by the New York State Office of Fire Protection and Control (OFPC).

The Emergency Management micro-credential prepares the student to develop effective strategies, tactics, and communication for leadership at emergency incidents. The need for emergency management education is continually growing in our country. With threats of terrorism, natural disasters, and imminent need for rescue and protection of critical infrastructure, it is imperative to have personnel that are prepared to aid in difficult circumstances. This micro-credential will also focus on community relations and assisting in the delivery of emergency services.

**Stackable to Degree Program**

This elective micro-credential is designed to be taken any time after the first in a series of 5; all coursework is designed to fit in the Directed Studies AAS program. This micro-credential is 12 credits.

## Micro-credential Requirements

Item #	Title	Credits
FIRE 1012	Introduction to Emergency Management	3.0
FIRE 1014	Emergency Management & Response	3.0
FIRE 1016	Emergency Management Response & Recovery	3.0
FIRE 1018	Emergency Management Leadership	3.0
	Total Credits	12



# Emergency Medical Technician (EMT)

**Degree Type**

Microcredential

**Division**

Liberal Arts and Professional Studies

**Associate Dean**

Deborah Beall

The need for professional firefighters in our region is strong, yet the interest is waning. Employment of firefighters is projected to grow 4 percent from 2021 to 2031, about as fast as the average for all occupations. Recently, SUNY CCC has been approached by the Corning Joint Fire District (CJFD) with a request to collaborate on the development of a pipeline to the field of Fire Protection Technology. This micro-credential is a result of this collaboration. The curriculum is endorsed by the New York State Office of Fire Protection and Control (OFPC) and will lead to a state certification as an EMT.

The Emergency Medical Technician (EMT) course prepares students to provide emergency medical care and transportation to critical and emergent patients as directed by New York State. The EMT will gain the fundamental knowledge and skills necessary to stabilize and safely treat and transport patients of all ages in a pre-hospital setting. Topics include treatment of respiratory and circulatory emergencies, trauma, medical emergencies, environmental injuries, emergency childbirth, and psychological emergencies. Students successfully completing this course are eligible to take the New York State certification exam for emergency medical technicians and must successfully pass the NYS board exam to receive credit.

**Stackable to Degree Program**

This EMT micro-credential is designed to be taken anytime and is an elective; all coursework is designed to fit in the Directed Studies AAS program. This micro-credential is 8 credits.

## Micro-credential Requirements

Item #	Title	Credits
FIRE 1010	Emergency Medical Technician (EMT)	0.0-8
	Total Credits	0-8

## Enhanced Bookkeeping/Accounting

### Degree Type

Microcredential

### Division

Liberal Arts & Professional Studies

### Associate Dean

Deborah Beall

This curriculum was designed and approved by faculty in the Business and Accounting department and with feedback from the advisory board. This micro-credential provides a continued, fast, comprehensive approach to developing a greater understanding of basic bookkeeping and accounting functions and is recommended for developing or sharpening skills for both entry level employees and those current employees who would like further professional development, or to refresh their skills.

Upon completion of this micro-credential, students will be expected to demonstrate manual accounting procedures, preparation and analysis of the Statement of Cash flows, alternatives for making accrual and deferral adjustments, including merchandise inventory and closing entries, the application of computerized, general ledger accounting software, and the use of computerized systems for payroll accounting and federal tax reporting requirements.

### Stackable to Degree Program

The Enhanced Bookkeeping/Accounting micro-credentials align with requirements for the Business A.A.S. and the Accounting/Financial Management A.S. should students choose to continue their education after obtaining the micro-credential. The micro-credential is 6 credits.

## Micro-credential Requirements

Item #	Title	Credits
ACCT 1010	Microcomputer Bookkeeping	1.0
ACCT 1060	Fundamental Accounting Procedures	2.0
ACCT 2100	Computerized Accounting	3.0
	Total Credits	6

# Fire Protection Technology: Exterior Operations

**Degree Type**

Microcredential

**Division**

Liberal Arts and Professional Studies

**Associate Dean**

Deborah Beall

The need for professional firefighters in our region is strong, yet the interest is waning. Employment of firefighters is projected to grow 4 percent from 2021 to 2031, about as fast as the average for all occupations. Recently, SUNY CCC has been approached by the Corning Joint Fire District (CJFD) with a request to collaborate on the development of a pipeline to the field of Fire Protection Technology. This micro-credential is a result of this collaboration. The curriculum is endorsed by the New York State Office of Fire Protection and Control (OFPC).

This micro-credential will instruct the student in basic fire behavior and principles of fire science. The student will demonstrate the ability to perform basic exterior firefighting skills, understand the basic principles of hazardous material management, demonstrate clear communication during emergency response training, and demonstrate skills needed to respond to a variety of emergency situations, including CPR.

**Stackable to Degree Program**

This is a required micro-credential and is designed to be taken first in a series of 5; all coursework is designed to fit in the Directed Studies AAS program. This micro-credential is 4 credits.

## Micro-credential Requirements

Item #	Title	Credits
HLTH 1010	Basic Life Support for the Professional Rescuer	1.0
FIRE 1155	Basic Exterior Firefighting Operations (BEFO)	3.0
	Total Credits	4

# Fire Protection Technology: Interior Operations

**Degree Type**

Microcredential

**Division**

Liberal Arts and Professional Studies

**Associate Dean**

Deborah Beall

The need for professional firefighters in our region is strong, yet the interest is waning. Employment of firefighters is projected to grow 4 percent from 2021 to 2031, about as fast as the average for all occupations. Recently, SUNY CCC has been approached by the Corning Joint Fire District (CJFD) with a request to collaborate on the development of a pipeline to the field of Fire Protection Technology. This micro-credential is a result of this collaboration. The curriculum is endorsed by the New York State Office of Fire Protection and Control (OFPC).

This micro-credential will prepare the student to initiate interior fire attack while understanding hose advancement, air consumption, and tactical skills such as forcible entry and ventilation skills. The student will be prepared to complete search and rescue for victims and practice self-rescue in survival situations. Students will also experience vehicle fire extinguishment as well as hazardous material understanding.

**Stackable to Degree Program**

This micro-credential is designed to be taken second after the first (BEFO) in a series of 5; all coursework is designed to fit in the Directed Studies AAS program. This micro-credential is 6 credits.

## Micro-credential Requirements

Item #	Title	Credits
FIRE 1121	Interior Firefighting Operations	3.0
FIRE 1058	Firefighter Self-Rescue	1.0
FIRE 1136	Emergency Vehicle Operations Course (EVOC)	1.0
FIRE 2132	Apparatus Operator: Pump	1.0
	Total Credits	6

# Fire Protection Technology: Leadership Development

**Degree Type**

Microcredential

**Division**

Liberal Arts and Professional Studies

**Associate Dean**

Deborah Beall

The need for professional firefighters in our region is strong, yet the interest is waning. Employment of firefighters is projected to grow 4 percent from 2021 to 2031, about as fast as the average for all occupations. Recently, SUNY CCC has been approached by the Corning Joint Fire District (CJFD) with a request to collaborate on the development of a pipeline to the field of Fire Protection Technology. This micro-credential is a result of this collaboration. The curriculum is endorsed by the New York State Office of Fire Protection and Control (OFPC).

This micro-credential prepares the student to develop effective strategies, tactics, and communication for leadership at emergency incidents. The student will gain fundamental knowledge of the necessary administrative functions of the company officer and basic knowledge of responsibilities and leadership to assist in leading others. A basic understanding of building construction, incident pre-planning, and post-incident analysis will be examined. This micro-credential will also focus on community relations and assisting in the delivery of emergency services.

**Stackable to Degree Program**

This elective micro-credential is designed to be taken anytime after the second in a series of 5; all coursework is designed to fit in the Directed Studies AAS program. This micro-credential is 5 credits.

## Micro-credential Requirements

Item #	Title	Credits
FIRE 1622	Fire Officer I	5.0
	Total Credits	5

# Mechanical Assembler 1

**Degree Type**

Microcredential

**Division**

STEAM

**Associate Dean**

Bradley Cole

The Southern Tier has roughly 450 manufacturers employing 19% of the total workforce. There is a significant and immediate need for Mechanical Assemblers for many area manufacturers. These micro-credentials develop skills that industry requires, and employers are interested in credentialed employees.

**Stackable to Degree Program**

The micro-credentials align with requirements for the Machine Tool Technology Certificate and the A.A.S. Degree so students can progress earning stackable credentials: Mechanical Assembler I, Mechanical Assembler II, Machine Tool Technology Certificate, Machine Tool A.A.S. The Mechanical Assembler 1 micro-credential is 16 credits.

## Micro-credential Requirements

Item #	Title	Credits
MACH 1040	Precision Machining I	0.0-5
MACH 1540	Precision Machining II	0.0-5
MECH 1050	Engineering Graphics I	0.0-3
TECH 1030	Manufacturing Methods	3.0
	Total Credits	3-16

## Mechanical Assembler 2

### **Degree Type**

Microcredential

### **Division**

STEAM

### **Associate Dean**

Bradley Cole

The Southern Tier has roughly 450 manufacturers employing 19% of the total workforce. There is a significant and immediate need for Mechanical Assemblers for many area manufacturers. These micro-credentials develop skills that industry requires, and employers are interested in credentialed employees.

### **Stackable to Degree Program**

The micro-credentials align with requirements for the Machine Tool Technology Certificate and the A.A.S. Degree so students can progress earning stackable credentials: Mechanical Assembler I, Mechanical Assembler II, Machine Tool Technology Certificate, Machine Tool A.A.S. The Mechanical Assembler 2 micro-credential is 7 credits.

## Micro-credential Requirements

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
MATH 1230	Elements of Applied Mathematics I	3.0
MECH 2050	Hydraulics and Pneumatics	0.0-3
TECH 1120	Spreadsheet Applications in Technology	1.0
	Total Credits	4-7

## Pre-Nursing Science Primer, Part 1

### **Degree Type**

Microcredential

### **Division**

STEAM

### **Associate Dean**

Bradley Cole

New York Department of Labor projections suggests a 16.1% increase in registered nurse jobs between 2020-2030 in the Southern Tier. Statewide projections suggest a 17.0% increase during the same time period. Clearly, there is an immediate need and demand for nurses. Students who complete this micro-credential have priority job application status with Guthrie and have an application package that out-competes other applicants. Furthermore, students who complete these classes have a more competitive Guthrie Nursing Fellowship application package. Lastly, these classes are the base for not only nursing jobs, but also other disciplines in allied health, including radiology technicians, surgical technicians, respiratory therapists, lab technicians, and microbiology technicians. Students interested in these careers will need to take the courses in this micro-credential.

### **Stackable to Degree Program**

SUNY Corning Community College's Nursing Associates in Applied Sciences (AAS) program prepares students to become registered nurses. Graduates of the Nursing AAS program boast a 100% job placement based on graduate surveys. The curriculum presented in this micro-credential supports students to enter into the Nursing program. Students who have completed their science pre-requisites and Anatomy and Physiology before they enter the Nursing program are better equipped to pass the NCLEX and be successful in the Nursing program. Offering a pre-nursing science primer micro-credential would combine all of these science requirements in one package, thus setting students up for success in the Nursing program.

This micro-credential includes the pre-requisites for the Principles of Anatomy and Physiology courses, as well as entry into the Nursing program. All of these courses also fit within the Mathematics and Science AS degree program. This micro-credential is 7 credits.

### Micro-credential Requirements

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
BIOL 1050	Introduction to Human Biology	0.0-3
CHEM 1020	Introduction to Organic & Biochemistry	0.0-4
	Total Credits	0-7



# Pre-Nursing Science Primer, Part 2

**Degree Type**

Microcredential

**Division**

STEAM

**Associate Dean**

Bradley Cole

New York Department of Labor projections suggests a 16.1% increase in registered nurse jobs between 2020-2030 in the Southern Tier. Statewide projections suggest a 17.0% increase during the same time period. Clearly, there is an immediate need and demand for nurses. Students who complete this micro-credential have priority job application status with Guthrie and have an application package that out-competes other applicants. Furthermore, students who complete these classes have a more competitive Guthrie Nursing Fellowship application package. Lastly, these classes are the base for not only nursing jobs, but also other disciplines in allied health, including radiology technicians, surgical technicians, respiratory therapists, lab technicians, and microbiology technicians. Students interested in these careers will need to take the courses in this micro-credential.

**Stackable to Degree Program**

SUNY Corning Community College’s Nursing Associates in Applied Sciences (AAS) program prepares students to become registered nurses. Graduates of the Nursing AAS program boast a 100% job placement based on graduate surveys. The curriculum presented in this micro-credential supports students to enter into the Nursing program. Students who have completed their science pre-requisites and Anatomy and Physiology before they enter the Nursing program are better equipped to pass the NCLEX and be successful in the Nursing program. Offering a pre-nursing science primer micro-credential would combine all of these science requirements in one package, thus setting students up for success in the Nursing program.

This micro-credential includes the science requirements within the Nursing program, so students could complete them before starting their Nursing courses. All of these courses also fit within the Mathematics & Science AS degree program. This micro-credential is 12 credits.

## Micro-credential Requirements

Item #	Title	Credits
BIOL 1210	Principles of Anatomy and Physiology I	0.0-4
BIOL 1220	Principles of Anatomy & Physiology II	0.0-4
BIOL 2010	Microbiology	0.0-4
	Total Credits	0-12

# Recovery Peer Coaching & Advocacy

**Degree Type**

Microcredential

**Division**

Liberal Arts & Professional Studies

**Associate Dean**

Deborah Beall

According to the US Bureau of Labor Statistics, employment of substance abuse and behavioral disorder counselors/coaches is projected to grow 22 percent from 2014 to 2024, much faster than the average for all occupations. Growth is expected as addiction and recovery coaches are increasingly covered by insurance policies. In New York, this course content and contact hours apply to both **Certified Recovery Peer Advocates (CRPA)** and **Certified Addiction Recovery Coaches (CARC)**. Currently CRPA work is reimbursable by Medicaid approved facilities. Peer recovery coaches are playing a vital role in the addiction treatment and aftercare continuum of care and many more coaches are needed to address the current substance use epidemic in our community. Peer recovery coaching continues to be considered a high needs career.

This curriculum was designed and approved by the Community and Public Health department and Community Health and Justice Advisory Board. The curricular design and trainer badge approval of this micro-credential is sequenced to allow successful participants who have met the ASAP-NYS requirements and completed the first semester of this micro credential to sit for the NYS Certified Recovery Peer Advocate-Provisional exam to qualify them to become a NYS certified Recovery Peer Advocate (third party certification).

**Stackable Degree Program**

This micro-credential aligns with requirements for the Community and Public Health Education A.S., Addiction Studies A.S., and Human Services A.S. should students choose to continue their education after obtaining micro-credentials. This micro-credential is 7 credits.

## Micro-credential Requirements

Item #	Title	Credits
HLTH 1010	Basic Life Support for the Professional Rescuer	1.0
HLTH 2900	Peer Recovery Advocacy & Coaching	3.0
ITRN 2010	Internship	1.0-3
	Total Credits	5-7

## Tax Preparer

### **Degree Type**

Microcredential

### **Division**

Liberal Arts & Professional Studies

### **Associate Dean**

Deborah Beall

This curriculum was designed and approved by faculty in the Business and Accounting department and with feedback from the advisory board.

Upon completion of this micro-credential, students will be expected to demonstrate knowledge of the concepts of individual taxation including small businesses, the use of spreadsheets in a simulated business environment, the diversity and professional expectations of the workplace.

### **Stackable to Degree Program**

The Tax Preparer micro-credential aligns with the Business A.A.S. should students choose to continue their education after obtaining the micro-credential. The Tax Preparer micro-credential can be taken either as college credits or as a non-credit professional development program. If taken for College Credits, this micro-credential is 6 credits.

## Micro-credential Requirements

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ACCT 1100	Federal Income Tax	3.0
BUSN 1055	Professionalism	3.0
	Total Credits	6

# Teaching Assistant II

**Degree Type**

Microcredential

**Division**

Liberal Arts & Professional Studies

**Associate Dean**

Deborah Beall

The Teaching Assistant Micro-credential II and III are designed for those who aspire to work with children. Passionate professors will use their decades of experience to teach you how to work with children of all backgrounds, including those with special needs. These micro-credentials align with the college coursework needed for New York State Level II and III Teaching Assistant requirements.

The Teaching Assistant II Micro-credential prepares students with college coursework for the New York State Department of Education Teacher Assistant Level II.

**Stackable to Degree Program**

These micro-credentials align with requirements for the Directed Studies A.S. and the proposed revision of the Childhood Education A.S. should students choose to continue their education after obtaining micro-credentials.

Teaching Assistant Level II micro-credential → Teaching Assistant Level III (permanent NYS certification) → Childhood Education, AS → Teacher Education BA/BS (transfer college) → Literacy MS Ed (with Alfred University program).

This micro-credential is 9 credits.

## Micro-credential Requirements

Item #	Title	Credits
EDUC 1010	Foundations of Education	3.0
PSYC 1101	Introduction to Psychological Science	3.0
	Guided Program Elective	3
	Total Credits	9

# Teaching Assistant III

**Degree Type**

Microcredential

**Division**

Liberal Arts & Professional Studies

**Associate Dean**

Deborah Beall

The Teaching Assistant Micro-credential II and III are designed for those who aspire to work with children. Passionate professors will use their decades of experience to teach you how to work with children of all backgrounds, including those with special needs. These micro-credentials align with the college coursework needed for New York State Level II and III Teaching Assistant requirements.

The Teaching Assistant III Micro-credential prepares for students with the college coursework to sit for the New York State Teacher Assistant Level III credentialing exam. Students must take both the Teacher Assistant Level II and Teacher Assistant Level III micro-credentials for a total of 18 credits. The curriculum is aligned with the content of the certification exam.

Successful completion of the Teacher Assistant Level II micro-credential is a prerequisite for the Teacher Assistant Level III micro-credential.

**Stackable to Degree Program**

These micro-credentials align with requirements for the Directed Studies A.S. and the proposed revision of the Childhood Education A.S. should students choose to continue their education after obtaining micro-credentials.

Teaching Assistant Level II micro-credential → Teaching Assistant Level III (permanent NYS certification) → Childhood Education, AS → Teacher Education BA/BS (transfer college) → Literacy MS Ed (with Alfred University program).

This micro-credential is 9 credits.

## Micro-credential Requirements

Item #	Title	Credits
	EDUC 1560 or EDUC 2040	3
EDUC 1960	Fieldwork & Seminar in Education	0.0-3
	Guided Program Elective	3
	Total Credits	6-9

# Technical Theater Certification

**Degree Type**

Microcredential

**Division**

Liberal Arts and Professional Studies

**Associate Dean**

Deborah Beall

Currently, there are few opportunities for students to get solid, credentialed training in the technical entertainment disciplines in the immediate area. This micro-credential seeks to address this deficiency in local training, and help to alleviate the local skilled labor shortage in the creative industries. Local theatres and other venues struggle to find qualified local technical personnel, conversant with the latest electronic and mechanical technology. As the Upstate New York arts economy continues to expand, a SUNY CCC micro-credential in Technical Theatre can help to fill the gap in available qualified workers locally and regionally.

**Stackable to Degree Program**

These micro-credentials align with requirements for the Liberal Arts & Sciences: Communications and Humanities A.S. degree should students choose to continue their education after obtaining the micro-credential. This micro-credential is 12 credits.

The 12 credits are broken down as follows:

- Six (6) credits are taken at SUNY CCC
  - THEA 1010: Introduction to Theatre
  - THEA 1030: Introduction to Technical Theatre
- Three (3) credits are taken at Elmira College
  - THE 2100: Stage Lighting and Sound
- Three (3) credits taken either at Elmira College (choose from THE 2120: Introduction to Theatrical Design, THE 3141: Stage Costume Design, or THE 1002: Theatre Practicum) or SUNY CCC (THEA 1100 and/or 2100: Rehearsal, Performance, and Production).

## Micro-credential Requirements (at SUNY CCC)

Item #	Title	Credits
THEA 1010	Introduction to Theatre	3.0
THEA 1030	Introduction to Technical Theatre	3.0
	Total Credits	6

# Courses

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## Accounting

Division of Liberal Arts & Professional Studies

Faculty: Thomas Owen, Barbara Squires

### **ACCT 1000 : Accounting Practices**

Vocabulary and concepts of accounting and bookkeeping for the small business. Provides some knowledge of accounting for working in a business environment and some skills to do the accounting in a small business organization. Cannot be taken for credit if credit has already been earned for ACCT 1030.

**Credits** 4.0

**Semester Offered**

fall/spring

### **ACCT 1010 : Microcomputer Bookkeeping**

The application of computerized general ledger accounting software with emphasis on processing transactions and payroll, printing reports, as well as managing both accounts receivable and accounts payable.

**Credits** 1.0

**Semester Offered**

As Needed

### **ACCT 1030 : Financial Accounting**

Theories, principles and procedures related to financial or general accounting. Generally accepted accounting principles as they relate to the valuation of assets and equities and the measurement of accrual-based income. Prerequisites: Eligible to take ENGL 1010 and MATH 1100 or higher).

**Credits** 4.0

**Semester Offered**

fall/spring

### **ACCT 1040 : Managerial Accounting**

Introduction to internal and manufacturing accounting: job order, process and standard costing. Includes cost behavior, cost-volume-profit analysis, operating budgets and capital budgeting techniques, cost allocations and statement of cash flows. Prerequisite: ACCT 1030.

**Credits** 4.0

**Semester Offered**

fall/spring

### **ACCT 1060 : Fundamental Accounting Procedures**

In-depth study of manual accounting procedures, preparation and analysis of the Statement of Cash Flows, as well as alternatives for making accrual and deferral adjustments, including merchandise inventory and closing entries.

**Credits** 2.0

**Semester Offered**

fall/spring

### **ACCT 1100 : Federal Income Tax**

Current federal income tax law and its application to the individual taxpayer. Inclusions and exclusions to gross income, deductions, capital gains and losses and preparation of individual returns.

**Credits** 3.0

**Semester Offered**

As Needed

### **ACCT 2030 : Intermediate Accounting I**

Intensive study of generally accepted accounting principles. The accounting cycle; cash; receivables; inventories; property, plant and equipment; depreciation and compound interest. Prerequisite: ACCT 1030.

**Credits** 4.0

**Semester Offered**

Fall

### **ACCT 2050 : Cost Accounting**

Cost accumulation and allocation procedures; cost terminology; tools for planning and control; cost-volume-profit analysis; job order and process systems, standard costing and variance analysis; JIT costing; budgeting; performance evaluation in various environments; ABC and capital budgeting. Prerequisite: ACCT 1040.

**Credits** 4.0

**Semester Offered**

Spring

### **ACCT 2100 : Computerized Accounting**

Primarily an applications course. A computerized general ledger system for general accounting and preparation of financial statements. Payroll accounting, including federal tax reporting requirements. Prerequisite: ACCT 1030 and BUSN 1100.

**Credits** 3.0

**Semester Offered**

Spring

## Anthropology

Division of Liberal Arts & Professional Studies

Faculty: Edward Franklin

**ANTH 2000 : Biological Anthropology**

This course is an introduction to Biological Anthropology. Students will learn the foundations of scientific evolutionary theory, basic biological concepts of biology, genetics, inheritance, human biology, primatology, the course of human evolution, and how this leads to modern human diversity. Prerequisites: Eligible to take ENGL 1010.

**Credits** 3.0

**Semester Offered**

fall/spring

**General Education Areas**

Social Science Gen Ed

**ANTH 2120 : Cultural Anthropology**

A holistic study of human variation and adaptation over time in a wide range of societies from non-literate, non-industrial communities, and modern non-Western cultures and indigenous peoples of the Americas. Focus includes kinship systems, economic arrangement, social control, religion and art. Prerequisites: Eligible to take ENGL 1010.

**Credits** 3.0

**Semester Offered**

fall/spring

**General Education Areas**

Social Science Gen Ed

## Arabic

Division of Liberal Arts & Professional Studies

Faculty: Michael Beykirch

**ARAB 1010 : Elementary Modern Standard Arabic Conversation & Structure I**

Modern standard Arabic vocabulary and expressions. Listening comprehension, speaking ability, and extensive practice in reading and writing the Arabic alphabet. Lecture/recitation.

**Credits** 0.0-4

**Semester Offered**

Fall

**General Education Areas**

World Language Gen Ed

**ARAB 1020 : Elementary Modern Standard Arabic Conversation & Structure II**

Additional practice in conversation, development of reading and writing skills, and a systematic study of modern standard Arabic grammar. Prerequisites: ARAB 1010 or equivalent.

**Credits** 0.0-4

**Semester Offered**

Spring

**General Education Areas**

World Language Gen Ed

## Art

Division of Liberal Arts & Professional Studies

Faculty: Hiram Cray, Gloriann Langva

**ARTS 1000 : Essentials of Art**

An introduction to the visual arts emphasizing the understanding and appreciation of art through a review of the elements and principles of art and design, as well as an examination of two- and three-dimensional art forms, methods and media.

**Credits** 3.0

**Semester Offered**

As Needed

**General Education Areas**

The Arts Gen Ed

**ARTS 1004 : Introduction Art Appreciation**

An introduction to art as a form of visual communication. Emphasis on historical, social, ethnic, and intellectual basis for creating art, as well as the relevance of art in contemporary culture. Available for New York State teacher certification as required through GST-B.O.C.E.S. This course will NOT meet the Arts requirement for students intending to transfer to teacher education programs.

**Credits** 1.0

**Semester Offered**

As Needed

**ARTS 1030 : Drawing I**

A beginning course employing a variety of media. Emphasis on development of visual perception and drawing ability through the study of shape, proportion, line, linear perspective, value and texture. Still-life, architectural and natural forms will be explored. Individual and group instruction; lecture/studio. Course fee.

**Credits** 3.0

**Semester Offered**

fall/spring

**General Education Areas**

The Arts Gen Ed

**ARTS 1210 : Ceramics 1**

The nature of clay and its aesthetic potential for the creation of functional and decorative forms. Emphasis on hand building, wheel-throwing, clay making, glazing, kiln firing techniques, and maintaining a ceramic studio. Course fee.

**Credits** 3.0

**Semester Offered**

fall/spring

**General Education Areas**

The Arts Gen Ed



**ARTS 1220 : Basic Black & White Photo**

Basic theories and principles of black and white photography. Includes basic camera handling, photographic chemical preparation, 35 mm roll film processing, projection printing and controls, photographic lighting, and methods of using black and white film. Students must supply their own camera and photographic supplies; rental cameras are available through the College. Darkroom facilities will be made available. Course enrollment is limited to a maximum of 15 students. Lecture/activity. Course fee.

**Credits** 3.0

**Semester Offered**

As Needed

**ARTS 1310 : Art History: Prehistoric to Medieval**

Art history deals with one of the most human impulses- the making of objects and images. This course covers a very long period of time (Prehistory to Medieval Europe) and a variety of world locations. The topics include discussion of how artworks were made including materials used, the cultural elements that led to their creation, and a variety of other issues related to understanding how these works fit into human cultural history. Prerequisites: Eligible to take ENGL 1010.

**Credits** 3.0

**Semester Offered**

fall/spring

**General Education Areas**

The Arts Gen Ed; Humanities Gen Ed

**ARTS 1320 : Art History: Renaissance to Modern**

Art history deals with one of the most human impulses- the making of objects and images. This course covers a very long period of time (Renaissance to Modern) and a variety of world locations (predominantly Western art). The topics include discussion of how artworks were made including materials used, the cultural elements that led to their creation, and a variety of other issues related to understanding how these works fit into cultural history. Prerequisites: Eligible to take ENGL 1010.

**Credits** 3.0

**Semester Offered**

fall/spring

**General Education Areas**

The Arts Gen Ed; Humanities Gen Ed

**ARTS 1400 : Introduction to Digital Art**

An introduction to the concepts and tools of digital art. Commercial applications, such as Adobe Photoshop(R), will be used and demonstrated. Provides experience in applying the principles of design, composition, color systems, and image manipulation. Course fee.

**Credits** 3.0

**Semester Offered**

fall/spring

**General Education Areas**

The Arts Gen Ed

**ARTS 1410 : Two-Dimensional Design**

This course is a basic investigation of design elements and principles as they affect communication in two-dimensional form. Emphasis will be placed on visual perception and organization, creative insight, and craftsmanship in select media. Course fee.

**Credits** 3.0

**Semester Offered**

Fall

**General Education Areas**

The Arts Gen Ed

**ARTS 1420 : Three Dimensional Design**

Studio investigation of design principles and elements of line, space, shape, value, texture, and color in three-dimensional form. Visual perception, creative insight, visual organization, and craftsmanship. Individual and group instruction. Lecture/Studio. Course Fee.

**Credits** 3.0

**Semester Offered**

Spring

**General Education Areas**

The Arts Gen Ed

**ARTS 1440 : Introduction to Graphic Design**

The science of visual communications. Explores theoretical and practical aspects of graphic design. Includes typography, logo design and identity systems, color theory, illustration, and packaging. Hands-on experience with computer-generated graphic design. Lecture/studio. Course fee.

**Credits** 3.0

**Semester Offered**

As Needed

**ARTS 1450 : Digital Photography**

An introduction to digital photography. Includes use of a digital camera, studio lighting techniques, digital photographic printing options, and Adobe Photoshop as a digital darkroom. Students must supply their own 3+ megapixel digital camera with a manual mode. Lecture/activity. Course fee.

**Credits** 3.0

**Semester Offered**

As Needed

**General Education Areas**

The Arts Gen Ed

**ARTS 1500 : East Asian Art**

A survey of the arts of China, Korea, and Japan. Topics include how different types of art are tied to and transformed by cultural factors. The distinctive aesthetic styles of East Asia will be explored in painting, sculpture, architecture, and decorative arts. Writing in content area.

**Credits** 3.0

**Semester Offered**

fall/spring

**General Education Areas**

Humanities Gen Ed

**ARTS 1505 : Contemporary Craft History**

A survey of the important themes, artists, and objects (including glass, ceramics, metalworking, fibers, woodworking, and textiles) of 20th century American craft. Social issues and historical factors affecting the evolution of contemporary craft production will also be examined.

**Credits** 3.0

**Semester Offered**

fall/spring

**General Education Areas**

The Arts Gen Ed; Humanities Gen Ed

**ARTS 1670 : American Art I**

A survey of the visual arts of the Thirteen Colonies and the United States of America, 1674-1913 (from Colonial times to the Armory Show). Explores the influence of social and political issues on the painting, sculpture, crafts, and architecture of a growing nation. Emphasizes the thematic and chronological development of a distinctive cultural expression separate from, and occasionally in opposition to, European trends. Writing in content area. Prerequisite: Eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

As Needed

**ARTS 2030 : Drawing II**

Form and space relationships of effective visual composition. An expanded range of media and techniques. Still-life, architectural, portrait and landscape subjects will be explored. Individual and group instruction. Upper-level course. Prerequisite: ARTS 1030.

**Credits** 3.0

**Semester Offered**

As Needed

**ARTS 2110 : Painting I**

Beginning course in oil painting. Nature and role of color and other formal elements in descriptive and expressive integral composition. Still-life, architectural, portrait and landscape subjects. Individual and group instruction. Upper-level course. Prerequisite: ARTS 1030. Course fee.

**Credits** 3.0

**Semester Offered**

Spring

**ARTS 2120 : Painting II**

Further developing and expanding the fundamental objectives of painting. Emphasis on mastering composition and an expanded range of media and styles. Critical evaluation of paintings, past and present. Individual and group instruction. Lecture/studio. Upper-level course. Prerequisite: ARTS 2110. Course fee.

**Credits** 3.0

**Semester Offered**

As Needed

**ARTS 2210 : Ceramics II**

Advanced hand building and wheel-throwing techniques. Further investigation of creative design, compounding glazes and firing techniques. Individual and group instruction. Prerequisite: ARTS 1210. Course fee.

**Credits** 3.0

**Semester Offered**

fall/spring

**ARTS 2220 : Advanced Photographic Communications**

An introduction to recent photographic history and theory. Advanced photographic printing and exhibition techniques will be emphasized, culminating in a public exhibition of student work. Lecture/activity. Upper-level course. Students must have their own cameras and photographic supplies; rental cameras are available through the College. Darkroom facilities will be made available. Course fee.

**Credits** 3.0

**Semester Offered**

fall/spring

**ARTS 2540 : Intro to Graphic Design II**

Advanced projects in graphic design with an emphasis on building a portfolio for employment or transfer. Projects will be based on real world professional design problems. Stylistic and aesthetic issues will be stressed. Upper-level course. Prerequisite: ARTS 1440. Course fee.

**Credits** 3.0

**Semester Offered**

As Needed

**ARTS 2550 : Web Design**

Practical and aesthetic aspects of design for the Internet. Includes navigation, usability, complex layout techniques, typography, GIF animation, rollovers, and other effects. Upper-level course. Prerequisite: ARTS 1440 or CSWT 1041. Course fee.

**Credits** 3.0

**Semester Offered**

As Needed

**ARTS 2620 : Ceramic Sculpture**

Sculptural concept and communication. The development of understanding and creation of aesthetic formal organizations of three-dimensional and matter. Studio problems in clay modeling techniques of sculpture construction, carving, and casting. Upper level course. Prerequisite: ARTS 1210 or 1420. Course fee.

**Credits** 3.0

**Semester Offered**

fall/spring

**ARTS 2801 : Arts Independent Study**

Independent study in the Arts.

**Credits** 1.0

**Semester Offered**

As Needed

**ARTS 2990 : Independent Studio Projects**

Advanced studio projects based on the student's experience in a studio discipline. Time and nature of the project will be determined by the student and the instructor of each discipline involved. Specially-supervised independent study. Upper-level course. May be taken in each discipline for credit and repeated as an audit. Prerequisite: Highest course in the specific area of interest and only with instructor consent. Course fee.

**Credits** 3.0

**Semester Offered**

fall/spring

**ARTS 2991 : Drawing - Project**

Advanced studio projects based on the student's experience in a studio discipline. Time and nature of the project will be determined by the student and the instructor of each discipline involved. Specially-supervised independent study. Upper-level course. May be taken in each discipline for credit and repeated as an audit. Prerequisite: Highest course in the specific area of interest and only with instructor consent. Course fee.

**Credits** 3.0

**Semester Offered**

fall/spring

**ARTS 2992 : Design - Project**

Advanced studio projects based on the student's experience in a studio discipline. Time and nature of the project will be determined by the student and the instructor of each discipline involved. Specially-supervised independent study. Upper-level course. May be taken in each discipline for credit and repeated as an audit. Prerequisite: Highest course in the specific area of interest and only with instructor consent. Course fee.

**Credits** 3.0

**Semester Offered**

fall/spring

**ARTS 2993 : 3-D Design - Project**

Advanced studio projects based on the student's experience in a studio discipline. Time and nature of the project will be determined by the student and the instructor of each discipline involved. Specially-supervised independent study. Upper-level course. May be taken in each discipline for credit and repeated as an audit. Prerequisite: Highest course in the specific area of interest and only with instructor consent. Course fee.

**Credits** 3.0

**Semester Offered**

fall/spring

**ARTS 2994 : Sculpture Project**

Advanced studio projects based on the student's experience in a studio discipline. Time and nature of the project will be determined by the student and the instructor of each discipline involved. Specially-supervised independent study. Upper-level course. May be taken in each discipline for credit and repeated as an audit. Prerequisite: Highest course in the specific area of interest and only with instructor consent. Course fee.

**Credits** 3.0

**Semester Offered**

fall/spring

**ARTS 2995 : Ceramics - Project**

Advanced studio projects based on the student's experience in a studio discipline. Time and nature of the project will be determined by the student and the instructor of each discipline involved. Specially-supervised independent study. Upper-level course. May be taken in each discipline for credit and repeated as an audit. Prerequisite: Highest course in the specific area of interest and only with instructor consent. Course fee.

**Credits** 3.0

**Semester Offered**

fall/spring

**ARTS 2996 : Painting - Project**

Advanced studio projects based on the student's experience in a studio discipline. Time and nature of the project will be determined by the student and the instructor of each discipline involved. Specially-supervised independent study. Upper-level course. May be taken in each discipline for credit and repeated as an audit. Prerequisite: Highest course in the specific area of interest and only with instructor consent. Course fee.

**Credits** 3.0

**Semester Offered**

fall/spring

**ARTS 2997 : Independent Study Photography**

Independent Study in photography.

**Credits** 3.0

**Semester Offered**

As Needed

**ARTS 2998 : Independent Project Graphic Design**

Advanced studio projects based on the student's experience in a studio discipline. Time and nature of the project will be determined by the student and the instructor of each discipline involved. Specially-supervised independent study. Upper-level course. May be taken in each discipline for credit and repeated as an audit. Prerequisite: Highest course in the specific area of interest and only with instructor consent. Course fee.

**Credits** 3.0

**Semester Offered**

fall/spring

**ARTS 2999 : Portfolio Prep - Independent Study**

This course is designed to facilitate the assembly, refinement, and documentation of an art portfolio that is suitable for transfer applications. Professional practice/business concepts such as resumes, artist statements, and other common elements of working as an artist, designer, or other art related careers will be covered. The focus of this course is not the creation of new artworks but must be considered if it will strengthen work. Students will process their skills and knowledge in a thorough sketchbook practice.

**Credits** 1.0-4

**Semester Offered**

fall/spring

## Business

Division of Liberal Arts & Professional Studies

Faculty: Boby Akhi, Timothy Bonomo, Robert Kephart, Jennifer O'Hara, Tom Owen, Barbara Squires

Note: The following courses may be taught in a simulated office environment.

**BUSN 1003 : Personal Budgeting**

Introduction to personal budgeting, including budget preparation and analysis, understanding credit reporting agency procedures and credit reports, overview of what types of credit, effective credit card use, and establishing financial goals.

**Credits** 0.5

**Semester Offered**

As Needed

**BUSN 1030 : Business Communications**

Effective techniques for oral and written communications. Analyzing and writing letters, memos, and business reports. Proficiency in language mechanics will be assessed.

**Credits** 3.0

**Semester Offered**

fall/spring

**BUSN 1033 : Applied Business Mathematics**

The four arithmetic processes and the algebra of business. Application of mathematics to typical business problems. Taxes, insurance, payroll, depreciation, trade and cash discounts, markup, simple interest and bank discounts, and financial statement analysis. Prerequisites: Placement in MATH 1110 or higher.

**Credits** 3.0

**Semester Offered**

fall/spring

**BUSN 1040 : Principles of Business**

Survey of and introduction to economics, marketing, management, labor relations, finance, accounting, business law and related topics. Nature of organization and operation of American business.

**Credits** 3.0

**Semester Offered**

Fall,  
Spring

**BUSN 1055 : Professionalism**

Understanding of individual and workplace needs as they relate to professionalism, team building, and career growth. Topic areas include human relations, business ethics, business etiquette, team building concepts, and career enrichment.

**Credits** 3.0

**Semester Offered**

fall/spring

**BUSN 1060 : Customer Service & Relationship Management**

Helps students define customer service standards for the organization and the individual, develop skills for listening and calming oneself and others, explore options for resolving issues with realistic expectations and gain techniques to maintain perspective and equilibrium.

**Credits** 3.0

**Semester Offered**

As Needed

**BUSN 1100 : Business Applications and Solutions**

Communication, decision making, and critical thinking facilitated by the use of software using online tools and word processing, spreadsheets, presentations and databases in a simulated business environment to support other required business courses.

**Credits** 3.0

**Semester Offered**

fall/spring

**BUSN 1231 : Business Law I**

Introduction to the American legal system and specific topics that affect business conduct. Includes legal terminology, the court systems and civil procedures, business ethic, tort law, criminal law, intellectual property and computer law, common law contract, and other topic as time permits. Prerequisites: Eligible to take ENGL 1010.

**Credits** 3.0

**Semester Offered**

fall/spring

**BUSN 1232 : Business Law II**

Upper-level course covering the modern statutory and common law regulation of business relationships and transactions. Includes the Uniform Commercial Code topics of sales, secured transactions, commercial paper/banking, business organizations, bankruptcy, agency and accountant liability. Prerequisites: Eligible to take ENGL 1010.

**Credits** 3.0

**Semester Offered**

fall/spring

**BUSN 2020 : Personal Finance**

Basic areas of personal finance, such as banking, home financing, insurance, investments, credit financing, and retirement planning.

**Credits** 3.0

**Semester Offered**

As Needed

**BUSN 2040 : Principles of Investment**

Securities as they impact the financial marketplace. General securities, fixed income investments, municipals, mutual funds, options, margins, the Federal Reserve, and taxation of investments.

**Credits** 3.0

**Semester Offered**

As Needed

**BUSN 2050 : Global Business**

Introduction to the international perspective of business. Designed to give students the tools needed to succeed in world markets. Topics covered in global business include management, marketing, finance, strategic decision-making, laws and regulations, as well as the cultural component of international business.

**Credits** 3.0

**Semester Offered**

As Needed

**BUSN 2053 : Business Statistics & Data Analysis**

The application of basic statistical methods to business problems. Studies include the assembling of statistical data, sampling techniques, measures of central tendency, dispersion, regression and correlation analysis, hypothesis testing, and probability theory. A statistical software package for data analysis will be utilized throughout the course for presentation and student project work. Prerequisites: Successful completion of MATH 0980 or eligible to enroll in MATH 1150 or higher.

**Credits** 4.0

**Semester Offered**

fall/spring

**BUSN 2500 : Special Topics in Business**

An in-depth examination of a significant aspect of Business, Management or Marketing Themes, not covered by any other existing course. Prerequisite: Eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

As Needed

**BUSN 2960 : Field Experience**

Supervised work program in business or industry. The work assignment selected according to the student's vocational goals. The student attends one class per week and submits a final report indicating the application of classroom learning to on-the-job experiences. Student will be evaluated by his or her employer. Prerequisite: Associate Dean's or instructor's consent.

**Credits** 1.0

**Semester Offered**

As Needed

## Business/Office Technology

Division of Liberal Arts & Professional Studies

**BUOT 1010 : Foundations for Word Processing**

Introduces touch-typing skills, speed development, beginning word processing, and proofreading using software packages on the computer within the framework of an office environment. Lecture/Laboratory. Recommended for students who are preparing for employment in office technology and others who want a good foundation in keyboarding and word processing.

**Credits** 3.0

**Semester Offered**

As Needed

**BUOT 2010 : Office Procedures**

Enhancing personal/professional skills while learning concepts of information management; meetings, conference, and travel arrangements; financial and legal functions; telephone techniques; and records management. Lecture/laboratory.

**Credits** 3.0

**Semester Offered**

As Needed

**BUOT 2960 : Office Technology Practicum**

On-the-job training in business or industry. The practicum experience is a minimum of 180 hours and includes a weekly on-campus seminar used for discussion of the practicum experiences, assessment of learning, and leadership training. Prerequisite: 2.0 program GPA and BUOT 2010.

**Credits** 4.0

**Semester Offered**

As Needed

## Career Planning

Division of Liberal Arts & Professional Studies

**CRPL 1010 : Career Directions**

Students will explore careers through self-analysis and consideration of the job outlook. Career and college planning will be conducted through self-assessing interests, values and skills as well as defining short and long-range career goals. Includes FOCUS career assessment, career research and informational interviewing. Lecture/discussion/activities.

**Credits** 1.0

**Semester Offered**

As Needed

**CRPL 1020 : Job Search Strategies**

Development of a plan and portfolio of necessary documents for a job search. Includes resume and cover letter writing, application completion, targeting employers, networking and interviewing techniques. Lecture/discussion/activities. Co-requisite: ENGL 1010.

**Credits** 1.0

**Semester Offered**

fall/spring

**CRPL 1030 : Understanding Work Expectations**

An in-depth exploration of employer expectations including values, ethical behavior, conduct, first impressions, diversity and problem-solving. Importance is directed toward acquiring knowledge and skills in interpersonal relationships and performance on the job to improve job satisfaction and success. Lecture/discussion/activities.

**Credits** 2.0

**Semester Offered**

As Needed

## Chemical Technology

Division of STEAM

Faculty: Kyle Williams

### **CHTK 2960 : Chemical Technology Work Internship**

A cooperative work experience for chemical technology students that takes place at a regional industry employer. Prerequisite: CHEM 2033.

**Credits** 3.0

**Semester Offered**

As Needed

## Chinese

Division of Liberal Arts & Professional Studies

### **CHIN 1010 : Beginning Chinese I**

Practice in conversation, development of reading and writing characters, and a systematic study of grammar. Attention to the culture of Chinese-speaking countries. Lecture/recitation.

**Credits** 0.0-4

**Semester Offered**

As Needed

**General Education Areas**

World Language Gen Ed

### **CHIN 1020 : Beginning Chinese II**

Additional practice in conversation, development of reading and writing characters, and a systematic study of grammar. Attention to the culture of Chinese-speaking countries. Lecture/recitation. Prerequisites: CHIN 1010 or equivalent.

**Credits** 0.0-4

**Semester Offered**

As Needed

**General Education Areas**

World Language Gen Ed

### **CHIN 2010 : Intermediate Chinese I**

Development of greater facility in reading, writing, speaking, and understanding the language through systematic continued study of its structures. Attention to the culture of Chinese-speaking countries. Lecture/recitation. Prerequisites: CHIN 1020 or equivalent.

**Credits** 0.0-4

**Semester Offered**

As Needed

**General Education Areas**

World Language Gen Ed

### **CHIN 2020 : Intermediate Chinese II**

Continued development at the intermediate level of a facility in reading, writing, speaking and understanding the language through systematic study of its structures. Attention to the culture of Chinese-speaking countries. Lecture/recitation. Upper-level course. Prerequisite: CHIN 2010 or equivalent.

**Credits** 0.0-4

**Semester Offered**

As Needed

## Community Engaged Learning

Division of Liberal Arts & Professional Studies

### **INDI 1000 : Volunteering: Service Learning**

Requirements, obligations, and strategies for successful volunteering. Historical impact of volunteering in U.S. society. Emphasis on benefits of civic engagement and lifelong community involvement. Setting work and commitment expectations, identifying skills, and learning basic skills essential to volunteer situations. May be taken up to 3 times for a total of not more than 3 credit hours.

**Credits** 1.0-3

**Semester Offered**

As Needed

### **INDI 1001 : Community Engaged Learning**

Requirements, obligations, and strategies for successful volunteering. Historical impact of volunteering in U.S. society. Emphasis on benefits of civic engagement and lifelong community involvement. Setting work and commitment expectations, identifying skills, and learning basic skills essential to volunteer situations.

**Credits** 1.0

**Semester Offered**

As Needed

### **INDI 1002 : Community Engaged Learning**

Requirements, obligations, and strategies for successful volunteering. Historical impact of volunteering in U.S. society. Emphasis on benefits of civic engagement and lifelong community involvement. Setting work and commitment expectations, identifying skills, and learning basic skills essential to volunteer situations.

**Credits** 2.0

**Semester Offered**

As Needed

**INDI 1003 : Community Engaged Learning**

Requirements, obligations, and strategies for successful volunteering. Historical impact of volunteering in U.S. society. Emphasis on benefits of civic engagement and lifelong community involvement. Setting work and commitment expectations, identifying skills, and learning basic skills essential to volunteer situations.

**Credits** 3.0

**Semester Offered**

As Needed

## Computer Information Technology

Division of STEAM

Faculty: DJ Dates, Joseph DeLeone, Matthew Haas, Elmarine Jimenez, Joseph Oppenheim

Note: Shelf Life Alert! Course may not be used for any computer program if more than 5 years have passed since course was taken.

**CSIT 1320 : HPC Fundamentals**

Introduces students to current computational trends and interdisciplinary collaboration. Survey of applications requiring visualization, data and time intensive processing, concurrency. Case Studies drawn from current problems in the computing, business, scientific, and mathematical disciplines. Students will be exposed to design, implementation, and operational aspects of a High Performance Computing system, as well as skills in resource utilization, system performance optimization, and general problem solving techniques. Shelf Life Alert. Prerequisites: CSCS 1730.

**Credits** 0.0-3

**Semester Offered**

As Needed

**CSIT 2400 : Database System**

Creating, modifying, and using a database and composing an original database system. Conceptual database design, relational database system, relational query language, programming, menu-driven systems, screen I/O and prompting. Database terminology. Lecture/laboratory. Shelf Life Alert. Prerequisite: CSCS 1240, CRST 1030, or CSCS 1730. Lab fee.

**Credits** 0.0-3

**Semester Offered**

Fall

## Computer Network Technology

Division of STEAM

Faculty: DJ Dates, Joseph DeLeone, Matthew Haas, Elmarine Jimenez, Joseph Oppenheim

Note: Shelf Life Alert! Course may not be used for any computer program if more than 5 years have passed since course was taken.

**CSNT 1200 : Introduction to Networks**

A theoretical overview of networks. Introduction to the OSI model, communications media, various network equipment, data transmission, protocols, topologies, architectures, Local area networks, Wide area networks, Routing and Routing protocols, IP addressing and structured cabling. Lecture/laboratory. Prerequisite: Ready to take a college-level composition course and have no developmental reading and mathematics requirements. Lab fee.

**Credits** 0.0-4

**Semester Offered**

fall/spring

**CSNT 1500 : Routing and Switching Essentials**

The architecture, components, and operations of routers and switches in a small network. Configuring a router and a switch for basic functionality, troubleshooting routers and switches and resolving common issues with RIPv1, RIPv2, single area and multiple-area OSPF, virtual LANs, and inter-VLAN routing in both IPv4 and IPv6 networks. Prerequisite: CSNT 1200. Lab fee.

**Credits** 0.0-4

**Semester Offered**

Spring

**CSNT 2200 : Network Software**

Installation and use of various system and application software packages within a networked environment. The study and understanding of these packages and their relationship to network configuration and function ability. Lecture/laboratory. Prerequisite: CSNT 1200. Lab fee.

**Credits** 0.0-4

**Semester Offered**

Fall



**CSNT 2400 : Scaling Networks**

Implementation and configuration of a Local Area Network. Students will use the knowledge that they acquire to design, implement and configure a LAN. Topics include Switching concepts and LAN design, Switch configuration, STP, Virtual LAN and VLAN trunking protocol. Lecture/laboratory. Prerequisite: CSNT 1200. Lab fee.

**Credits** 0.0-4

**Semester Offered**

Fall

**CSNT 2700 : Cloud System Administration**

This course prepares the student to have the knowledge and skills required to understand standard cloud methodologies; to implement, maintain and deliver cloud technologies (e.g. network, storage, and virtualization technologies), and to understand aspects of IT security and use industry best practices related to cloud implementations. It is aligned to the CompTIA Cloud + Exam which is internationally recognized and vendor neutral but incorporates practical laboratory in Microsoft Azure, Amazon AWS and Office 365. Prerequisites: CSNT 1200. Lab fee.

**Credits** 0.0-4

**Semester Offered**

Spring

## Computer Repair Systems

Division of STEAM

Faculty: DJ Dates, Joseph DeLeone, Matthew Haas, Elmarine Jimenez, Joseph Oppenheim

Note: Shelf Life Alert! Course may not be used for any computer program if more than 5 years have passed since course was taken.

**CRST 1010 : Computer Hardware Technologies**

Prepares students for the PC hardware portion of A+ Certification exams. Topics follow objectives as defined by current CompTIA standards. Topics include computer proper PC assembly/ disassembly techniques, motherboards, CPUs, memory, mass storage devices, power supplies, network hardware, and safety. Lecture/laboratory. Shelf Life Alert. Prerequisite: Ready to take a college-level composition course and have no developmental reading and mathematics requirements. Lab fee. Course fee.

**Credits** 0.0-4

**Semester Offered**

fall/spring

**CRST 1030 : Operating System Technologies**

Prepares students for the Operating Systems portion of A+ Certification exams. Topics follow objectives as defined by current CompTIA standards. Topics include Operating Systems fundamentals, installation, configuration and upgrading of Windows based systems, basic diagnosis and troubleshooting of operating system problems and an introduction to Windows networking. Lecture/laboratory.

Prerequisite: Ready to take a college-level composition course and have no developmental reading and mathematics requirements. Lab fee.

**Credits** 0.0-4

**Semester Offered**

Spring

**CRST 2040 : Systems Configuration and Maintenance**

Use of diagnostic hardware and software, virus and spyware scanning tools, troubleshooting of various system level and application packages. Backup/ disaster recovery techniques, and preventative maintenance are discussed. Detailed discussion of mass storage devices, such as CD/DVD standards and hard disks included. Attention will be given to current trends in hardware and software technology. Lecture/ laboratory. Shelf Life Alert. Prerequisites: CRST 1010 and CRST 1030. Lab fee.

**Credits** 0.0-4

**Semester Offered**

Fall

**CRST 2050 : Information Tech Practicum**

A course containing a supervised work experience in an information technology field at local industries, community agencies and/or education institutions. Work must directly relate to the student's chosen concentration. Shelf Life Alert. Pre- or co-requisites: CRST 2040 and CSNT 1200.

**Credits** 3.0

**Semester Offered**

fall/spring

## Computer Science

Division of STEAM

Faculty: DJ Dates, Joseph DeLeone, Matthew Haas, Elmarine Jimenez, Joseph Oppenheim

Note: Shelf Life Alert! Course may not be used for any computer program if more than 5 years have passed since course was taken.

**CSCS 1200 : Computer Essentials**

Theories and applications of computers. Includes computer architecture, hardware, software, number coding, problem solving paradigms, microcomputer applications, network technology, computer ethics, computer careers, e-commerce, and system software. Lecture/laboratory. Shelf Life Alert. Prerequisites: Eligible to take a college-level composition course and completion of all developmental mathematics requirements. Lab fee.

**Credits** 0.0-4

**Semester Offered**

fall/spring

**CSCS 1240 : Structured and Object-Oriented Problem Solving**

Logic for analyzing problems and communicating problem-solving procedures to the computer. Data types and variables, control structures, arrays, sorting and searching, "common sense" analysis, problem-solving, logic flow charting, pseudo-coding, and Unified Modeling Language (UML). Lecture/laboratory. Shelf Life Alert. Prerequisites: Eligible to take a college-level composition course and completion of all developmental mathematics requirements. Lab fee.

**Credits** 0.0-3

**Semester Offered**

fall/spring

**CSCS 1320 : C/C++ Programming**

C/C++ Programming for systems, commercial, and scientific applications. Topics include: procedural vs. object-oriented programming, data types, operators, standard control structures, functions, pointers, arrays, structures, classes, objects, encapsulation, inheritance, polymorphism templates and libraries. Lecture/laboratory. Shelf Life Alert. Prerequisite: CSCS 1240. Lab fee.

**Credits** 0.0-4

**Semester Offered**

fall/spring

**CSCS 1730 : UNIX/Linux Fundamentals**

UNIX Operations System basics. Exploration of the command-line environment, use of the UNIX shell by model editing, shell scripting, regular expressions, file manipulation, filters, wild cards, I/O manipulation, and related topics. Exposure to graphical environments and related components such as X server, Window Manager, and Desktop environments. Lecture/laboratory. Shelf Life Alert. Prerequisite: Be taking or have taken CSCS 1240. Lab fee.

**Credits** 0.0-4

**Semester Offered**

fall/spring

**CSCS 2320 : Data Structures**

Data and data structures, linear lists, strings, stacks, queues, linked lists, arrays, and orthogonal lists. Trees, multi-linked structure, table search, sorting techniques, storage allocation, and sequential and random file access. Lecture/laboratory. Shelf Life Alert. Prerequisite: CSCS 1320. Lab fee.

**Credits** 0.0-3

**Semester Offered**

Fall

**CSCS 2330 : Discrete Structures**

Discrete mathematical foundations and their relationship to computing. The foundation of discrete structures, mathematical reasoning, combinatorics, graphs and trees, Boolean Algebra and logic gates, and Karnaugh mapping. Students cannot receive credit for this course and MATH 2330. Shelf Life Alert. Prerequisite: MATH 1240 and either CSCS 1320 or CSCS 2420.

**Credits** 3.0

**Semester Offered**

Fall

**CSCS 2420 : Java Programming**

Basic concepts of object-oriented programming, fundamentals of the language and syntax, algorithmic thinking, problem solving, control structures, data types, operators, input/output, method (user defined and API), single- subscripted arrays and strings, and class libraries. Extensive hands-on program development creating stand-alone applications and Java applets. Lecture/laboratory. Shelf Life Alert. Prerequisite: CSCS 1240. Lab fee.

**Credits** 0.0-3

**Semester Offered**

Fall

**CSCS 2650 : Computer Organization**

Computer architecture and assembly language programming methods. Includes addressing, binary and computer arithmetic, boolean logic, bus structures, control and data flow, data representation, debugging, input/output, instruction cycle, instruction sets, interrupts, linking, machine language, memory, processors, registers, storage, subroutines, and translation. Connection to compilers and operating systems discussed. Lecture/laboratory. Shelf Life Alert. Prerequisite: CSCS 1320 or CSCS 2420. Lab fee.

**Credits** 0.0-4

**Semester Offered**

Spring

**CSCS 2730 : Systems Programming**

Systems programming for portable operating system implementations. File and Device I/O, timers, process management, sockets, threads, file systems, terminals, signals, pipes, semaphores. Focus on concurrency and effective resource utilization. Shelf Life Alert. Prerequisite: CSCS 1320 and CSCS 1730.

**Credits** 3.0

**Semester Offered**

As Needed

**CSCS 2850 : Projects**

Independent or group project(s) under the guidance of the instructor. Projects will be designed to advance the student's knowledge and competence in computer science and related areas. The student develops a statement of goals and strategies, maintains a weekly log, and prepares written and oral reports. Shelf Life Alert. Prerequisite: Instructor consent.

**Credits** 3.0

**Semester Offered**

As Needed

## Computer Science Network Security

Division of STEAM

Faculty: DJ Dates, Joseph DeLeone, Matthew Haas, Joseph Oppenheim

Note: Shelf Life Alert! Course may not be used for any computer program if more than 5 years have passed since course was taken.

**CSNS 1610 : Fundamentals of Information Security**

An introduction to the fundamental issues, concepts and tools common to areas of security. Topics include who are the attackers, their motivations, and risk tolerance. Essential tools will be introduced covering the areas of anti-virus, monitoring, virtual machines, account control, and access rights management. Security models such as access control lists, role-based access control, Bell-La Padula, and others will be studied. Concept areas such as confidentiality, integrity, availability and privacy will be studied. Lecture/laboratory. Prerequisite: CSNT 1200 and either CRST1030 or CSCS1730. Lab fee

**Credits** 0.0-4

**Semester Offered**

Spring

**CSNS 2620 : Fundamentals of Information Assurance**

An introduction to information assurance topics such as strategies that organizations utilize to keep data and infrastructure secure, risk assessments and mitigation, and laws and policies relating to computer and network security. The course is designed to explore the broad spectrum of information management and protection. Special attention will be paid to basic principles of security, ethics, and investigation. A review and more in-depth look at certain security topics, like cryptography and application security, will also be presented. Lecture/laboratory. Prerequisite or Co-requisite: CSNS 1610. Lab fee.

**Credits** 0.0-3

**Semester Offered**

Spring

## Computing Graphics

Division of STEAM

Faculty: Andy Diffenderfer, Michael Gwin

**CADD 1700 : Computer Aided Drafting I**

Introduction to computer aided design (CAD) techniques. Teaches commands necessary to generate basic three dimensional part models, assemblies and two-dimensional engineering drawings through use of a computer using the solid modeling program, Solid Works. Lecture/graphics terminal lab. Lab fee.

**Credits** 0.0-3

**Semester Offered**

Fall

**CADD 2710 : Computer Aided Drafting II**

Advanced computer aided design (CAD) techniques. Students utilize the solid modeling program, Solid Works, to generate three-dimensional parametric models assemblies and drawings. Topics include weldments, sheet metal parts, surfacing, motion simulation and mold tools. Students also utilize a laser interferometer (3D Laser Scanner) for reverse engineering and a fused deposition 3D Platter for Rapid Prototyping their designs. Lecture/graphics terminal lab. Prerequisite: CADD 1700. Lab fee.

**Credits** 0.0-3

**Semester Offered**

Spring

## Criminal Justice

Division of Liberal Arts & Professional Studies

Faculty: Mark Hartwell

**CRJ 1010 : Introduction to Criminal Justice**

Agencies and processes in the criminal justice system - legislature, police, prosecutor, public defender, courts and corrections. Roles and problems of law enforcement in a democratic society, component interrelations and checks and balances.

**Credits** 3.0

**Semester Offered**

fall/spring

**CRJ 1020 : Criminal Evidence & Procedure**

The admissibility of criminal evidence in the courtroom, including a review of its historical development, the effect of changing philosophies, and current constitutional and procedural considerations. Lectures/case studies. Prerequisite: CRJ 1010 and ENGL 1010.

**Credits** 3.0

**Semester Offered**

fall/spring

**CRJ 1030 : Police Operations**

Survey of law enforcement agencies emphasizing the patrol function and the prevention of crime. Traffic, investigation, juvenile, vice, and other specialized operational units. Prerequisite: CRJ 1010 and ENGL 1010.

**Credits** 3.0

**Semester Offered**

fall/spring

**CRJ 1040 : Criminal Procedure Law**

Criminal Procedure Law of the State of New York. Applicability of definitions, geographical jurisdictions of offenses, scope of prosecution, rules of evidence, preliminary proceedings, local criminal court, laws of arrest, proceedings from arraignment to plea, pre-trial proceedings, search and seizure.

**Credits** 3.0

**Semester Offered**

As Needed

**CRJ 1050 : Penal Law**

Penal Law of the State of New York. Application of law and definitions, justification as a defense, anticipatory offenses, offenses against the person, offenses involving damage and intrusion to property. Theft, fraud, public health, morals, and public order.

**Credits** 3.0

**Semester Offered**

As Needed

**CRJ 1070 : Police - Community Relations**

Explores the interrelationship between criminal justice agencies and various segments of the community they serve. Forces that affect interaction between the police and citizens including the psychology of bias, racism and cross cultural communication will be examined along with concepts of community oriented policing services.

**Credits** 3.0

**Semester Offered**

fall/spring

**CRJ 1219 : Hate Crimes**

A study of hate crimes, including the history, terminology, motivations, and types of hate crimes along with both the groups and individuals responsible for hate crimes and these groups and individuals victimized by hate crimes. In addition, an examination of the state and federal hate crime laws and the penalties of such offences.

**Credits** 1.0

**Semester Offered**

fall/spring

**CRJ 1540 : Police Physical Conditioning and Wellness**

Assists the student in developing an optimal level of physical fitness in the areas of cardio-respiratory endurance, muscular strength, flexibility, speed, and endurance through personal training, nutrition, and stress awareness. This level of physical fitness meets the NYS Department of Criminal Justice Services requirements for the included portions of the Basic Course for Police Officers. Prerequisite: Students must be accepted into the Police Basic Training Certificate program and have successfully completed all courses required in the fall semester of the program.

**Credits** 2.0

**Semester Offered**

Spring

**CRJ 1550 : Laws of New York State**

Provides a comprehensive overview of NYS laws commonly used in professional law enforcement applications and meets the NYS Department of Criminal Justice Services requirements for the law portion of the Basic Course for Police Officers. Grading: A through C, F. Prerequisite: Students must be accepted into the Police Basic Training Certificate program and have completed the courses required in the fall semester of the program.

**Credits** 3.0

**Semester Offered**

Spring

**CRJ 1560 : Basic Police Procedures**

Provides a comprehensive overview of the basic skills and practices necessary for daily professional law enforcement duties which meet the NYS Department of Criminal Justice Services requirements for the included portions of the Basic Course for Police Officers. Prerequisite: Students must be accepted in the Police Basic Training Certificate program and have completed the courses required in the fall semester of the program.

**Credits** 3.0

**Semester Offered**

Spring

**CRJ 1570 : Police Community Interaction**

Provides a comprehensive overview of community interaction and personal communication skills commonly used in professional law enforcement applications that meets the NYS Department of Criminal Justice Services requirements for the included portions of the Basic Course for Police Officers. Prerequisite: Students must be accepted in the Police Basic Training Certificate program and have completed the courses required in the fall semester of the program.

**Credits** 3.0

**Semester Offered**

Spring

**CRJ 1580 : Police Investigations**

Provides a comprehensive overview of police investigative techniques commonly used in professional law enforcement applications that meets the NYS Department of Criminal Justice Service's requirements for the included portions of the Basic Course for Police Officers. Prerequisite: Students must be accepted in the Police Basic Training Certificate program and have completed the courses required in the fall semester of the program.

**Credits** 3.0

**Semester Offered**

Spring

**CRJ 1590 : Police Certified First Responder**

Provides a comprehensive overview of police investigative techniques commonly used in professional law enforcement applications that meets the NYS Department of Criminal Justice Service's requirements for the included portions of the Basic Course for Police Officers. Prerequisite: Students must be accepted in the Police Basic Training Certificate program and have completed the courses required in the fall semester of the program.

**Credits** 2.0

**Semester Offered**

Spring

**CRJ 2015 : Criminal Investigations**

A study of the fundamentals of criminal investigations, including general criminal investigative methods, preliminary investigations, and the subsequent phases of investigations. Topics include investigative and crime scene management, utilization of criminalistics experts and forensic science laboratories, sources of information and informants, basic criminal intelligence analysis, interviews and interrogations, documentation and report writing, witnesses, surveillance operations, various types of investigations including undercover and sting operations, legal issues and case law, search and seizure warrants, case files, prosecution preparation, courtroom testimony and demeanor, and trails. In addition, the course will review the current role of criminal investigations in terrorism and national security issues.

**Credits** 3.0

**Semester Offered**

As Needed

**CRJ 2025 : Criminal Evidence & Procedure**

The admissibility of criminal evidence in the courtroom, including a review of its historical development, the effect of changing philosophies, and current constitutional and procedural considerations. Case studies. Prerequisites: CRJ 1010, CRJ 1040, CRJ 1050, and ENGL 1010.

**Credits** 3.0

**Semester Offered**

As Needed

**CRJ 2030 : Evolution of Criminal Law**

The evolution of criminal law from ancient times to current U.S. law. How guilt is established, defining criminal conduct, mala prohibita v. mala in se, the significance of resulting harm, punishment v. rehabilitation, exculpation. Writing in content area. Upper-level course. Prerequisite: CRJ 1050 and ENGL 1010.

**Credits** 3.0

**Semester Offered**

Fall

**CRJ 2040 : The Constitution & the Accused**

Advanced study of the fourth, fifth, and sixth amendments to the Constitution. Theories and values of the framers, the evolution of these theories and values to our current criminal justice system. Writing in content area. Prerequisite: CRJ 1050, CRJ 2030, and ENGL 1010.

**Credits** 3.0

**Semester Offered**

Spring

**CRJ 2050 : Criminal Justice Ethics**

Identification and analysis of the diverse ethical issues encountered in the Criminal Justice System.

Traditional ethical theories examined and applied to topics such as discretion, deadly physical force, misconduct, gratuities, authority and responsibility, affirmative action, civil disobedience, strikes, undercover operations, whistle blowing, and privacy. Prerequisite: CRJ 1010 and ENGL 1010.

**Credits** 3.0

**Semester Offered**

fall/spring

**CRJ 2105 : Juvenile Justice System**

Examines the social controversy and debate over what should be done with juvenile delinquents and juvenile offenders. Investigates the role corrections should play in society's campaign against problem youths and youthful offenders, attempting to answer what effects of various social problems as well as the economic, political, religious, and technological forces that influence patterns of juvenile behavior and the formulation of interventions and punishments.

**Credits** 3.0

**Semester Offered**

As Needed

**CRJ 2203 : Treatment of Criminal Offender**

The post-conviction process. Development of a correctional philosophy, theory, and practice; description of institutional operation, programming and management; community-based corrections; probation and parole. Prerequisite: ENGL 1010.

**Credits** 3.0

**Semester Offered**

fall/spring

## Early Childhood

Division of Liberal Arts & Professional Studies

Faculty: Julie Dick, Jillian Scanlon

**ECED 1110 : Introduction to Early Childhood Education**

Survey of early childhood education theories and principles and the alternative settings available for the care and education of young children. Emphasis on defining program quality as it pertains to developmentally appropriate care and other characteristics of the child care environment. Lecture/projects/field assignments and/or observations.

**Credits** 3.0

**Semester Offered**

As Needed

**ECED 1120 : Observing and Recording the Behavior of Young Children**

An introduction to methods of making behavioral records of young children, both as clinical tools in a "helping" relationship and as guides for curriculum planning of teachers. Lecture/projects/field assignments and/or observations.

**Credits** 3.0

**Semester Offered**

As Needed

**ECED 1130 : The Infant & Toddler: Development & Practice**

The complex process of development in the human infant from conception to three years of age. Physical, social, cognitive, and emotional areas with suggestions for activities to promote optimal infant development. Lecture/projects/field assignments and/or observations.

**Credits** 3.0

**Semester Offered**

fall/spring

**ECED 1140 : Methods & Materials in Early Childhood Education**

An introduction to activities suitable for young children and to ways of using activities to foster physical, emotional, intellectual and social growth. Lesson planning is taught and practiced.

**Credits** 3.0

**Semester Offered**

As Needed

**ECED 1150 : Partnering with Families, Schools, Communities**

Explores the need for and skills necessary for a partnership between parents, human service workers, and educators. Teaches skills of effective listening, confrontation, problem solving, modification of the environment, and values clarification. Lecture/projects/field assignments and/or observations.

**Credits** 3.0

**Semester Offered**

fall/spring

**ECED 1524 : Language Development and Children**

An overview of Language Development Guidelines - birth through school age years. Normal development guidelines of speech and language and important effects of language development on the mastery of reading, spelling, writing and school subjects. For those who work with a pre-school age population. Lecture/projects/field assignments and/or observations.

**Credits** 3.0

**Semester Offered**

Fall,  
Spring

**ECED 2960 : Field Experience: Early Childhood**

Demonstration of competencies learned, written documentation and participation in an early education seminar. Practical experience through a minimum of 225 hours of supervised work. (Students who are employed in a state-approved early childhood education setting have the option of preparing for CDA application). Prerequisites: A grade of C or higher in ECED 1120 and either ECED 1130 or 1140, and instructor's consent.

**Credits** 6.0

**Semester Offered**

fall/spring

## Economics

Division of Liberal Arts & Professional Studies

Faculty: Robert Kephart II

Note: Economics is a Social Science that also meets certain business program requirements.

**ECON 1000 : Elements of Economics**

Structure and functioning of the U.S. economy. National economic goals, the market system, price determination, taxation and government spending, business cycles, fiscal and monetary policy, international trade. Production theory, competition and business profit maximization. Understanding of current economic events and issues.

**Credits** 3.0

**Semester Offered**

fall/spring

**ECON 2001 : Principles of Economics - Macro**

U.S. macro-economic goals, the American market system, price determination, distribution of income, government taxation and spending, national income accounting, fiscal policy, and monetary policy. Upper-level course. Prerequisites: MATH 1110 or higher and eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

fall/spring

**General Education Areas**

Social Science Gen Ed

**ECON 2002 : Principles of Economics - Micro**

Elasticity of supply and demand, utility theory, production cost analysis, profit maximization, monopoly and government regulation, labor organization, international trade and finance, economics of growth, resource depletion, and pollution. Upper-level course. Prerequisites: MATH 1110 or higher and eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

fall/spring

**General Education Areas**

Social Science Gen Ed

## Education

Division of Liberal Arts & Professional Studies

Faculty: Julie Dick, Jillian Scanlon

**EDUC 1010 : Foundations of Education**

The aims of public education in our society; philosophical, historical, economic, political and social bases of our educational system. Current trends in education; popular myths about the teaching profession; roles, responsibilities, problems and concerns of teachers. Field observation. Prerequisites: Eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

fall/spring

**EDUC 1560 : Special Education and the Inclusive Classroom**

Examines the nature of inclusive classrooms, with a focus on students with exceptionalities. Describes education programming and strategies for serving students with special needs. 15 hours of field observation required. Prerequisite: Eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

As Needed

**EDUC 1960 : Fieldwork & Seminar in Education**

Entry-level field course enables pre-service teachers to work with learners in today's classroom. By interacting individually with students, pre-service teachers will observe and analyze basic patterns of teaching and learning. Fieldwork (100 hours)/seminar. Prerequisite: EDUC 1010 and EDUC 2040 or EDUC 1560 with a grade of C or higher.

**Credits** 0.0-3

**Semester Offered**

fall/spring

**EDUC 2040 : Teaching in Diverse Classroom**

Intended for prospective teachers of grades Pre-K through 12, focus is on the pedagogical needs of diverse student populations. Provides a background in special education, bilingualism, multiculturalism and diversity, and explores instructional strategies appropriate to the needs of all students. Field observation required. Prerequisite: EDUC 1010 or ECED 1110.

**Credits** 3.0

**Semester Offered**

fall/spring

**EDUC 2050 : Schools and Society**

Examines the historical, cultural, philosophical, ethical, and practical foundations influencing education in the United States. The significance of social differences in regard to class, culture, race/ethnicity, gender, sexual orientation, and religion will be examined. Controversial educational issues will be explored and a personal philosophy of education will be formulated. Writing in content area. Upper-level course. Intended for education students. 15 hours field observation. Prerequisite: EDUC 1010, EDUC 2040 and ENGL 1010.

**Credits** 3.0

**Semester Offered**

As Needed

# Electrical Technology

Division of STEAM

Faculty: Kiflom Gebremichael, Dan Nightingale, Bradley Cole

**ELEC 1010 : Electricity**

Electrical quantities and their measurement, series and parallel DC circuits, electrical power, AC circuits, magnetism and basic instrumentation. Basic circuit analysis theorems. Lecture/laboratory. Prerequisites: Be taking or have taken ENGL 1010 and MATH 1230. Lab fee.

**Credits** 0.0-4

**Semester Offered**

fall/spring

**ELEC 1500 : Solid State Electronics**

Theory of operation, design, analysis, and circuit configurations of P-N junction diode, zener diodes, bipolar transistors, FETs, and thyristors. Lecture/laboratory. Prerequisite: ELEC 1010. Lab fee.

**Credits** 0.0-4

**Semester Offered**

Spring

**ELEC 1510 : Digital Electronics**

Digital circuits and their application. Binary and hexadecimal number systems and codes, basic logic gates, combinational and sequential logic circuits, Boolean algebra, arithmetic circuits, decoders, encoders multiplexers, flip flops and counters. Lab work includes design of circuits utilizing integrated circuits and FPGA hardware/software. Lecture/laboratory. Prerequisite: ELEC 1010. Lab fee.

**Credits** 0.0-4

**Semester Offered**

Spring

**ELEC 1530 : Sensors and Actuators**

This course introduces the student the different types of sensors, and actuators in mechatronics systems. Based upon a physical system, students will also learn the applications of sensors and actuators.

Prerequisites: ELEC 1010. Lab fee.

**Credits** 0.0-4

**Semester Offered**

Spring

**ELEC 1580 : Digital and Analog Electronics**

Introduction to digital and analog circuitry. Topics will include binary and hexadecimal number systems, various circuits using digital logic gates, diode and transistor theory, discrete and operational amplifier circuits. Lecture/laboratory. Prerequisite: ELEC1010. Lab fee.

**Credits** 0.0-4

**Semester Offered**

As Needed

**ELEC 2000 : Electronic Construction**

Construction of an individual project involving breadboarding, soldering, terminal crimping, heat shrinking, wiring, and mounting of external jacks, controls and switches. CAD-generated printed circuit board artwork design, developing, etching and drilling included. Students will be expected to purchase required tools and parts for the project. Laboratory. Prerequisite: ELEC 1500. Lab fee.

**Credits** 1.0

**Semester Offered**

Fall

**ELEC 2010 : Linear Electronics**

Advanced course in linear and analog electronics. Linear integrated circuits, power amplifiers, operational amplifiers, regulated power supplies, and active filters. Lecture/laboratory. Prerequisite: ELEC 1500. Lab fee.

**Credits** 0.0-4

**Semester Offered**

Fall



**ELEC 2020 : Industrial Electronics**

Automatic process control systems. Programmable logic controllers used in industrial control systems. Installation, programming and interfacing of Allen Bradley SLC 500 control Logic controllers. Robotics will be studied including set-up, programming, interfacing, and applications. Lecture/laboratory. Prerequisites: ELEC 1500 and ELEC 1510; or ELEC 1580. Lab fee.

**Credits** 0.0-4

**Semester Offered**

Spring

**ELEC 2030 : Microprocessors**

Extensive study and application of the architecture and instruction set of a microprocessor. Includes the use of assemblers and simulators, assembly language programming as well as I/O and memory circuit design. Lecture/laboratory. Prerequisite: ELEC 1510. Lab fee.

**Credits** 0.0-4

**Semester Offered**

Fall

**ELEC 2040 : Electrical Machines and Motor Control**

This course introduces students' various electric motors and motor control devices common to a modern industrial automation environment. It teaches an understanding of principles and analysis of electromechanical systems with emphasis on starting, speed control, and stopping systems. Lecture/laboratory. Prerequisites: ELEC 1010, PHYS 1010. Lab fee.

**Credits** 0.0-4

**Semester Offered**

Fall

**ELEC 2050 : Senior Project**

An independent project including the various stages from conception to design and layout, fabrication, testing, modification, and final reporting. Project is of the student's choosing, subject to approval of the instructor. Students will be expected to purchase required tools and parts for the project. Laboratory/independent project. Prerequisites: ELEC 2000, 2010, and 2030. Lab fee.

**Credits** 2.0

**Semester Offered**

As Needed

**ELEC 2070 : Industrial Data Acquisition**

Introduces basic process instrumentation and control systems, analog-to-digital and digital-to-analog conversion with emphasis on computer control interfacing to process. Use of LabView data acquisition software to acquire and analyze data. Lecture/laboratory. Prerequisite: ELEC 1510 or 1580. Lab fee.

**Credits** 0.0-4

**Semester Offered**

Spring

## Engineering

Division of STEAM

Faculty: Andy Diffenderfer, Michael Gwin, Aliza Erner, Kiflom Gebremichael

**ENGR 1010 : Engineering Orientation**

Aspects of engineering study and the engineering profession. Methods of solution of engineering problems. Prerequisite: Three years of high school math including intermediate algebra and trigonometry, or placement into MATH 1225, MATH 1240, or higher.

**Credits** 2.0

**Semester Offered**

Fall

**ENGR 1030 : Graphics for Engineers**

Techniques and practices of engineering graphics for communication and interpretation of engineering design intent through the use of the three-dimensional parametric modeling program (SolidWorks) and international standard governing geometric dimensioning and tolerancing. (ASME/ANSI Y14.5 and ISO) Engineering freehand sketching and graphically solving problems including pictorial and multi-view drawings, geometric constructions, plane and descriptive geometry, sectioning conventions and coordinate dimensioning and tolerancing. Lecture/laboratory. Prerequisite: MATH 1412 or higher. Lab fee.

**Credits** 0.0-3

**Semester Offered**

Spring

**ENGR 1050 : C for Engineers**

An introduction to C programming and debugging procedures. The programming assignments will incorporate input/output techniques, iteration, decision making, arrays and sub programs. Engineering applications will be emphasized. Lecture/laboratory. Prerequisite: MATH 1412 or higher. Lab fee.

**Credits** 0.0-3

**Semester Offered**

Fall

**ENGR 2110 : Engineering Mechanics I**

Statics and Mechanics of Materials. A vector approach to study the equilibrium of particles and rigid bodies, force systems, friction, properties of areas and analysis of structures. Fundamentals of stress and strain under axial loading, torsion, bending, transverse loading, and combined load. Prerequisite: PHYS 1820.

**Credits** 4.0

**Semester Offered**

Fall

**ENGR 2120 : Engineering Mechanics II**

A continuation of ENGR 2110. Mechanics of Materials and Dynamics. Transformations of stress and strain, Mohr's circle. Design, analysis, and deflection of beams. Dynamics of particles and rigid bodies, kinematic and kinetic theory, and energy and momentum methods. Prerequisite: ENGR 2110.

**Credits** 4.0

**Semester Offered**

Spring

**ENGR 2150 : Theory & Properties of Material**

Structure of crystalline solids, imperfections, diffusion, mechanical properties of metals, strengthening mechanisms, failure analysis phase/transformation diagrams thermal processing, metal alloys. Research paper/presentation. Lab demonstrations for hardness and mechanical test methods. Prerequisites: PHYS 1820 and CHEM 1510.

**Credits** 3.0

**Semester Offered**

Fall

**ENGR 2180 : Engineering Circuit Analysis**

Analysis of circuits using resistors, capacitors, inductors, independent and dependent energy sources, and operational amplifiers. Topics include Kirchhoff's Laws, voltage and current division, nodal and mesh analysis, source transformations, superposition, linearity, Thevenin's and Norton's Theorems, responses of RL, RC, and RLC circuits and sinusoidal analysis using phasors. Prerequisite: PHYS 2830. Must be taken along with MATH 2620

**Credits** 3.0

**Semester Offered**

Spring

**ENGR 2200 : Thermodynamics I**

The first half of the material of classical thermodynamics. Introductory definitions and concepts, properties of a pure substance, use of steam tables, study of work and heat, the first and second laws of thermodynamics, and the topic of entropy. Prerequisite: MATH 2610, MATH 2620, and PHYS 2840.

**Credits** 4.0

**Semester Offered**

As Needed

## English

Division of Liberal Arts & Professional Studies

Faculty: Christine Atkins, Dann Coble, Edward Dougherty, Emma Draper- Reich, Marie Hannan-Mandel, Ryan Hersha

Note: All students begin their English courses according to their writing ability as determined by assessment and evaluation of prior course work.

**ENGL 0980 : Reasoning, Reading & Writing for Academic Studies**

Integrates reading, critical thinking, and writing assignments aimed at improving students' literacy skills for success in college studies. Students apply reading strategies to challenging texts, using previewing, annotation, guide questions, and discussion to understand key points. Major projects require students to develop paragraph/essay ideas through reading comprehension activities, discussion, and other prewriting strategies, and culminating with essays responding to and integrating source material with no serious errors. Students who successfully complete this course should enroll in ENGL0999 and ENGL1010 Lecture. Grading: Pass/Fail. Does not fulfill degree or program requirements. Prerequisite: Placement by assessment.

**Credits** 5.0

**Semester Offered**

fall/spring

**ENGL 0999 : Support for College Composition 1**

Integrates reading, critical thinking, and writing to improve literacy skills for success in College Composition I. Students apply reading strategies to challenging texts, using previewing, annotation, guide questions, and discussion. Students will apply writing strategies to produce essays for the ENGL 1010 companion course. Emphasis on selecting and integrating source material with effective critical responses. Rhetorical strategies and strategic editing will be reviewed to improve sentence structure and correct errors. Lecture. Grading: Pass/Fail. Does not fulfill degree or program requirements. Prerequisite: ENGL 0980, placement, or Department recommendation. Co-requisite: ENGL 1010.

**Credits** 2.0

**Semester Offered**

fall/spring

**ENGL 1010 : College Composition I**

Essay writing designed to sharpen the student's perceptions of the world and to facilitate communications with correctness, clarity, unity, organization, and depth. Assignments include expository writing, argumentation, and research techniques. Writing Process. Prerequisites: Placement, ENGL 0980, or concurrent enrollment in ENGL 0999.

**Credits** 3.0

**Semester Offered**

fall/spring

**General Education Areas**

Information Literacy; Written Comm Gen Ed

**ENGL 1020 : College Composition II**

Essay writing course designed to advance critical, analytical, and writing abilities begun in ENGL 1010. Literary analysis essays and interpretation on works of fiction, poetry, and drama. Writing Process. Prerequisites: ENGL 1010.

**Credits** 3.0

**Semester Offered**

fall/spring

**General Education Areas**

Humanities Gen Ed

**ENGL 1110 : College Communication**

Written and oral communication designed to sharpen the student's perceptions of the world and to facilitate communications with correctness, clarity, unity, organization, and depth. Assignments include expository writing, argumentation, speeches, and research techniques. May take this course in place of ENGL 1010 if in one of the following programs: CHEM-AAS; CSCI-AS; CYBR-AS; DIGD-AS; ELTC-AAS; ENVR-AS; ENGR-AS; INFT-AAS; LAMS-AS; MACT-AAS; MCDT-AAS; MECR-AAS; NURS-AAS. Prerequisites: Placement or ENGL 0980.

**Credits** 3.0

**Semester Offered**

fall/spring

**General Education Areas**

Information Literacy; Communication Written and Oral

**ENGL 1410 : Police Report Writing**

Assists students in developing a knowledge of the conventions of written and spoken English in a variety of writing situations within the context of police work, including incident reports, accusatory instruments, arrest and court documents, accident reports, DWI documents, mental health and domestic violence reports. Prerequisite: ENGL1010.

**Credits** 2.0

**Semester Offered**

Spring

**ENGL 1510 : Honors College Composition I**

Honors course in essay writing designed to sharpen the student's perceptions of the world through the study and use of non-fiction writings and to facilitate communications with correctness, clarity, unity, organization, and depth. Assignments include expository writing, argumentation, and research techniques. Writing Process. Must be Honors eligible. An alternative degree requirement for students in the Honors Program. Cannot earn credit for this course and ENGL 1010. Prerequisites: Placement or ENGL0980, and departmental permission.

**Credits** 3.0

**Semester Offered**

As Needed

**General Education Areas**

Information Literacy; Written Comm Gen Ed

**ENGL 1520 : Honors College Composition II**

Honors course in essay writing designed to advance critical, analytical, and writing abilities begun in ENGL 1010. Literary analysis essays and interpretation on works of fiction, poetry, and drama. Writing Process. Must be Honors eligible. An alternative degree requirement for students in the Honors Program. Cannot earn credit for this course and ENGL 1020. Prerequisites: ENGL 1010.

**Credits** 3.0

**Semester Offered**

As Needed

**General Education Areas**

Humanities Gen Ed

**ENGL 2010 : American Literature I**

Important writings and American culture from the early 1600's through 19th century Romanticism. Writing in content area. Upper-level course. Prerequisite: ENGL 1020.

**Credits** 3.0

**Semester Offered**

As Needed

**ENGL 2020 : American Literature II**

Important writings and American culture from the mid-19th century to the present. Writing in content area. Upper-level course. Prerequisite: ENGL 1020.

**Credits** 3.0

**Semester Offered**

As Needed

**ENGL 2030 : Children's Literature**

A study of the different types of literature created for children: picture books, young adult novels, poetry, folklore, fairy tales, fantasy, historical fiction, contemporary realistic fiction, biography and non-fiction. Discussion of issues in the field, book selection, etc. through reading, discussion, papers, and projects. Writing in content area. Upper-level course. Prerequisite: ENGL 1020.

**Credits** 3.0

**Semester Offered**

As Needed

**General Education Areas**

Humanities Gen Ed

**ENGL 2040 : Fantasy and Science Fiction**

An historical approach to the genres of science fiction and fantasy through a study of acknowledged masterpieces and contemporary authors. Adaptations and works in other media may also be examined. Writing in content area. Upper-level course. Prerequisite: ENGL 1020.

**Credits** 3.0

**Semester Offered**

Spring

**ENGL 2090 : The Bible as Literature**

Secular discussion of readings from the Old and/or New Testaments. Literary qualities of the selected text (genre, philosophical motif and aesthetics) as related to the time, place and conditions of composition. May include historical, textual, reductive and form criticism. Writing in content area. Upper-level course. Prerequisite: ENGL 1020.

**Credits** 3.0

**Semester Offered**

Fall

**ENGL 2160 : The Short Story**

The short story as a literary form; study of significant writers with emphasis on recent works. Writing in content area. Upper-level course. Prerequisite: ENGL 1020.

**Credits** 3.0

**Semester Offered**

As Needed

**ENGL 2170 : Modern Drama**

Drama in literary form; study of significant playwrights with special attention to recent works. Writing in content area. Upper-level course. Prerequisite: ENGL 1020.

**Credits** 3.0

**Semester Offered**

As Needed

**ENGL 2180 : Modern Novel**

The novel as a literary form; significant authors with special attention to recent works. Writing in content area. Upper-level course. Prerequisite: ENGL 1020.

**Credits** 3.0

**Semester Offered**

As Needed

**ENGL 2190 : Modern Poetry**

Poetry as a literary form and as a reflection of modern trends in human thought and human experience. Special attention is given to the 20th and 21st century. Writing in content area. Upper-level course. Prerequisite: ENGL 1020.

**Credits** 3.0

**Semester Offered**

As Needed

**ENGL 2220 : Major African-American Writers**

Cultural influence of literature by major African-American writers with special attention to themes, language, and style. Writing intensive. Upper-level course. Prerequisite: ENGL 1020.

**Credits** 3.0

**Semester Offered**

As Needed

**ENGL 2310 : English Literature I**

Major writers and their works in England from the beginning of the Anglo Saxon era to the end of the Age of Reason. Writing in content area. Upper-level course. Prerequisite: ENGL 1020.

**Credits** 3.0

**Semester Offered**

As Needed

**ENGL 2320 : English Literature II**

Major writers and their works in Great Britain and Ireland from the beginning of the Romantic Movement to the present. Writing in content area. Upper-level course. Prerequisite: ENGL 1020.

**Credits** 3.0

**Semester Offered**

As Needed

**ENGL 2330 : Shakespeare**

The major plays of Shakespeare with consideration of the Elizabethan theater and culture. Writing in content area. Upper-level course. Prerequisite: ENGL 1020.

**Credits** 3.0

**Semester Offered**

As Needed

**ENGL 2410 : World Literature I**

Masterworks of Western literature in translation from ancient times through the Renaissance. Writing in content area. Upper-level course. Prerequisite: ENGL 1020. (

**Credits** 3.0

**Semester Offered**

As Needed

**ENGL 2420 : World Literature II**

Masterworks of Western Literature in translation from the beginning of the Age of Reason to the present. Writing in content area. Upper-level course. Prerequisite: ENGL 1020.

**Credits** 3.0

**Semester Offered**

As Needed

**General Education Areas**

Diversity,

Equity Gen Ed; Humanities Gen Ed

**ENGL 2480 : Creative Writing - Fiction & Drama**

A writing course to develop talents in creative writing. Original works will be evaluated by the class and Instructor. Additional outside reading may be assigned. Emphasis will be on creative writing talents. Focus is on short stories and plays. Writing Process. Upper-level course. Prerequisite: ENGL 1020.

**Credits** 3.0

**Semester Offered**

Fall

**ENGL 2490 : Creative Writing - Poetry**

A writing course to develop talent in creative writing. Focus is on poetry. Original works evaluated by the class and instructor. Emphasis will be on creative writing talents and critical abilities. Additional outside reading may be assigned. Writing process. Upper-level course. Prerequisite: ENGL 1020.

**Credits** 3.0

**Semester Offered**

As Needed

**ENGL 2601 : Film: An Introduction Module I**

Introduces film, its terms and techniques. Writing in content area. Upper-level course. Prerequisite: ENGL 1020.

**Credits** 1.0

**Semester Offered**

As Needed

**ENGL 2602 : Film: An Introduction Module II**

Focuses on types of film. Writing in content area. Upper-level course. Prerequisite: ENGL 1020.

**Credits** 1.0

**Semester Offered**

As Needed

**ENGL 2603 : Film: An Introduction Module III**

Examines the creative art and technical science of directing and editing. Writing in content area. Upper-level course. Prerequisite: ENGL 1020.

**Credits** 1.0

**Semester Offered**

As Needed

**ENGL 2770 : American Heritage Literature**

Literature of the various cultural groups that comprise the American Experience (Native American, Black, Asian, Hispanic, Jewish, and European American). Explores unique values, contributions and problems of ethnic groups as seen through the eyes of their own writers. Writing intensive. Upper-level course. Prerequisite: ENGL 1020.

**Credits** 3.0

**Semester Offered**

As Needed

**ENGL 2800 : Special Topics in Literature**

An in depth examination of literature from a particular theme/genre, not covered by existing courses. Writing Intensive. Upper-level course. Prerequisite: ENGL 1020.

**Credits** 3.0

**Semester Offered**

As Needed

# Fire Science

## **EMS 2100 : EMT: Paramedic I**

Instruction in medically correct initial and advanced life support treatment of critically ill or injured persons using good medical judgment. Students are prepared for cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains at the Emergency Medical Technician level. This course is the first in a series of 4 preparing students for the NYS psychomotor and written examinations and to pass the National Registry psychomotor and written examinations at the completion of the 4th course. Prerequisites: Current NYS EMT certification. Eligible to enroll in ENGL 1010 and MATH 1150 or higher. Lecture/ Laboratory.

**Credits** 0.0-9

### **Semester Offered**

Fall

## **EMS 2110 : EMT: Paramedic II**

Continuation of instruction in medically correct initial and advanced life support treatment of critically ill or injured persons using good medical judgment. Students are prepared for cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains at the Emergency Medical Technician level. This course is the second in a series of 4 preparing students for the NYS psychomotor and written examinations and to pass the National Registry psychomotor and written examinations at the completion of the 4th course. Prerequisites: Current NYS EMT certification. Eligible to enroll in ENGL 1010 and MATH 1150 or higher. Successful completion of EMS 2100 Foundations of Paramedic I. Lecture/ Laboratory.

**Credits** 0.0-9

### **Semester Offered**

Spring

## **FIRE 1010 : Emergency Medical Technician (EMT)**

Emergency Medical Technician (EMT) course is designed to prepare rescuers with the emergency medical knowledge and skills necessary to care for pre-hospital patients of all ages. Students will experience a wide variety of medical and traumatic conditions including: trauma, medical emergencies, environmental injuries, emergency childbirth, and psychological emergencies. Students successfully completing this course will be eligible to take the New York State certification exam for emergency medical technician.

**Credits** 0.0-8

### **Semester Offered**

As Needed

## **FIRE 1012 : Introduction to Emergency Management**

This course introduces students to the approaches, principles, and theories of emergency management. The course will instruct students on the phases of mitigation, preparedness, response, and recovery. Students will analyze incidents, emergencies, disasters, and catastrophes. The analysis will be reviewed against current policies, roles, and duties of emergency management personnel. Students will review the importance of emergency management throughout the course and the direct need for this on a community and nationwide scale.

**Credits** 3.0

### **Semester Offered**

As Needed

## **FIRE 1014 : Emergency Management & Response**

This course introduces students to methods for communities and organizations to recognize and respond to disaster or emergency situations. This course will provide an overview of the Incident Management/Command System (ICS/IMS) and will focus on strategies and tactics used by emergency managers and responders in a disaster situation. Proactive techniques, emergency operations planning, assessing effects, and responding to high-risk hazards will be discussed. Other topics will include decreasing operation interruptions, emergency response support function, and maintaining community-lifelines.

**Credits** 3.0

### **Semester Offered**

As Needed

**FIRE 1016 : Emergency Management Response & Recovery**

This course elaborates on emergency management collaboration to support the needs of individuals, households, communities, states, and the federal government in providing support and services after catastrophic or emergency incidents. This course will review pre-disaster planning and focus on understanding recovery and rebuilding communities after disasters and emergencies strike. This course addresses different types of hazards, their interactions, and the consequences of disasters. This course will discuss current theories and principles for recovery planning, case studies from past disasters and discuss community resilience following and planning for disasters. Students will explore the response phase of emergency management including hazard detection, warning, evacuation, sheltering, search and rescue, emergency medical care, fatality management, and stress counseling. The decision-making process in the areas of transportation, politics, special needs populations, communication, legal issues, and record keeping is explained. A review of debris management and assessment is covered as well as ways to reduce vulnerability.

**Credits** 3.0

**Semester Offered**

As Needed

**FIRE 1018 : Emergency Management Leadership**

This course will detail the principles of leadership with a focus in emergency management. Students will learn the necessary skills to lead and influence others in various settings. This course will focus on interpersonal areas such as conflict resolution, group dynamics, leadership, and influence with the emergency response team and the public. Students will discuss root cause analysis and problem solving during various situations. Students will discuss creative solutions to a wide array of complications and the decision-making skills that are imperative to successfully managing a team. This course will give an overview of budgeting, finance, and administrative roles that are needed to successfully implement an emergency management organization including promotions, retention, and human resources.

**Credits** 3.0

**Semester Offered**

As Needed

**FIRE 1058 : Firefighter Self-Rescue**

Based on the individual job performance requirements from NFPA 1407. Course content will enable firefighters to recognize fire ground conditions that contribute to firefighter disorientation and/or entrapment, to have knowledge of what is necessary to ensure their safety and that of their partners or crew members. Students will learn when to call a MAY DAY and perform self-rescue techniques when disoriented, separated, or when needing to exit a structure in an emergency. This course requires students to perform a number of practical evolutions with self-contained breathing apparatus (SCBA) and includes both horizontal and vertical self-rescue.

**Credits** 1.0

**Semester Offered**

As Needed

**FIRE 1121 : Interior Firefighting Operations**

Interior Firefighting Operations (IFO) course. The second segment of firefighting operations including firefighter safety, fire suppression, personal protective equipment, victim removal, forcible entry, tactical ventilation, hose advancement, and self-contained breathing apparatus (SCBA) consumption and usage drills.. Hands-on skills to include Task Oriented Air Consumption (TOAC) drills, structure and vehicle fires, fire hose presentations, and forcible entry. Students will also learn hazardous material recognition and management.

**Credits** 3.0

**Semester Offered**

As Needed

**FIRE 1136 : Emergency Vehicle Operations Course (EVOC)**

Course Description from the College Catalog: Students will understand the seriousness of emergency vehicle operation based on objectives from National Fire Protection Association (NFPA) 1002 Fire Apparatus Driver/Operator. This course will target awareness of potential for tragedy and financial loss with any emergency vehicle collision and the moral and legal responsibilities in operating an emergency vehicle.

**Credits** 1.0

**Semester Offered**

As Needed

**FIRE 1155 : Basic Exterior Firefighting Operations (BEFO)**

Basic Exterior Firefighting Operations (BEFO) course. The first segment of firefighting operations including firefighter safety, personal protective equipment, and understanding basic fire dynamics. Hands-on skills to include laddering, ropes, knots, fire hose presentations, and forcible entry.

**Credits** 3.0

**Semester Offered**

As Needed

**FIRE 1622 : Fire Officer I**

Course Description from the College Catalog: The Fire Officer course addresses the job performance requirements of Chapter 4 of NFPA 1021, Standards for Fire Officer Professional Qualifications. This course introduces topics such as officer communication, leadership and supervision, and the officer's duties. The student will learn basic human resource management, administrative functions, community relations and delivery of emergency services. The student will apply critical thinking and systematic assessment approach to fire and emergency response while working to serve the community. The Fire Officer student must complete all five modules to earn the Fire Officer I course credit.

**Credits** 5.0

**Semester Offered**

As Needed

**FIRE 2132 : Apparatus Operator: Pump**

This course includes the responsibilities of pump operators, hydraulics and friction loss, pump controls and accessories, fire streams, pumper practices, drafting and pump evolutions, and using the fire pump at the hydrant. Lecture, hands on demonstrations, and practice sessions are included.

**Credits** 1.0

**Semester Offered**

As Needed

## First Year Experience

Division of Liberal Arts & Professional Studies

**FYEX 1000 : First Year Experience: Quest for Success**

Designed to assist first-year students in adjusting to the college environment as well as becoming familiar with strategies for success. A general orientation to the resources of the college, essential academic success skills to better understand the learning process, and career exploration will be covered. Lectures/Discussions/Activities.

**Credits** 3.0

**Semester Offered**

fall/spring

## French

Division of Liberal Arts & Professional Studies

Faculty: Michael Beykirch, Sandra Turner-Vicioso

**FREN 1010 : Elementary French Conversation and Structure I**

Vocabulary and expressions for listening comprehension and speaking ability. Reading and writing introduced. For students with little or no background in the language. Not intended for students with high school Regents credit or equivalent in French. Lecture/recitation.

**Credits** 0.0-4

**Semester Offered**

Fall

**General Education Areas**

World Language Gen Ed

**FREN 1020 : Elementary French Conversation and Structure II**

Additional practice in conversation combined with development of reading and writing skills and a systematic study of French grammar. Lecture/recitation. Prerequisites: FREN 1010 or two years of high school French.

**Credits** 0.0-4

**Semester Offered**

Spring

**General Education Areas**

World Language Gen Ed



**FREN 2010 : Intermediate French**

Development of greater facility in reading, writing, speaking, and understanding the language through a systematic review of its structures. Representative readings introduce the civilization of France. Upper-level course. Prerequisites: FREN 1020 or three years of Regents high school French.

**Credits** 0.0-4

**Semester Offered**

Fall

**General Education Areas**

World Language Gen Ed

**FREN 2020 : Composition and Conversation**

A thorough analysis of the language. Intensive discussion of grammar, usage, style, and vocabulary, enhancing expression through composition, oral reports, and more informed class discussions and conversations. Essential for French majors who plan to take upper-level language and literature studies. Lecture/recitation. Upper-level course. Prerequisites: FREN 2010 or four years of high school French.

**Credits** 0.0-4

**Semester Offered**

Spring

**General Education Areas**

World Language Gen Ed

**FREN 2310 : Brief Introduction to French Literature**

Advanced study with an introduction to serious reading of some of the great writers of literature. Develops the ability to exchange ideas through writing and discussion in the foreign language. Upper-level course. Also fulfills 2000-level Communications Requirement. Prerequisites: ENGL 1010, FREN 2020.

**Credits** 3.0

**Semester Offered**

As Needed

## Game Design & Development

Division of STEAM

Faculty: DJ Dates

**GAME 1010 : Fundamentals of Game Design**

An introduction and examination of game design processes, social implications, narrative, mechanics, dynamic interactions, aesthetics, and usability of game design. The course will discuss many types of games, but the primary focus will be on the kinds of decisions made by video game designers as students learn the processes of game design from a starting concept through development and prototyping on to completion and play testing. Prerequisites: Eligible to take a college-level composition course and completion of all developmental mathematics requirements.

**Credits** 3.0

**Semester Offered**

Fall

**GAME 1030 : 2D Game Programming**

An introduction to game programming for non-programmers. Course covers the fundamentals of basic Unity programming using C#, including data types, logic flow control, conditions, loops, file I/O, functions, classes, and objects. Game-related concerns will be explored such as the game loop, rules, and game object design and implementation. Topics will also include an overview of programming language principles, algorithms, and debugging and testing. Prerequisite: Eligible to take college-level composition course and completion of all developmental mathematics requirements.

**Credits** 3.0

**Semester Offered**

Spring

## Geography

Division of Liberal Arts & Professional Studies

**GEOG 1010 : World Geography**

Examination of the kinds of physical and cultural features encountered on this planet, their location and significance. Course is organized on an economic and political basis considering developed and developing regions. Extensive map work required.

**Credits** 3.0

**Semester Offered**

fall/spring

**GEOG 1210 : Introduction to Geographical Information Systems (GIS)**

Geographic Information Systems covers the underlying geographic concepts and provides computer lab tutorials utilizing GIS mapping software as it applies to case studies in social and natural sciences. Emphasis is placed on the development of investigation using visual evidence, spatial thinking, reasoning with quantities, and collaboration. Prerequisites: MATH 1215 or higher. Course fee.

**Credits** 0.0-3

**Semester Offered**

Spring

**GEOG 2800 : Geography Special Topics**

An in-depth examination of a significant theme in geography not covered by another course. Prerequisite: Instructor consent.

**Credits** 3.0

**Semester Offered**

As Needed

## German

Division of Liberal Arts & Professional Studies

Faculty: Michael Beykirch

**GERM 1010 : Elementary German Conversation and Structure I**

Everyday German vocabulary and expressions. Emphasis on listening comprehension and speaking ability. Reading and writing introduced. For students with little or no background in the language. Not intended for students with high school Regents credit or equivalent in German. Lecture/recitation.

**Credits** 0.0-4

**Semester Offered**

Fall

**General Education Areas**

World Language Gen Ed

**GERM 1020 : Elementary German Conversation and Structure II**

Additional practice in conversation, development of reading and writing skills, a systematic study of German grammar. Lecture/recitation. Prerequisite: GERM 1010 or two years of high school German.

**Credits** 0.0-4

**Semester Offered**

Spring

**General Education Areas**

World Language Gen Ed

**GERM 2010 : Intermediate German**

Development of greater facility in reading, writing, speaking, and understanding the language through a systematic review of its structures. Representative readings. Upper-level course. Prerequisites: GERM 1020 or equivalent of three years of Regents high school German.

**Credits** 0.0-4

**Semester Offered**

Fall

**General Education Areas**

World Language Gen Ed

**GERM 2020 : Composition and Conversation**

A thorough analysis of the language. Intensive discussion of grammar, usage, style and vocabulary, enhancing expression through composition, oral reports, and class discussions and conversations. Essential for German majors who plan to take upper-level language and literature studies. Upper-level course. Lecture/recitation. Prerequisites: GERM 2010 or four years of high school German.

**Credits** 0.0-4

**Semester Offered**

Spring

**General Education Areas**

World Language Gen Ed

**GERM 2310 : Brief Introduction to German Literature**

Advanced study in the language with an introduction to serious readings of some of the great writers of literature. Develops the ability to exchange ideas through writing and discussion in the language. Upper-level course. Prerequisite: ENGL 1010 and GERM 2020 or equivalent. Also fulfills 2000-level Communications requirement. Satisfies SUNY General Education requirement in World Languages.

**Credits** 3.0

**Semester Offered**

As Needed

## Government

Division of Liberal Arts & Professional Studies

Faculty: Robert Cooper, Sky Moss, Jennifer O'Hara

**GOVT 1010 : American Federal Government**

Theories and practices of American Federal Government with emphasis on the national level. Changing relationships between the branches of the national government, policy formulation, political parties, pressure groups, and the growth of presidential powers. Prerequisites: Eligible to enroll in ENGL 1010.

**Credits** 3.0**Semester Offered**

fall/spring

**GOVT 1020 : State and Local Government**

Structure and functions of state legislative, administrative, and judicial organizations; the nature and extent of police powers of the states; state and local revenues and expenditures, problems of municipal government; political parties. Prerequisites: Eligible to enroll in ENGL 1010.

**Credits** 3.0**Semester Offered**

As Needed

**GOVT 2010 : Introduction to Political Science**

An Introduction to the study of political processes, theories, and structures. Focus is on analysis of political problems on a national and global level. Includes case studies of the political systems of selected nations. Upper-level course. Prerequisites: Eligible to enroll in ENGL 1010.

**Credits** 3.0**Semester Offered**

As Needed

**GOVT 2040 : Constitution, Law, and Courts**

Development and growth of the Constitution as a result of the judicial role in interpretation. Judicial policy-making, checks upon judicial power, and competing demands of individual liberty and public authority. Writing in content area. Upper-level course. Prerequisite: Eligible to enroll in ENGL 1010.

**Credits** 3.0**Semester Offered**

As Needed

**GOVT 2990 : Indep Study - Government**

Specially-supervised study to be arranged with an instructor on an individual basis.

**Credits** 1.0-4**Semester Offered**

As Needed

## Greek

Division of Liberal Arts &amp; Professional Studies

Faculty: Michael Beykirch**GREK 1010 : Elementary Classical Greek I**

The Greek alphabet, basic vocabulary and grammar; oral reading and translation of brief passages of prose; attention to historical background, cultural connections, and word origins.

**Credits** 3.0**Semester Offered**

As Needed

**General Education Areas**

World Language Gen Ed

**GREK 1020 : Elementary Classical Greek II**

Continuation of GREK 1010, broadening range of vocabulary and syntax; increased emphasis on reading and translating passages from Classical authors. Prerequisite: GREK 1010 or one year of Greek study.

**Credits** 3.0**Semester Offered**

As Needed

## Health Education

Division of Liberal Arts &amp; Professional Studies

Faculty: Elaine Corwin, Ramona Miller**HLTH 1000 : Relax Techniq Stress Reduction**

An overview of stress and stress management techniques. Individual life stresses and practice of stress management techniques.

**Credits** 1.0**Semester Offered**

fall/spring

**HLTH 1003 : Nutrition for Exercise & Sport**

Explores the principles of healthy nutritional practices while developing a personalized dietary plan designed to meet the nutritional demands specific to exercise and sport.

**Credits** 1.0**Semester Offered**

Spring

**HLTH 1010 : Basic Life Support for the Professional Rescuer**

Meets the special needs of individuals who are expected to respond in emergency situations. Presents advanced CPR skills and theory. Course fee.

**Credits** 1.0**Semester Offered**

fall/spring

**HLTH 1011 : Basic Life Support - Professional Rescuer Recertification**

This course is designed for the student who wishes to update current certification in American Red Cross Basic Life Support for the Professional Rescuer. All students enrolled in this course must have a valid card in Basic Life Support for the Professional Rescuer issued by the Red Cross. Course fee.

**Credits** 0.5

**Semester Offered**

As Needed

**HLTH 1100 : Responding to Emergencies**

Emphasis on prevention of injuries and illness with a focus on personal safety. Using a healthy lifestyle awareness inventory, assesses environment and personal habits to reduce risk of injury and illness. Students may not also receive credit for HLTH 1007 or 2007. Course fee.

**Credits** 2.0

**Semester Offered**

fall/spring

**HLTH 1201 : Human Sexuality**

A comprehensive, interdisciplinary course dealing with human sexuality, including the biological systems and physiological functioning that determines sexual behavior and response; the psychological influences on sexuality and sexual development; and the socio-cultural factors affecting the many dimensions of our sexuality. Prerequisite: Eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

fall/spring

**HLTH 1202 : Perspectives of Drugs and Society**

A comprehensive course addressing the use and abuse of drugs in contemporary society, with emphasis on motivation for drug use and abuse; specific types of drugs and their identification; physiological and psychological implications of drug abuse; legal aspects of drug abuse; and treatment of the person with drug dependence. Prerequisite: Eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

As Needed

**HLTH 1203 : Perspectives of Alcohol Perspectives of Alcohol and Society**

A comprehensive course addressing the use and abuse of alcohol in contemporary society, with emphasis on motivation for alcohol use and abuse; causes and symptoms of abuse; legal aspects of alcohol abuse; and treatment of the person with alcohol dependence. Prerequisite: Eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

As Needed

**HLTH 1204 : Healthy Aging**

A study of the physiological, psychological and sociological effects of aging on individual health. Selected health problems, health care, and diseases specific to the elderly will be considered, as well as the well-being and enhancement of life styles of the elderly.

**Credits** 3.0

**Semester Offered**

As Needed

**HLTH 1206 : Issues in Women's Health**

Issues and needs related to the health care of women as individuals and members of a family, community and society. Changing roles and life styles and traditional and non-traditional approaches to the health care of women. Writing in content area. Prerequisite: Eligible to take ENGL 1010.

**Credits** 3.0

**Semester Offered**

As Needed

**HLTH 1207 : Foundations of Personal Health**

A comprehensive course addressing the current health problems facing our society, focusing on behavioral health strategies for prevention; risk-reduction; and basic principles and practices involved with attaining and maintaining optimal personal health and wellness.

**Credits** 3.0

**Semester Offered**

fall/spring

**HLTH 1400 : Global Health**

Equip students with a basic introduction to major global public health issues, challenges, programs and policies, focusing on those that transcend national boundaries, and key related questions in global governance. Introduction to the world's vast diversity of determinants of health and disease. Students will gain an understanding of current and emerging global health priorities, including emerging infectious diseases, poverty, conflicts and emergencies, health inequity, health systems, global public health policies, and initiatives, the current functioning of the global health system and its shortcomings, and exposure to new approaches and solutions to addressing global public health challenges, placing priority on improving health and achieving equity in health for all people worldwide. Emphasizes the concept of shared health problems and solutions. Prerequisite: Eligible to enroll in ENGL 1010).

**Credits** 3.0

**Semester Offered**

fall/spring

**HLTH 1510 : Introduction to Nutrition**

Comprehensive study of the science of human nutrition. Topics include historical and cultural aspects of diet, food production systems, dietary theories and bio-individuality, food energy, macro and micro nutrients, attainment of optimal health through applied nutritional principles, and global nutrition. Lecture/Laboratory. Course fee.

**Credits** 0.0-3

**Semester Offered**

fall/spring

**HLTH 1511 : Intro to Nutrition w/Lab**

Comprehensive study of the science of human nutrition. Topics include historical and cultural aspects of diet, food production systems, dietary theories and bio-individuality, food energy, macro and micro nutrients, attainment of optimal health through applied nutritional principles, and global nutrition. Laboratory. Course fee.

**Credits** 0.0

**Semester Offered**

fall/spring

**HLTH 1610 : Grant Wrtg & Fund Comm Hlth**

Skills necessary to write, present and submit a winning grant proposal; skills include research, writing, interpersonal, computer, teamwork, promotional and budgeting. Strategies for effect fundraising will also be addressed. Writing in Content area. Prerequisite: Eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

As Needed

**HLTH 1700 : Principles of Public and Community Health Education**

Introduction to basic concepts and principles of community and public health. Designed for community and public health programs majors. Students will identify and begin to develop skills necessary to work within the roles as a health educator in various community health settings. Addresses core knowledge and skills for facilitating community organization and empowerment for health promotion. Topics include: history and foundation of community and public health, structure and function of the health care delivery system, role of government, non-profit and private agencies, community organization, community assessment, principles of epidemiology, health disparities, advocacy, social justice, environmental and ecological health issues. Prerequisite: ENGL 1010.

**Credits** 3.0

**Semester Offered**

As Needed

**HLTH 2007 : Advanced First Aid**

A comprehensive course addressing the current health problems facing our society, focusing on behavioral health strategies for prevention; risk-reduction; and basic principles and practices involved with attaining and maintaining optimal personal health and wellness. Cannot receive credit for this course and WELL 1000.

**Credits** 1.0

**Semester Offered**

As Needed

**HLTH 2100 : Life Coaching for Health Behavior Change**

Explore basic models of health and wellness life coaching. Practice introductory coaching skills and techniques designed to help people gain momentum and make positive health behavior changes leading toward healthy lifestyles. Prerequisite: Completion of 12 credits of the student's program requirements including PSYC 1101.

**Credits** 3.0

**Semester Offered**

Spring

**HLTH 2200 : Environmental Health**

The role of the individual in the preservation and promotion of the long-term welfare of the global environmental problems facing society , and how personal choice and responsibility can be used to address come of the. Lecture/discussion/projects.

**Credits** 3.0

**Semester Offered**

As Needed

**HLTH 2212 : Introduction to Health Education and Wellness Education**

An overview of the role health and wellness educators play in our society through community and individual health promotion and education. Introduction to the founding principles, models, theories, and practices of the profession from historical and contemporary perspectives. Ethical principles, responsibilities and competencies, and Ethical principles, responsibilities and competencies, and explored, as well as relevant research, resources, current issues and future trends in the field. Prerequisite: Eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

As Needed

**HLTH 2400 : Stress Management**

Explore the field of Psychoneuroimmunology (PNI) as it applies to the nature of the mind-body connection and its influence on health and well-being. Current scientific theory and research regarding the mind's ability to either positively or negatively influence the physical body's health and immune response will be studied. Research theory and application of a variety of integrative modalities in promoting wellness will be studied. Topics include intuition, meditation, guided imagery, cognitive and emotional restructuring, spirituality and faith, social support, humor and laughter, art, music and movement therapies.

**Credits** 3.0**Semester Offered**

As Needed

**HLTH 2800 : Fundamentals of Applied Epidemiology and Biostatistics**

Introduces basic concepts of epidemiology and biostatistics as applied to public health problems. emphasis placed on principles and methods of epidemiologic investigation, appropriate summaries and display of data, and use of classical statistical approaches to describe the health of populations. Topics include dynamic behavior of disease; usage of rates, ratios and proportions; methods of direct and indirect adjustment, and clinical life table which measures and describes the extent of disease problems. Various epidemiologic study designs for investigating associations between risk factors and disease outcomes are also introduced, culminating with criteria for causal inferences. Application of these disciplines in the areas of health services, screening, genetics, and environment policy are presented. Influence of epidemiology and biostatistics on legal and ethical issues are also discussed. Prerequisites: Eligible to enroll in MATH 1310 and ENGL 1010.

**Credits** 3.0**Semester Offered**

fall/spring

**HLTH 2900 : Peer Recovery Advocacy & Coaching**

Develop non-clinical, peer based recovery advocacy and coaching skills designed to engage peers beyond initial contact through stabilization and into recovery maintenance within the community identify multiple pathways to recovery, build recovery capital and individualized recovery wellness plans, assist in self-monitored progress, integrate personal experience, facilitate peer support groups, identify community and individual supports and service, and practice effective coping skills. Course fee.

**Credits** 3.0**Semester Offered**

As Needed

# Hebrew

Division of Liberal Arts &amp; Professional Studies

Faculty: Michael Beykirch**HEBR 1010 : Elementary Classical (Bible) Hebrew I**

Introduction to basic grammar and vocabulary of Hebrew; oral reading and translation of brief passages of prose and Tanakh texts; attention to historical background and cultural connections.

**Credits** 3.0**Semester Offered**

As Needed

**HEBR 1020 : Elementary Classical (Bibl) Hebrew II**

Continuation of HEBR 1010, broadening range of syntax and vocabulary; increased emphasis on reading and translating passages from the Tanakh. Prerequisite: HEBR 1010.

**Credits** 3.0**Semester Offered**

As Needed

# History

Division of Liberal Arts &amp; Professional Studies

Faculty: Robert Cooper, Sky Moss**HIST 1010 : History of Western Civilization I**

This is a study of western civilization from pre-historic times through the Middle Ages. The focus of the course will be on developing and understanding of European civilization in the context of world systems, including an inter- relational account of political, economic, social, cultural, and intellectual forces. Starting with a general study of the nature of history, the course explores systems of Neolithic agronomy and social structures around the world and the emergence of the first state societies in the Ancient Near East. Students will study the civilizations of ancient Greece and Rome in dialogue with other Eurasian peoples, up through the emergent world system of the late Middle Ages. Writing in content area. Prerequisites: Eligible to enroll in ENGL 1010.

**Credits** 3.0**Semester Offered**

fall/summer

**HIST 1020 : History of Western Civilization II**

This is a study of Europe from the Renaissance to the twentieth century in the context of the world systems of the early modern and modern worlds. The focus of the course is on the history of Europe in dialogue with the world, including explorations of European political, economic, social, cultural and intellectual forces and institutions and their inter-relationship with those of other cultures. The course includes the general study of the nature of History and the growth of European hegemony from the first global trading systems through world domination in the industrial age; students will examine the global context of the Age of Revolutions - scientific, industrial, and political - that shaped the modern world and lay behind world war and totalitarianism in the twentieth century. Writing in content area. Prerequisites: Eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

spring/summer

**HIST 1030 : Global History I: To 1500**

Surveys the foundations of the major cultures of today's world from the beginning of recorded history to the early modern age, with an emphasis on how these developments continue to shape the human experience. Students will utilize methods of the social sciences by researching, interpreting, and communicating an understanding of primary and secondary historical sources. This world history course studies human patterns of interaction with a particular focus on change over time, global exchange, and those phenomena that connect people, places and ideas across regional boundaries. Writing in content area. Prerequisite: Eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

As Needed

**HIST 1040 : Global History II:1500 to Present**

Surveys the cultural and continuities of selected world societies during the early modern and modern eras, from the sixteenth century CE to the present. Students will utilize methods of the social sciences by researching, interpreting, and communicating and understanding of primary and secondary historical sources. This world history course studies human patterns of interaction with a particular focus on change over time, global exchange, and those phenomena that connect people, places and ideas across regional boundaries, with an emphasis on the shaping of the modern age and the implications for the future of the global community. Writing in content area. Prerequisite: Eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

As Needed

**General Education Areas**

World Hist,  
Globe Aware Gen Ed

**HIST 1050 : Contemporary World Affairs**

Major current issues and their historical background, in a broad overview. Selected events will be studied in depth to understand why they are globally relevant. Prerequisite: Eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

fall/spring

**General Education Areas**

World Hist,  
Globe Aware Gen Ed

**HIST 1110 : American History I**

Dreams and concepts brought to the New World and their development into America's institutions and social fabric. Conflict and consensus among groups, dilemmas facing revolutionaries and reformers, and ways economic, political and social changes have occurred. Prerequisite: Eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

fall/spring

**General Education Areas**

Diversity,  
Equity Gen Ed; US Hist Civic Engag Gen Ed

**HIST 1120 : American History II**

End of Civil War to the present. Topics include industrial-urbanization, racism, sexism, the new manifest destiny, political changes, and the growth of a modern nation. Prerequisite: Eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

fall/spring

**General Education Areas**

Diversity,

Equity Gen Ed; US Hist Civic Engag Gen Ed

**HIST 2030 : History of Medieval Europe**

Surveys the period of European history extending from late Roman Antiquity to the early Renaissance. Emphasizes the use of primary sources. Explores the tension within medieval civilization between tradition and change, order and disorder. Writing in content area. Prerequisite: Eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

As Needed

**HIST 2040 : History of Modern Europe**

The history of Europe since 1815, beginning with reactionism after the "excesses" of the French Revolution and Napoleon and covering the European alliances and the wars of the 20th century. Upper-level course. Prerequisite: Eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

As Needed

**HIST 2050 : History of England - Prehistory to 1700**

The growth of a people, from fragmented beginnings to the early stages of empire building. Focuses on the evolutionary nature of English history; political, economic and social strengths and weaknesses; the gifts and problems England contributed to western culture. Upper-level course. Prerequisite: Eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

As Needed

**HIST 2090 : African American History**

Historical background and cultural contributions of African Americans. African heritage, the slave trade, African Americans during the colonial and revolutionary periods, slavery in America, emancipation and reconstruction, the coming of Jim Crow, the struggle for equality, and the revolution in race relations are topics. The contributions of African Americans in literature, art, music, drama, and sports are discussed. Upper-level course. Prerequisite: Eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

As Needed

**HIST 2110 : Modern Africa**

Focuses on basic knowledge and understanding of modern Africa, its people, their history and cultures. Socio-political crises will be examined. Helps to eliminate stereotyping of Bantu African civilizations and exposes students to non-European cultures. Student will become proficient in one specific geographic realm. Upper-level course. Prerequisite: Eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

As Needed

**HIST 2111 : Twentieth Century America**

Significant social, economic, and political changes in contemporary American life since 1898. Upper-level course. Writing in content area. Prerequisite: ENGL 1010.

**Credits** 3.0

**Semester Offered**

As Needed

**HIST 2120 : Islam and the Middle East**

Introduces the historical and religious events of the contemporary Middle East. Upper-level course. Prerequisite: Eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

As Needed

**HIST 2180 : History of Modern China**

Chronological and thematic survey of modern Chinese history from the mid-nineteenth century until the present. Topics covered include imperialism, nationalism, communism, industrialization, modernization, regionalism, internationalism, and globalism. Students will explore the political, economic, and diplomatic features of modern China, as well as the cultural and social influences that have contributed to the rapid evolution and development of modern China. Upper-level course. Writing in content area. Prerequisites: ENGL1010.

**Credits** 3.0

**Semester Offered**

As Needed



**HIST 2320 : The Civil War**

Explores the defining years of 1861-1865 that created the United States of America much in the way we know it today. Emphasizes the political, social, economic, and military aspects of this turbulent time by utilizing letters, diaries, journals, newspapers, and other historical documents and references. Includes antebellum and Reconstruction periods. Writing in content area. Upper-level course. Prerequisites: ENGL 1010.

**Credits** 3.0**Semester Offered**

As Needed

**HIST 2410 : Latin American History**

Political, social, and economic development of Latin America from pre-Columbian times to the present. Upper-level course. Prerequisite: Eligible to enroll in ENGL 1010.

**Credits** 3.0**Semester Offered**

As Needed

**HIST 2500 : Special Topics in History**

An in-depth examination of historical themes and methods. Topics vary semester to semester. Writing intensive. Upper-level course. Course may be repeated. Prerequisite: Eligibility to take Honors courses or special permission from the Honors Committee.

**Credits** 3.0**Semester Offered**

As Needed

## Hospitality

Division of Liberal Arts &amp; Professional Studies

**HOSP 1000 : Introduction to Hospitality**

A management perspective in introducing the organization and structure of hotels, restaurants, clubs, cruise ships, and casino hotels. Topics also include business ethics, franchising, management contracts, and areas of management responsibility such as human resources, marketing and sales, and advertising. Lecture/hybrid.

**Credits** 4.0**Semester Offered**

As Needed

**HOSP 2960 : Hospitality Practicum**

Practice in a supervised work setting to use skills and knowledge acquired in hospitality and other courses. The practicum experience is a minimum of 180 hours and includes a weekly on-campus seminar used for discussion of the practicum experiences and for assessment of learning. Prerequisites: HOSP 1000.

**Credits** 4.0**Semester Offered**

As Needed

## Human Services

Division of Liberal Arts &amp; Professional Studies

Faculty: Eric Smith

Note: These courses meet Human Services program requirements. Students in other programs may take these courses for free elective credit, but not for social science credit.

**HUSR 1000 : Achievement Motivation**

Experience and learn what achievement motivation is, how much of it an individual has, and how to increase it. Experience defining and setting goals through games, simulated life experiences, a programmed text, and individual and group activities. Opportunity to learn about self and to experience how sharing human resources allows for personal growth. Usually taught on weekends. Lecture/group activities. Course fee.

**Credits** 3.0**Semester Offered**

fall/spring

**HUSR 1010 : Human Services I**

Human services worker's role and the delivery system. Values, vocabulary, and skills appropriate to human services. Lecture and required field trips. Prerequisite: Eligible to enroll in ENGL 1010.

**Credits** 3.0**Semester Offered**

fall/spring

**HUSR 1030 : Introduction to Helping Skills and Pre-Practicum**

Fundamental skills useful in helping relationships: listening, interviewing, confrontation, and problem solving. Video tape sessions provided feedback for evaluation of skills. Lecture/skills practice.

**Credits** 3.0**Semester Offered**

As Needed

**HUSR 1040 : Human Services II**

Further exploration of the human services delivery system. The emphasis is on local resources. Interviewing, case management, using supervision, self-care and team building skills are also enhanced. Lecture/Skills Practice/ Field Trips required. Writing in content area. Prerequisites: HUSR 1030.

**Credits** 3.0

**Semester Offered**

Spring

**HUSR 1110 : Substance Use Disorder Counseling I**

Introduction to the basic requirements of education, employment, knowledge, core skills of counselors entering the chemical dependency field. Overview includes other behavioral disorders such as gambling and sex.

**Credits** 3.0

**Semester Offered**

As Needed

**HUSR 1211 : Managing Disruptive Behavior**

Dealing with aggressive and abusive behavior. Intervention on an interpersonal level, including awareness, understanding, calming, physical restraint and prevention. Students cannot earn credit for this course and HUSR 1221. Lecture/skills practice.

**Credits** 1.5

**Semester Offered**

fall/spring

**HUSR 1221 : Therapeutic Crisis Intervention**

Provides the skills, knowledge, and confidence to deal with children in crisis, to be in control in a crisis situation, and to help a child learn and grow from the experience. Ability to restrain a physically aggressive individual is essential. Students cannot earn credit for this course and HUSR 1211.

**Credits** 2.0

**Semester Offered**

fall/spring

**HUSR 1510 : Group Dynamics**

This course is an overview of group therapies, stages, processes and problems that occur in group settings. It includes confidentiality and ethics in group environments. Lecture/group activities. Writing in content area.

**Credits** 3.0

**Semester Offered**

Fall

**HUSR 1520 : Intro to Differing Abilities**

This course is designed to introduce students to the concept of disability and to increase the awareness of strengths in individual differences. The history, etiology, and characteristics of disabilities will be examined. There will be a review of laws relevant to individuals with disabilities as well as a review of programs and services designed to meet the needs of those individuals. In addition, the course will include a review of current research initiatives regarding disabilities.

**Credits** 3.0

**Semester Offered**

Spring

**HUSR 1581 : Working with Abused Clients, Perpetrators and Survivors I**

Concepts of abuse in connection to child abuse/neglect, sexual abuse, domestic violence, rape and elder abuse. Local resources and services for victims. Meets the training requirements of mandated reporters and human services majors.

**Credits** 1.5

**Semester Offered**

As Needed

**HUSR 1582 : Working with Abused Clients, Perpetrators and Survivors II**

Includes at risk populations, safety, interviewing skills, information, prevention technique, effects of violence on children, and resiliency and survival. Prerequisite: HUSR 1581.

**Credits** 1.5

**Semester Offered**

As Needed

**HUSR 1590 : Work with Child & Youth at Risk**

Provides an overview of the factors creating risk for children and youth in the family and society, and the individual characteristics of risk and resilience in children and youth. Includes children and youth at risk in education, for substance abuse and addiction, crime and delinquency and other topics. Strategies and issues for prevention and intervention.

**Credits** 3.0

**Semester Offered**

As Needed

**HUSR 1620 : Ethics for Human Services/Chemical Dependency Counselors**

Identification and analysis of ethical decision making are reviewed along with its impact on the health, safety and recovery of persons or families. Ethical standards are discussed. Identifying unethical behavior and misconduct is covered, along with problem solving options within the helping professions. Writing within content area.

**Credits** 3.0

**Semester Offered**

Spring

**HUSR 2010 : Substance Use Disorder Counseling II**

This course deals with clients' substance abuse problems. It enhances skills and techniques related to the specific needs of substance-dependent clients. Current research and methods provide a multi-dimensional approach. Prerequisites: HLTH 1202, HUSR 1110, and HUSR 1030.

**Credits** 3.0

**Semester Offered**

Spring

**HUSR 2960 : Human Services Practicum I**

Practice of helping skills in a supervised work setting at a human services agency. Students select agency and schedule practicum hours around classroom activities. Weekly seminar on campus to assess performance and learn new skills. Supervised work-learning experience and seminar. Prerequisite: Grade of C or higher in HUSR 1010, 1030, 1040, and department chair consent.

**Credits** 0.0-6

**Semester Offered**

fall/spring

**HUSR 2961 : Human Services Practicum II**

Practice of helping skills in a supervised work setting at a human services agency. Students select agency and schedule practicum hours around classroom activities. Weekly seminar on campus to assess performance and learn new skills. Supervised work-learning experience and seminar. Prerequisite: Grade of C or higher in HUSR 1010, 1030, 1040, and department chair consent.

**Credits** 6.0

**Semester Offered**

fall/spring

**HUSR 2963 : Chemical Depend Practicum I**

Building on the knowledge and skills learned in class, students use them in a professional setting. Exploration of personal beliefs, ideas, characteristics, values, ethics, etc. as they apply to the field of chemical dependency counseling. Supervised work-learning experience and seminar. Prerequisites: Grade of C or higher in HUSR 1110, HUSR 1030 and 1040, and credit for HUSR 1510 and HLTH 1202, and Department Chair permission.

**Credits** 0.0-6

**Semester Offered**

fall/spring

**HUSR 2964 : Chemical Depend Practicum II**

Building on the knowledge and skills learned in class, students use them in a professional setting. Exploration of personal beliefs, ideas, characteristics, values, ethics, etc. as they apply to the field of chemical dependency counseling. Supervised work-learning experience and seminar. Prerequisites: Grade of C or higher in HUSR 1110, HUSR 1030 and 1040, and credit for HUSR 1510 and HLTH 1202, and Department Chair permission.

**Credits** 6.0

**Semester Offered**

fall/spring

## Humanities

Division of Liberal Arts & Professional Studies

Faculty: Mary Guzzy, Marie Hannan-Mandel

**HUMA 1010 : Basic Humanities I**

Survey of achievements in humanistic endeavor in art, history, literature, music, and philosophy from ancient Greece through the Middle Ages. Writing in content area. Prerequisites: Eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

Fall

**General Education Areas**

Humanities Gen Ed

**HUMA 1020 : Basic Humanities II**

Survey of achievement in humanistic endeavor in art, history, literature, music and philosophy from the 14th Century to the present, with special attention given to the influence of non-western traditions. Writing in content area. Prerequisite: Eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

Spring

**HUMA 2020 : Lessons in Leadership**

Development of practical, effective, enduring leadership skills through study, observation, and application. Integrates readings from humanities, experiential exercises, films, and contemporary readings on leadership. Prerequisites: Eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

As Needed

**HUMA 2200 : Irish Culture**

Examines the humanistic endeavors of the Irish culture to present a panoramic and historical view of this culture's artistic, literary, musical, philosophical, and religious achievements. Writing in content area. Upper-level course. Prerequisite: ENGL 1010.

**Credits** 3.0

**Semester Offered**

As Needed

**INTD 1000 : Service Learning**

Requirements, obligations, and strategies for successful community service. Historical impact of community service in U.S. society. Emphasis on benefits of civic engagement and lifelong community involvement, setting work and commitment expectations, identifying skills, and learning basic skills. Utilize college-level skills in local, regional, and global community building and improvement. May be taken up to 3 times for a total of not more than 3 credit hours. Must be enrolled in at least one other college course or have recent college credit.

**Credits** 1.0-3

**Semester Offered**

As Needed

## Internship

Division of Liberal Arts & Professional Studies

**ITRN 2001 : Internship**

This course follows the National Association of Colleges and Employers (NACE) internship guidelines. As such, this course is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and gives employers the opportunity to guide and evaluate talent. Interested students should contact an Academic Advisor. Upper-level course. Prerequisite: 30 credits in the matriculated program with a GPA of 2.5 or higher, instructor recommendation, and approval of the program Associate Dean of Instruction.

**Credits** 1.0

**Semester Offered**

As Needed

**ITRN 2005 : Internship**

Follows the National Association of Colleges and Employers (NACE) internship guidelines and is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and gives employers the opportunity to guide and evaluate talent. Interested students should contact an Academic Advisor. Upper-level course. Prerequisite: 30 credits in the matriculated program with a GPA of 2.5 or higher, instructor recommendation, and approval of the program Associate Dean of Instruction.

**Credits** 2.0

**Semester Offered**

As Needed

**ITRN 2010 : Internship**

This course follows the National Association of Colleges and Employers (NACE) internship guidelines. As such, this course is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and gives employers the opportunity to guide and evaluate talent. Interested students should contact an Academic Advisor. Upper-level course. May be taken twice for credit. Prerequisite: 30 credits in the matriculated program with a GPA of 2.5 or higher, instructor recommendation, and approval of the program Associate Dean of Instruction.

**Credits** 1.0-3

**Semester Offered**

As Needed

**ITRN 2020 : Internship**

This course follows the National Association of Colleges and Employers (NACE) internship guidelines. As such, this course is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and gives employers the opportunity to guide and evaluate talent. Interested students should contact an Academic Advisor. Upper-level course. May be taken twice for credit. Prerequisite: 30 credits in the matriculated program with a GPA of 2.5 or higher, instructor recommendation, and approval of the program Associate Dean of Instruction.

**Credits** 4.0**Semester Offered**

As Needed

**ITRN 2030 : Internship**

This course follows the National Association of Colleges and Employers (NACE) internship guidelines. As such, this course is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and gives employers the opportunity to guide and evaluate talent. Interested students should contact an Academic Advisor. Upper-level course. May be taken twice for credit. Prerequisite: 30 credits in the matriculated program with a GPA of 2.5 or higher, instructor recommendation, and approval of the program Associate Dean of Instruction.

**Credits** 5.0**Semester Offered**

As Needed

**ITRN 2040 : Internship**

This course follows the National Association of Colleges and Employers (NACE) internship guidelines. As such, this course is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and gives employers the opportunity to guide and evaluate talent. Interested students should contact an Academic Advisor. Upper-level course. May be taken twice for credit. Prerequisite: 30 credits in the matriculated program with a GPA of 2.5 or higher, instructor recommendation, and approval of the program Associate Dean of Instruction.

**Credits** 6.0**Semester Offered**

As Needed

## Italian

Division of Liberal Arts &amp; Professional Studies

Faculty: Michael Beykirch**ITAL 1010 : Elementary Italian Conversation and Structure I**

Italian vocabulary and expressions. Listening comprehensions, speaking ability, reading and writing. For students with little or no background in the language. Lecture/recitation.

**Credits** 0.0-4**Semester Offered**

Fall

**General Education Areas**

World Language Gen Ed

**ITAL 1020 : Elementary Italian Conversation and Structure II**

Additional practice in conversation, development of reading and writing skills, and a systematic study of Italian grammar. Lecture/recitation. Prerequisite: ITAL 1010.

**Credits** 0.0-4**Semester Offered**

Spring

**General Education Areas**

World Language Gen Ed

**ITAL 2010 : Intermediate Italian I**

Development of facility in reading, writing, and speaking and understanding the language through systematic review and continued study of its structures. Lecture/recitation. Prerequisite: ITAL 1020.

**Credits** 0.0-4

**Semester Offered**

As Needed

**General Education Areas**

World Language Gen Ed

## Latin

Division of Liberal Arts & Professional Studies

Faculty: Michael Beykirch

**LATN 1010 : Elementary Latin I**

Introduction to basic grammar and vocabulary of Latin; oral reading and translation of brief passages of prose; attention to historical background, cultural connections, and word origins.

**Credits** 3.0

**Semester Offered**

As Needed

**General Education Areas**

World Language Gen Ed

**LATN 1020 : Elementary Latin II**

Continuation of LATN 1010, broadening range of vocabulary and syntax; increased emphasis on reading and translating passages from Classical authors. Prerequisite: LATN 1010 or one year of Latin study.

**Credits** 3.0

**Semester Offered**

As Needed

**General Education Areas**

World Language Gen Ed

## Machine Technology

Division of STEAM

Faculty: Daniel Moretti

**MACH 1040 : Precision Machining I**

Use of hand tools to produce layouts and objects. Theory and practice of grinding tool bits, turning, facing, taper turning, boring and thread cutting on lathe and drill sharpening. Operation and setup of lathes, grinders, mills, drill presses. Identification, demonstration and application of machine shop safety equipment and procedures. Second semester focuses on more advanced theory and projects. Lecture/laboratory. Prerequisite: Eligible to enroll in college-level math. Lab fee.

**Credits** 0.0-5

**Semester Offered**

Fall

**MACH 1250 : Metallurgy for the Machinist**

Metallurgy as applied to machining operations. Structure of metals, thermal processing, hardness and mechanical testing, metals (steel, stainless steel, copper, aluminum, irons), tooling materials, near net shape processes. Lab demonstrations include hardness and mechanical testing. Lecture/demonstration.

**Credits** 3.0

**Semester Offered**

As Needed

**MACH 1540 : Precision Machining II**

Theory and practice of turning, facing, taper turning, boring and thread cutting on lathe, and drill sharpening. Operation and setup of lathes, grinders, mills, drill presses. Identification, demonstration and application of machine shop safety equipment and procedures. Semester focuses on more advanced theory and projects. Lecture/Laboratory. Prerequisite: MACH 1040. Lab fee.

**Credits** 0.0-5

**Semester Offered**

Spring

**MACH 2350 : Machine Tool Co-Op**

Students will be placed in local machining companies where they will experience production-related issues and problems. Includes meetings with faculty, worksite supervisor, and completion of workbook and term paper describing job-related activities. Prerequisites: MACH 1040, MACH 1540, and MECH 1560.

**Credits** 3.0

**Semester Offered**

As Needed

**MACH 2380 : Mastercam I**

Introduces the principles and procedures used in PC based CAD/CAM part programming. Uses Mastercam, a PC-based CAD/CAM system, to produce complex machined parts from detailed drawings on advanced CNC machine tools. Topics include basic and advanced CAD/CAM principles and procedures and identification, demonstration and application of machine shop safety equipment and procedures. Lecture/laboratory. Prerequisites: TECH 1080 or MACH 1040; MECH 1050 and 1560. Lab fee.

**Credits** 0.0-3

**Semester Offered**

Fall

**MACH 2400 : CNC Machining**

Use of advanced CNC machine tools in the manufacture of metal parts. Emphasis on automatic tool changers, multiple work coordinates, tapping, machining and tool monitoring. Advanced programming using sub-routines and helical interpolation for three and four axis machining centers. Identification, demonstration and application of machine shop safety equipment and procedures. Lecture/laboratory. Prerequisites: MECH 1560 and MACH 1040. Lab fee.

**Credits** 0.0-5

**Semester Offered**

Fall

**MACH 2410 : Tooling Technology**

Theory and practice of advanced metal cutting. Design and building of jigs and fixtures to properly locate and hold parts for metalworking. Lectures supplemented by demonstrations of current tooling and manufacturing techniques by industrial representative. Identification, demonstration and application of machine shop safety equipment and procedures. Lecture/Laboratory. Prerequisites: MACH 2400. Lab fee.

**Credits** 0.0-4

**Semester Offered**

Spring

**MACH 2510 : CNC Lathe Programming**

Introduces basic and intermediate concepts associated with M & G code programming (in the Fanuc format) for two axis CNC lathes. Students will learn how to write the codes necessary to create parts on state-of-the-art CNC turning centers, and the basic set-up procedures associated with operating these advanced machine tools. Topics will also include manual programming, advanced canned cycle programming and sub-programming, as well as identification, demonstrations and application of machine shop safety procedures. Students will utilize the advanced CNC laboratory to machine parts from the programs they create. Lecture/laboratory. Prerequisite: MACH 1040. Prerequisite or co-requisite: MECH 1050. Lab fee.

**Credits** 0.0-3

**Semester Offered**

Fall

## Management

Division of Liberal Arts & Professional Studies

Faculty: Timothy Bonomo

**MGMT 1010 : Introduction to Sport Management**

This course is designed to provide an introduction to sport management and an overview of the role and scope of sport events, sport management and sport marketing as they contribute to the planning and development of a sport business. Legal, sociocultural, historical, political, and psychological concepts relevant to the management of sport; the professional skills and attitudes of successful sport managers; and ways in which the globalization of sport continues to affect sport management professions will be addressed. Explore career options in sport management including entities such as but not limited to intercollegiate athletics, recreation, event and facility management, health and fitness clubs as well as professional sport.

**Credits** 3.0

**Semester Offered**

As Needed

**MGMT 2041 : Principles of Management**

Basic concepts of management using the process approach which identifies four basic functions of management: planning, organizing, leading, and controlling. Emphasis on the applied and theoretical aspects of the subject matter. Recommended only for sophomores in a business program.

**Credits** 3.0

**Semester Offered**

fall/spring

**MGMT 2042 : Small Business Management**

Locating an opportunity, start-up and continuing operation of a small business including developing a business plan, marketing and management.

**Credits** 3.0

**Semester Offered**

As Needed

**MGMT 2045 : Office Management**

Office organization, layout and equipment, systems management, scientific analysis and control, and office personnel. Lecture/discussion/case problems.

**Credits** 3.0

**Semester Offered**

As Needed

**MGMT 2047 : Human Resource Management**

Human resource management in organizations including recruiting, selection, placement, performance appraisals, and labor relations through transactional analysis concepts. Lecture/discussion/simulation exercises.

**Credits** 3.0

**Semester Offered**

As Needed

**MGMT 2960 : Managerial Field Experience**

Practice of managerial skills in a supervised work setting. A field experience journal, paper, and a supervisor evaluation will be used to assess performance. Prerequisites: GPA 2.75 or better and MGMT 2041.

**Credits** 3.0

**Semester Offered**

As Needed

## Marketing

Division of Liberal Arts & Professional Studies

Faculty: Timothy Bonomo

**MKTG 2050 : Principles of Marketing**

Interrelationship of marketing to the other business functions. Problems concerning product, planning, pricing, promoting, and distributing goods and services to markets. Role of the consumer from the viewpoint of the marketing manager.

**Credits** 3.0

**Semester Offered**

As Needed

**MKTG 2058 : Principles of Selling**

Study of successful personal selling. Analysis of buying motives, location of prospects, developing the approach, demonstration techniques, handling objectives, and closing the sale.

**Credits** 3.0

**Semester Offered**

As Needed

## Mathematics

Division of STEAM

Faculty: Julie Croteau, George Hurlburt, Jay Hurlburt, Raymond LaBounty, Kevin Martz, Hatesh Radia, Kathleen Speicher

**MATH 0860 : Basic Math Review**

Basic computational skills needed for success in college mathematics. Topics include: addition, subtraction, multiplication, and division of fractions, decimals, and signed numbers. (1 eq. cr. hr.) Does not fulfill degree or program requirements. Students must earn a B- or higher to pass. No C or D grades. For certain topics and portions of exams, no students will be allowed to use a calculator.

**Credits** 0.0-1

**Semester Offered**

Fall,

Spring

**MATH 0910 : Support for Statistics**

Any student taking MATH 0910 must also be enrolled in the linked section of MATH 1310, Elementary Statistics, during the same semester. This course provides just-in-time support for the material covered in Elementary Statistics. Some prerequisite statistics skills such as interval notation, formula evaluation, basic probability, and linear equations are included along with time spent on reinforcing statistical concepts.

**Credits** 2.0

**Semester Offered**

fall/spring



**MATH 0950 : Support Course for Math 0970 or 0980**

Any student taking MATH 0950 must also be enrolled in the linked section of MATH 0970 or MATH 0980. Basic computational skills will be covered along with topics that include addition, subtraction, multiplication and division of whole numbers, fractions, decimals and signed numbers. Rates, proportions and solving linear equations will also be covered to support MATH 0970 or MATH 0980. Does not fulfill a degree or program requirement. Students must earn a B- or higher to pass the course. No C or D grades. Prerequisite: Placement Test.

**Credits** 2.0**Semester Offered**

fall/spring

**MATH 0960 : Prealgebra**

Basic computational skills. Basic operations of whole numbers, integers, fractions, and decimals; ratios, proportions, and percents; averages, exponents and square roots; introduction to algebra; applications; math anxiety, study and test taking skills. For certain topics and portions of exams, no student will be allowed to use a calculator. Does not fulfill program or degree requirements. Students must earn a B- or higher to pass the course. No C or D grades. Prerequisite: Placement test.

**Credits** 4.0**Semester Offered**

fall/spring

**MATH 0970 : Quantitative Reasoning I**

Integrates fluency with numbers, proportional reasoning, data interpretation, algebraic reasoning, modeling, and communicating quantitative information. Mathematical concepts are investigated through group problems and class discussions based on real-life contexts of citizenship, personal finances, and medical literacy. Does not fulfill program or degree requirements. Students must earn a C or higher to pass the course. Prerequisite: Math 0960 or placement.

**Credits** 4.0**Semester Offered**

fall/spring

**MATH 0980 : Beginning Algebra**

Develops problem-solving skills as students learn the fundamentals of algebra. Linear equations, quadratic equations, and linear systems will be solved. Linear and polynomial equations will be graphed. An emphasis will be placed on analyzing various types of graphs and using the basic tools of algebra and graphical analysis in meaningful applications. Does not fulfill degree or program requirements. Students must earn a C or higher to pass the course.

Prerequisite: MATH 0960 or placement.

**Credits** 4.0**Semester Offered**

fall/spring

**MATH 1005 : Math for Nursing I**

This course is the first in a two-course sequence designed for students in the Nursing Program. Students will develop their skills in dimensional analysis for unit conversion and dosage calculation. Proportional thinking will be used to evaluate results. The International System (SI) of Units and non-SI units will be studied. For certain topics and portions of exams, no students will be allowed to use a calculator. Does not fulfill Nursing program math requirement. Intended for students who are preparing to enter NURS 1100 or currently enrolled in NURS 1100. Prerequisite: MATH 0960 or placement above MATH 0960.

**Credits** 1.0**Semester Offered**

fall/spring

**MATH 1006 : Math for Nursing II**

This course is the second in a two-course sequence designed for students in the Nursing Program. Students will develop skills to solve clinical calculation problems, calculate pediatric dosages, and calculate intravenous (IV) dosages that incorporate drip rates and body weights. For certain topics and portions of exams, no students will be allowed to use a calculator. Does not fulfill Nursing program math requirement. It is recommended to take this course during the 2nd semester of Nursing. Prerequisite: NURS 1200 or MATH 1005.

**Credits** 1.0**Semester Offered**

fall/spring

**MATH 1120 : Structures of Mathematics II**

Topics include sets, geometry, an introduction to right triangle trigonometry, counting principles, probability, and an introduction to statistics. Designed for students who wish to terminate their mathematics education after meeting minimum degree requirements. Cannot receive credit this course and MATH 1140. Prerequisite: MATH 0970, 0980, or placement.

**Credits** 3.0

**Semester Offered**

As Needed

**MATH 1130 : Math for Elementary Teachers I**

One of two math courses for the prospective pre-K through grade 6 teacher. Topics include foundations for learning mathematics, fundamental concepts, the four fundamental operations of arithmetic, number theory, fraction sense and extending the number system. Prerequisite: MATH 0970 or MATH 0980 or placement.

**Credits** 3.0

**Semester Offered**

fall/spring

**General Education Areas**

Math,

Reasoning Gen Ed

**MATH 1140 : Math for Elementary Teachers II**

One of two math courses for the prospective Pre-K through Grade 6 teacher. Topics will include proportional reasoning, data and chance, basic two-dimensional and three-dimensional geometry, congruence transformations, symmetry, tessellations, similarity, fraction sense, perimeter and area, and surface area and volume. Prerequisite: MATH 0970 or MATH 0980 or placement.

**Credits** 3.0

**Semester Offered**

fall/spring

**General Education Areas**

Math,

Reasoning Gen Ed

**MATH 1150 : Quantitative Reasoning II**

Focuses on mathematical and statistical reasoning important for decision-making in everyday life. Integrates quantitative literacy with percentages, probability, mathematical modeling, and statistical thinking. Concepts are investigated with hands-on activities using important medical, financial, and environmental decisions examples. Communicating mathematics and using appropriate technologies will also be developed in this course. Prerequisite: MATH 0970 or placement.

**Credits** 3.0

**Semester Offered**

fall/spring

**General Education Areas**

Math,

Reasoning Gen Ed

**MATH 1215 : Intermediate Algebra**

The primary emphasis in this course is to use mathematics to solve problems. Topics include: functions, modeling with functions, linear functions, systems of linear equations and inequalities, composition and inverse functions, quadratic and higher order polynomial functions. A graphic calculator without a CAS (Computer Algebra System) is required; Texas instruments TI-83 or TI-84 recommended. Cannot receive credit for this course if previously received credit for MATH 1230-1240. Prerequisite: MATH 0980 or placement.

**Credits** 3.0

**Semester Offered**

fall/spring

**MATH 1225 : Intermediate Algebra II w/Trig**

This course is the second of a two-semester sequence designed to give students a better mathematical foundation. The primary emphasis in this course is to use mathematics to solve problems. Topics include exponential functions, logarithmic functions, rational functions, and trigonometric functions. Graphing technology is used. Cannot receive credit for this course if previously received credit for MATH 1230-1240. Prerequisite: MATH 1215.

**Credits** 3.0

**Semester Offered**

fall/spring

**MATH 1230 : Elements of Applied Mathematics I**

Primarily for students enrolled in the technology programs. Problems in science and engineering are stressed. First semester includes algebraic operations review, functions and graphs, trigonometric functions and graphs, vectors and oblique triangles. A graphing calculator is required; Texas Instruments TI-83 or TI-84 recommended. Cannot receive credit for this course if previously received credit for MATH 1215-1225. Prerequisite: MATH 0980 or placement.

**Credits** 3.0

**Semester Offered**

Fall

**General Education Areas**

Math,

Reasoning Gen Ed

**MATH 1240 : Elements of Applied Math II**

Second semester of a two-semester sequence. Primarily for students enrolled in the technology programs. Problems in science and engineering are stressed. Topics include systems of equations, factoring, algebraic fractions, quadratic equations, exponential and logarithmic functions, analytic geometry and complex numbers. A graphing calculator is required; Texas Instruments TI-83 or TI-84 recommended. Cannot receive credit for this course if previously received credit for MATH 1215-1225. Prerequisite: MATH 1230.

**Credits** 3.0

**Semester Offered**

Spring

**General Education Areas**

Math,

Reasoning Gen Ed

**MATH 1310 : Elementary Statistics**

An intuitive approach to statistics. Analysis and description of numerical data using frequency distributions, histograms and measures of central tendency and dispersion, elementary theory of probability with applications of binomial and normal probability distributions, sampling distributions, confidence intervals, hypothesis testing, chi-square, linear regression, and correlation. A graphing calculator without a CAS (Computer Algebra System) is required; Texas Instruments TI-83 or TI-84 recommended. Prerequisite: Math 1150 or higher.

**Credits** 4.0

**Semester Offered**

fall/spring

**General Education Areas**

Math,

Reasoning Gen Ed

**MATH 1411 : College Algebra**

This course is the first semester of a two-semester sequence designed to explore Precalculus topics. Topics include algebraic and graphical analysis, polynomial, rational, absolute value, exponential and logarithmic functions, solving equations, inequalities and applications. Graphing technology is used. Taking MATH 1411 and MATH 1412 suffice as the prerequisite for Calculus I. Cannot take both MATH 1411-1412 and MATH 1413 for credit. Prerequisite: MATH 1225 or MATH 1240 or placement.

**Credits** 3.0

**Semester Offered**

Fall

**General Education Areas**

Math,

Reasoning Gen Ed

**MATH 1412 : College Trigonometry**

This course is the second semester of a two semester exploration of Precalculus topics. Topics include trigonometric functions of real numbers, trigonometric identities, polar coordinates and conics. The binomial theorem is also introduced. Graphing technology is used. Taking MATH 1411 and MATH 1412 suffice as the prerequisite for Calculus I. Cannot take both MATH 1411-1412 and MATH 1413 for credit. Prerequisite: MATH 1411.

**Credits** 3.0

**Semester Offered**

Spring

**General Education Areas**

Math,

Reasoning Gen Ed

**MATH 1413 : Pre-Calculus**

This course is designed to prepare students for calculus. Topics include problem solving, algebraic and graphical analysis, equations, inequalities, absolute values, polynomial, rational, exponential, logarithms, trigonometric and circular functions, inverses, polar coordinates and conics. Graphing technology is used. Cannot take both MATH 1411-1412 and 1413 for credit. Prerequisite: MATH 1225 or MATH 1240 or placement.

**Credits** 4.0

**Semester Offered**

fall/spring

**General Education Areas**

Math,

Reasoning Gen Ed

**MATH 1610 : Calculus I**

The first semester of differential and integral single variable calculus. Basic theory using algebraic and trigonometric function and applications are covered concurrently. Topics include limits, derivatives, considered algebraically and graphically, differentials and their use as approximations, the indefinite and definite integrals with applications to areas, volumes, surface area, arc length, moments and center of mass. A graphing calculator without a CAS (Computer Algebra System) is required; Texas Instruments TI-83 or TI-84 recommended. Cannot receive credit for this course and MATH 1510-1520. Prerequisite: MATH 1411-1412 or MATH 1413.

**Credits** 4.0

**Semester Offered**

fall/spring

**General Education Areas**

Math,

Reasoning Gen Ed

**MATH 1620 : Calculus II**

A continuation of Calculus I. Topics include calculus of conics, logarithmic, exponential, and hyperbolic functions, techniques of integration, infinite series, parametric equations and polar coordinates. A graphing calculator without a CAS (Computer Algebra System) is required; Texas Instruments TI-83 or TI-84 recommended. Prerequisite: MATH 1610.

**Credits** 4.0

**Semester Offered**

fall/spring

**General Education Areas**

Math,

Reasoning Gen Ed

**MATH 2330 : Discrete Structures**

Discrete mathematical foundations and their relationship to computing. Sets and set relations, functions, graphs and digraphs, trees and strings, permutations and combinations, Boolean algebra, algebraic structures and concepts. A graphing calculator is required; Texas Instruments TI-83 or TI-84 recommended. Students cannot receive credit for this course and CSCI2330. Prerequisite: MATH 1411 or higher.

**Credits** 3.0

**Semester Offered**

As Needed

**MATH 2350 : Introduction to Proofs**

This course is designed to transition students from the calculus sequence to abstract mathematics. Students will write solutions to problems and proofs of theorems that meet rigorous standards based on content, organization and coherence, argument and support, and style and mechanics. Topics include techniques of proofs, sets, logic, proof by induction, functions, relations and number theory. Prerequisite: MATH 1620.

**Credits** 3.0

**Semester Offered**

As Needed

**General Education Areas**

Math,

Reasoning Gen Ed

**MATH 2410 : Probability and Statistics I**

The basic concepts of probability theory. Topics include descriptive statistics, axioms of probability, conditional probability, independence, continuous and discrete random variables, distribution functions, expectation, variance, and the Central Limit Theorem. Mathematical software is used to reinforce concepts. Prerequisite: MATH 1620.

**Credits** 3.0

**Semester Offered**

As Needed

**General Education Areas**

Math,

Reasoning Gen Ed

**MATH 2560 : Introduction to Linear Algebra**

An introductory course in linear algebra, blending theory, computational techniques and applications. Includes vector spaces, determinants, systems of linear equations, algebra of matrices, inner product spaces, mapping, subspaces, bases, linear transformations, and eigenvectors. A graphing calculator is required; Texas Instruments TI-83 or TI-84 recommended. Prerequisite: MATH 1620.

**Credits** 3.0

**Semester Offered**

Spring

**General Education Areas**

Math,

Reasoning Gen Ed

**MATH 2610 : Calculus III**

Multivariable calculus. Topics include parametric equations, polar coordinates, vectors and their applications to problems of motion and solid analytical geometry, functions of several variables, partial differentiation, multiple integration, line integral, Green's theorem, and Stokes' theorem. A graphing calculator is required; Texas Instruments TI-83 or TI-84 recommended. Prerequisite: MATH 1620.

**Credits** 4.0

**Semester Offered**

Fall

**General Education Areas**

Math,

Reasoning Gen Ed

**MATH 2620 : Ordinary Differential Equation**

Ordinary differential equations, including first and second order equations; applications in science, engineering, and geometry; the use of infinite series and complex numbers in solving equations; a discussion of nth order linear differential equations; an introduction to LaPlace transforms; numerical methods and systems of differential equations. A graphing calculator is required; Texas Instruments TI-83 or TI-84 recommended. Prerequisite: MATH 1620.

**Credits** 4.0

**Semester Offered**

Spring

**General Education Areas**

Math,

Reasoning Gen Ed

## Science, General

Division of STEAM

Faculty: Deborah Dann, Eriko Heise, Kyle Williams

**SCIN 1040 : Forensic Science (Biology)**

The biology of the crime laboratory. Techniques, capabilities, and limitations of the sciences in criminal investigations. Includes human anatomy and physiology, hair, fingerprints, genetics, serology, and toxicology. Investigations of high profile deaths by prominent criminalists are studied. Prerequisite: Two years of high school math or MATH 1015 concurrently. Eligible to take ENGL 1010 satisfactory completion of all reading skills placements. Lecture/laboratory. Lab fee.

**Credits** 0.0-3

**Semester Offered**

Spring

**SCIN 1070 : Sustainability and Natural History of Spencer Crest Nature Center**

This course surveys the natural history and ecology of Spencer Crest Nature and Research Center, with particular attention paid to various ecosystems, biodiversity, ponds, streams, and deciduous forests, as they apply to Spencer Crest. Students will perform field work to identify plant and animal species common to the area. Students will also take part in several presentations related to various aspects of sustainability and alternative energy, as well as learn the background of Spencer Crest and how current educational programs are conducted. Lecture/student participation/field notebook. A free elective only.

**Credits** 1.0

**Semester Offered**

As Needed

**SCIN 1110 : Physical Sciences**

Develops a comprehensive understanding of the fundamental principles of physics, astronomy, geology, meteorology, and oceanography. Designed for students planning to transfer as Childhood Education Majors, but would be appropriate for any non-science program. Selected topics comply with the learning standard established for science curricula in New York State. Cannot receive credit for this course and EARTH 1010. Not for science majors. Lecture/lab/recitation. Prerequisite: MATH 1130 or higher; Eligible to take ENGL 1010. Lab fee.

**Credits** 0.0-3

**Semester Offered**

Fall

**General Education Areas**

Natural Science Reason Gen Ed

**SCIN 1120 : Natural Sciences**

Develops a comprehensive understanding of the fundamental principles of chemistry and biology. Designed for students planning to transfer as Childhood Education majors, but can be appropriate for any non-science program. Selected topics comply with the learning standards established for science curriculum in the State of New York. Not for science majors. Lecture/laboratory/recitation. Prerequisite: MATH 1130 or higher; eligible to take ENGL 1010. Lab fee.

**Credits** 0.0-3

**Semester Offered**

Spring

**General Education Areas**

Natural Science Reason Gen Ed

### **SCIN 2000 : Computational Modeling in the Sciences**

This course will introduce students to the Python programming language in the context of using it as a tool to organize, analyze, and visualize scientific data. Students will then learn about methods of computational modeling that are routinely utilized in the physical and life sciences. These include quantum methods for small molecules, classical methods for large biological systems, and dynamical methods with a variety of applications. Designed for STEM majors. Prerequisites: MATH 1225 or 1240, and two college-level science courses numbered 1500 or higher (biology, chemistry, geology, or physics), or instructor permission. Lab fee.

**Credits** 0.0-3

**Semester Offered**

Spring

## Astronomy

Division of STEAM

Faculty: Deborah Dann

### **ASTR 1010 : Elements of Astronomy**

The nature of stars as individuals and as groups. Astronomical instruments, the sun, stellar evolution, recent developments in astronomy (black holes, quasars, etc.), a survey of the solar system. Use of the College Observatory. Designed for non-science majors to fulfill laboratory science requirements and for science majors as an elective. Prerequisites: Successful completion of MATH 0980 or higher, eligible to take ENGL 1010. Lab fee.

**Credits** 0.0-3

**Semester Offered**

fall/spring

**General Education Areas**

Natural Science Reason Gen Ed

### **ASTR 1020 : The Solar System**

Introduction to the evolution and properties of the planets, asteroids, comets, and other members of the solar system; includes an historical review of models of the solar system. Lecture/laboratory/observatory sessions. Writing in content area. Designed for non-science majors to fulfill laboratory science requirements and for science majors as a free elective. Prerequisites: Successful completion of MATH 0980 or higher, eligible to take ENGL 1010. Lab fee

**Credits** 0.0-3

**Semester Offered**

fall/spring

**General Education Areas**

Natural Science Reason Gen Ed

### **ASTR 1030 : Observational Astronomy**

Constellation identification, photography, observation of planets and deep sky objects, planning and conducting observatory sessions for visiting groups. Optional activities include planetarium and observatory field trips. One night each week in the laboratory or at the Observatory, weather permitting. Lecture/observation.

**Credits** 1.0

**Semester Offered**

As Needed

## Biology

Division of STEAM

Faculty: Edward Franklin, Brenda Gustin, Eriko Heise, Robert Koble, David Pindel, Donna Moore Powers, Matthew Skerritt

### **BIOL 1010 : Life on Earth I**

Explores the biological principles that govern living organisms; surveys bacteria, protists, fungi and plants; and investigates reproduction and growth of plants. Emphasizes the ecology of the groups at individual and community levels. Designed for the non-major. Prerequisites: Eligible to take ENGL 1010. Lab fee

**Credits** 0.0-3

**Semester Offered**

Fall

**General Education Areas**

Natural Science Reason Gen Ed

### **BIOL 1020 : Life on Earth II**

Surveys the animal kingdom with emphasis on diversity, complexity, ecology and sustainability. Emphasizes animal biology, including organ systems and genetics. Designed for the non-major.

Prerequisites: Eligible to take ENGL 1010. Lab fee.

**Credits** 0.0-3

**Semester Offered**

Spring

**General Education Areas**

Natural Science Reason Gen Ed

**BIOL 1030 : Introduction to Environmental Science and Sustainability**

Students learn the interrelationships between humans and their environment by exploring the effects of the environment on organisms as well as sustainable solutions in the context of people, the planet, and profits. Topics include human population, biodiversity, ecosystem services, energy use, global climate trends, and food and water security. For non-science majors only. Cannot receive credit for this course if previously received credit for BIOL 1500.

Prerequisites: Eligible to take ENGL 1010. Lab fee.

**Credits** 0.0-3

**Semester Offered**

fall/spring/summer

**General Education Areas**

Natural Science Reason Gen Ed

**BIOL 1050 : Introduction to Human Biology**

Covers body chemistry, the organ systems, human genetics, and human ecology. Laboratory offers but does not require vertebrate dissection. Prerequisites: Eligible to take ENGL 1010. Lab fee.

**Credits** 0.0-3

**Semester Offered**

fall/spring/summer

**General Education Areas**

Natural Science Reason Gen Ed

**BIOL 1060 : Introduction to Biology - Food Science**

Surveys basic biological principles with an emphasis on food science. Includes the characteristics and diversity of life, food requirements of the human body, environmental impact of food production, food resources, and sustainability issues. Laboratory activities reinforce relationships between biological principles and food. Prerequisite: Eligible to take ENGL 1010 or 0980. Lab fee.

**Credits** 0.0-3

**Semester Offered**

fall/spring

**General Education Areas**

Natural Science Reason Gen Ed

**BIOL 1210 : Principles of Anatomy and Physiology I**

Presents an introduction to Anatomy and Physiology including organization of the human body, biochemistry, cells, genetics, and the integumentary, skeletal, muscular, and nervous systems. Laboratory activities reinforce and expand these topics. Course is not recommended for students in the Mathematics and Science program. Lecture/laboratory.

Prerequisites: high school biology and chemistry with a grade of 75% or higher or college biology and chemistry. Eligible to take ENGL 1010. Lab fee.

**Credits** 0.0-4

**Semester Offered**

fall/spring/summer

**General Education Areas**

Natural Science Reason Gen Ed

**BIOL 1220 : Principles of Anatomy & Physiology II**

Continues from BIOL 1210 an introduction to Anatomy and Physiology including the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Laboratory activities reinforce and expand these topics. Course is not recommended for students in the Mathematics and Science program. Prerequisite: BIOL 1210. Lab fee.

**Credits** 0.0-4

**Semester Offered**

spring/summer

**General Education Areas**

Natural Science Reason Gen Ed

**BIOL 1500 : Environmental Science**

Explores interrelationships between organisms and the environment. The impact of human activities such as pollution, resource use and population growth. Basic ecological concepts provide a foundation for understanding environmental problems and global change. Labs will illustrate the complexity associated with environmental change and emphasize sustainability. Laboratory includes the observation of plants, algae, bacteria and animals. Prerequisites: Eligible to take ENGL 1010, MATH 1100 or higher, High School Biology. Lab fee.

**Credits** 0.0-4

**Semester Offered**

Fall

**General Education Areas**

Critical Think and Reasoning; Natural Science Reason Gen Ed

**BIOL 1510 : General Biology I**

The modern aspects and techniques of biology will be emphasized. BIOL 1510 will cover scientific methodology, biochemistry, cell structure and physiology, genetic mechanisms, plant structure and physiology, taxonomy, and bacterial, protist, fungal, and plant diversity. For Math/Science students.

Prerequisites: Eligible to take ENGL 1010, 75% or higher in High School Biology, 75% or higher in High School Chemistry or CHEM 1010 or CHEM 1020. Lab fee.

**Credits** 0.0-4

**Semester Offered**

Fall

**General Education Areas**

Natural Science Reason Gen Ed

**BIOL 1520 : General Biology II**

Emphasizes the modern aspects of biology and its techniques. Includes evolution, animal diversity, human and animal anatomy/physiology, animal behavior, reproduction and development, and ecology. Laboratory requires dissection of a preserved fetal pig and various vertebrate organs, as well as the use of living invertebrates and fish. For Math/Science students. Prerequisites: Eligible to take ENGL 1010, 75% or higher in High School Biology, 75% or higher in High School Chemistry or CHEM 1010 or CHEM 1020. Lab fee.

**Credits** 0.0-4

**Semester Offered**

Fall

**General Education Areas**

Critical Think and Reasoning; Natural Science Reason Gen Ed

**BIOL 1550 : History of Biological Ideas (Honors)**

An introduction to the history of some major themes in biology. Includes research, discussion, and analysis of the development of major underlying themes and concepts in biology. Areas covered may include anatomy/physiology, medicine, reproductive biology/genetics, evolution, and microbiology/disease. Students completing this course will earn three credits of Honors. Lecture, readings, discussions, and presentations. Does not satisfy lab science requirements. Lecture, readings, discussions, and presentations. Prerequisite: ENGL 1010 and one semester of college biology.

**Credits** 3.0

**Semester Offered**

Spring

**General Education Areas**

Critical Think and Reasoning; Natural Science Reason Gen Ed

**BIOL 1560 : Current Issues Life Science (Honors)**

This course will explore and analyze many of the current issues and controversies that involve the various life sciences, with the goal of getting students to critically think about these issues, develop and defend personal positions, and understand the science behind them. The course is divided into four broad modules: the nature of science, health, society, & medicine, genetics & molecular biology, and environmental science & sustainability. It includes research, discussion, analysis, and presentations.

Lecture, readings, discussions, and presentations.

Students completing this course will earn three credits of Honors. Does not satisfy lab science requirements.

Prerequisite: ENGL 1010 and one semester of college biology.

**Credits** 3.0

**Semester Offered**

Fall

**General Education Areas**

Critical Think and Reasoning; Natural Science Reason Gen Ed

**BIOL 2010 : Microbiology**

A study of bacteria, fungi, viruses, and protozoans. Emphasizes the anatomical, cultural, physiological, and reproductive characteristics of bacteria and viruses and practical applications of microbiology including aspects of disease. Explores various techniques and procedures used in microbiology labs including, microscopy, staining, growth, and identification of microorganisms. Prerequisite: One year of college biology courses number 1200 or higher OR one semester of college biology courses numbered 1200 or higher and one semester of college chemistry OR BIOL 1210 with a C or better. Lab fee.

**Credits** 0.0-4

**Semester Offered**

fall/spring/summer

**General Education Areas**

Natural Science Reason Gen Ed

**BIOL 2020 : Human Anatomy & Physiology I**

This course presents the human body: its chemical, molecular, cellular, genetic and tissue components; skeletal and muscular structure and function; nervous system, neural control mechanisms, sensory pathways, and structures. Laboratory requires microscopy, dissection of a preserved cat cadaver and various vertebrate organs. This course is intended for math and science majors. Lecture/laboratory. Student is recommended to take CHEM 1020 or equivalent. Prerequisites: Two college biology courses. Lab Fee.

**Credits** 0.0-4

**Semester Offered**

Fall



**BIOL 2030 : Human Anatomy & Physiology II**

This course is the continuation from BIOL 2020 involving the presentation of the human endocrine, digestive, respiratory, cardiovascular, excretory, and reproductive systems. Laboratory requires microscopy, dissection of a preserved cat cadaver, various vertebrate organs and physiology lab exercises. This course is intended for Math and Science majors. Lecture/laboratory. Prerequisites: BIOL 2020. Lab fee.

**Credits** 0.0-4

**Semester Offered**

Fall

**BIOL 2040 : Ecology**

Examines the relationship between organisms and their environment with special attention paid to the concepts of species interaction, biodiversity, competition, predation, animal behavior, adaptation and sustainability. Populations, communities, ecosystems and the biosphere will also be studied. Students will have the opportunity to explore topics and areas of ecology that are of interest to them. Laboratory includes the study of ponds, streams, forests and cemeteries, as well as the use of live invertebrates. Lecture/laboratory. Prerequisites: Eligible to enroll in ENGL 1010 or 1110 and two college biology courses. Lab fee.

**Credits** 0.0-4

**Semester Offered**

Fall

**BIOL 2050 : Cell Biology**

This course presents an introduction to the molecular mechanisms of eukaryotic cell function. Topics include biochemistry of the cell, bioenergetics and catalysis, the subcellular organelles, metabolism, intracellular transport, and intercellular communication. Laboratory exercises complement these topics by utilizing current techniques in molecular cell biology. Prerequisites: Two college biology courses. Lab fee.

**Credits** 0.0-4

**Semester Offered**

Fall

**BIOL 2060 : Genetics**

This course presents an introduction to modern genetics. Topics include the transmission of hereditary information, DNA structure and replication, gene expression and regulation, mutation, DNA repair, and bacterial genetics. Laboratory exercises complement these topics by utilizing current techniques in molecular biology. Prerequisites: Two college biology courses. Lab fee.

**Credits** 0.0-4

**Semester Offered**

Spring

**BIOL 2080 : Evolution**

Examines the basic concepts of evolution, including natural selection, significance of behavior, and sexual reproduction, adaptation, speciation, and the history of life on earth. The historical framework of evolutionary thought, as well as modern aspects and applications of the theory, will be studied and discussed. Students will be able to explore topics and areas of evolution that are of special interest to them. Lecture only. Fulfills upper-level science requirements. Does not satisfy lab science requirements.

Prerequisite: Eligible to enroll in ENGL 1010 or 1110 and two college biology courses.

**Credits** 3.0

**Semester Offered**

Spring

**General Education Areas**

Critical Think and Reasoning; Natural Science Reason  
Gen Ed

## Chemistry

Division of STEAM

Faculty: Kamesh Narasimhan, Ruth Wenner, Kyle Williams

**CHEM 1010 : Chemical Principles**

Introductory general chemistry emphasizing applied theory, problem solving, unit-conversion, lab skills. Not recommended for Math/Science students.

Prerequisite: Placement into college level math.

Eligible to take ENGL 1010. Lab Fee.

**Credits** 0.0-4

**Semester Offered**

fall/spring

**General Education Areas**

Natural Science Reason Gen Ed

**CHEM 1020 : Introduction to Organic & Biochemistry**

This course provides a survey of basic facts and principles of organic chemistry and biochemistry. Topics include the structure, properties, and reactivity of some of the major types of organic functional groups. Other topics include carbohydrates, lipids, proteins, enzymes, nucleic acids, and metabolism. Designed for Nursing and other Allied Health majors. Not recommended for Math/Science students.

Prerequisites: Eligible to enroll in ENGL 1010. Lab fee (in-person classes only). Fall/Spring/Summer)

**Credits** 0.0-4

**General Education Areas**

Natural Science Reason Gen Ed

**CHEM 1030 : Environmental Chemistry**

This course explores chemistry in the context of the world around us, with an emphasis on topical issues such as the air we breathe, the water we consume, climate change, sources of energy, and the impact of plastics. The course takes a "citizens first" approach that focuses on understanding societal issues in order to serve as informed citizens. Designed for non-science majors to fulfill laboratory science requirements. Prerequisites: Eligible to enroll in ENGL 1010. Lab fee.

**Credits** 0.0-3

**Semester Offered**

As Needed

**General Education Areas**

Natural Science Reason Gen Ed

**CHEM 1510 : General Chemistry I**

This is the first course in a two-course general chemistry sequence, which covers the principles of chemistry and its quantitative aspects. Topics include the atomic theory of matter, electronic structure of atoms, theories of chemical bonding, reactions and stoichiometry, and properties of gases. Descriptive chemistry is integrated throughout the course. This course is intended for science majors. Lecture/laboratory. Prerequisites: Eligible to enroll in ENGL 1010. 75% or higher in high school chemistry and placement into MATH 1215 or higher, or CHEM 1020 and placement in MATH 1215 or higher, or CHEM 1010. High school physics and a familiarity with algebraic calculations is strongly recommended. Lab fee.

**Credits** 0.0-4

**Semester Offered**

fall/summer

**General Education Areas**

Natural Science Reason Gen Ed

**CHEM 1520 : General Chemistry II**

This is the second course in a two-course general chemistry sequence, which covers the principles of chemistry and its quantitative aspects. Topics include thermochemistry, intermolecular forces and physical states of matter, properties of aqueous solutions, thermodynamics and equilibrium, electrochemistry, and chemical kinetics. Descriptive chemistry is integrated throughout the course. This course is intended for science majors. Lecture/laboratory. Prerequisites: CHEM 1510. High school physics and a familiarity with algebraic/logarithmic calculations is strongly recommended. Lab fee.

**Credits** 0.0-4

**Semester Offered**

spring/summer

**General Education Areas**

Natural Science Reason Gen Ed

**CHEM 2010 : Organic Chemistry I**

Studies the principles and techniques to describe, explain, and predict the behavior of organic compounds including theories of bonding, nomenclature and isomerism, spectroscopy, resonance and hyperconjugation and reaction mechanisms. Prerequisite: One year of college chemistry. Lecture/laboratory. Lab fee.

**Credits** 0.0-5

**Semester Offered**

Fall

**General Education Areas**

Critical Think and Reasoning

**CHEM 2020 : Organic Chemistry II**

Applies the principles to selected functional groups. Application of organic chemistry to other fields. Laboratory techniques in the analysis, isolation, and synthesis of organic compounds. Lecture/laboratory. Prerequisite: CHEM 2010. Lab fee.

**Credits** 0.0-5

**Semester Offered**

Spring

**CHEM 2033 : Analytical Chemistry**

This course covers fundamental principles of quantitative chemical analysis, including sampling and sample preparation, methods of chemical analysis, and the reporting and interpretation of results. There is a strong emphasis on the use of standards, methods of calibration, experimental design, data collection, statistical treatment of results, documentation, quality control and assurance, and good laboratory practices. Laboratory techniques include volumetric and gravimetric methods of analysis, potentiometry, spectrophotometry, and chromatography. This course is intended for science and chemical technology majors. Lecture/laboratory. Prerequisites: Two college-level chemistry courses. Lab fee.

**Credits** 0.0-5

**Semester Offered**

Fall

**General Education Areas**

Critical Think and Reasoning

**CHEM 2043 : Chemical Instrumentation**

This course provides a survey of the spectroscopic, chromatographic, and electroanalytical techniques commonly used in instrumental analysis. There is a strong emphasis on the underlying theory, instrumentation and components, use of standard operating procedures, experimental design, collection and interpretation of results, and troubleshooting. Laboratory techniques include UV-visible spectroscopy, infrared spectroscopy, nuclear magnetic resonance spectroscopy, gas chromatography, high-performance liquid chromatography, and mass spectrometry. This course is intended for science and chemical technology majors. Lecture/laboratory. Prerequisites: CHEM 2033. Lab fee.

**Credits** 0.0-5

**Semester Offered**

Spring

## Earth Science

Division of STEAM

**ERTH 1010 : Earth Science**

Geology, oceanography, and metrology, selected for their relevance to non-science majors. Field trips to study local geology, map interpretation, and elementary weather forecasting. It is recommended that this course not be taken for credit after successfully completing any GEOL course. Lecture/laboratory. Lab fee.

**Credits** 0.0-3

## Geology

Division of STEAM

Faculty: Deborah Dann

**GEOL 1510 : Physical Geology**

Geologic processes on and beneath the earth's crust. Topics include minerals and rocks, igneous processes, landscape development, earthquakes, plate tectonics, oceanography and map interpretation. This course is designed for science majors. Lecture/laboratory/field work. Writing in content area. Prerequisites: Successful completion of MATH 1215 or higher. Eligible to take ENGL 1010. "C" or higher in college Earth Science or "C" or higher in any college lab science course. Lab fee.

**Credits** 0.0-4

**Semester Offered**

Fall

**General Education Areas**

Natural Science Reason Gen Ed

**GEOL 1520 : Historical Geology**

Physical history of earth and its relation to orderly development of life. The reconstruction of past events, fossil identification, environmental geology, and the physical and biological history of the earth. This course is designed for science majors. Lecture/laboratory/field work. Writing in content area. Prerequisites: Successful completion of MATH 1215 or higher. Eligible to take ENGL 1010. "C" or higher in college Earth Science or "C" or higher in any college lab science course. Lab fee.

**Credits** 0.0-4

**Semester Offered**

As Needed

**General Education Areas**

Natural Science Reason Gen Ed

**GEOL 1530 : Environmental Geology**

Geologic materials and processes basic to understanding today's environmental problems. Resources, pollution, waste disposal, land use planning, and geologic hazards such as volcanoes, earthquakes, flooding, landslides. This course is designed for science majors. Lecture/laboratory/field work. Writing in content area. Prerequisites: Successful completion of MATH 1215 or higher. Eligible to take ENGL 1010. "C" or higher in college Earth Science or "C" or higher in any college lab science course. Lab fee.

**Credits** 0.0-4

**Semester Offered**

Spring

**General Education Areas**

Natural Science Reason Gen Ed

## Mechanical Technology

Division of STEAM

Faculty: Andrew Diffenderfer, Aliza Erner, Michael Gwin, Daniel Moretti

### **MECH 1050 : Engineering Graphics I**

Engineering graphics fundamentals, incorporating both manual and computer-aided drafting. Includes freehand sketching, principles of applied geometry, multiview drawings, dimensioning, sectioned views, pictorals, conventional drawing practices and standards, and an introduction to AutoCAD. Lecture/laboratory. Prerequisite: Eligible to take college level math. Lab fee.

**Credits** 0.0-3

**Semester Offered**

Fall

### **MECH 1060 : Technical Mechanics**

A problem-solving course covering free body diagrams, vectors and vector computations, force systems, moments of forces, couples and equilibrium. The concept of kinematics; the study of displacement, velocity, and acceleration as related to both straight line and curvilinear motion. Lecture/laboratory. Prerequisites: MATH 1230 and PHYS 1010.

**Credits** 0.0-2

**Semester Offered**

Fall

### **MECH 1550 : Engineering Graphics II**

Continuation of MECH 1050 utilizing both manual and computer-aided drafting methods to produce engineering drawings. Includes auxiliary views, surface intersections, sheet metal developments, screw threads and fasteners, surface finish specifications, conventional and geometric tolerancing, welding symbols, and assembly drawings, and advanced AutoCAD techniques. Lecture/laboratory. Prerequisite: MECH 1050. Lab fee.

**Credits** 0.0-3

**Semester Offered**

Spring

### **MECH 1560 : CNC Programming**

Computer Numerical Control (CNC) program creation for milling machines and machining centers, edit and simulation using Direct Numerical Control (DNC) software, setup and operation of milling centers to verify program tool paths. Individual/Group Projects required. Lecture/laboratory. Prerequisites: Eligible to take college-level math and MACH 1040 or TECH 1080. Lab fee.

**Credits** 0.0-3

**Semester Offered**

Spring

### **MECH 1570 : Dimensional Metrology**

Introduction to ANSI Y-14.5M standard for geometric dimensioning and tolerancing (GD&T) and various inspection, measurement and testing methods. Includes use of basic inspection tools (rules, verniers, micrometers, dial calipers, indicators), gage blocks, surface plates, bore gages, fixed gages, sine plate, digital height gages, transfer gages, profilometer, optical comparator and coordinate measuring machines (CMM). using software PC-DMIS. Calibration methods and measurement system analysis (MSA) techniques are covered. Field trip to industrial metrology department. Lecture/laboratory. Prerequisite: MECH 1050 and either MACH 1040 or TECH 1080. Lab fee.

**Credits** 0.0-3

**Semester Offered**

Spring

### **MECH 2010 : Machine Design (Kinematics)**

Graphic and analytic approaches to the basic principles of mechanisms. Displacement, velocity, and acceleration are calculated for various linkages. Cams, gears, and gear trains are analyzed. Manual and CAD techniques used. Lecture/laboratory. Prerequisites: CADD 1700, MECH 1060 and MECH 1550. Lab fee.

**Credits** 0.0-3

**Semester Offered**

Spring

### **MECH 2050 : Hydraulics and Pneumatics**

Basic components of hydraulics and fluidic systems such as cylinders, valves, and logic elements. Experiments to design and analyze circuits related to power transmission and control. Lecture/laboratory. Prerequisite: MATH 1230, TECH 1120. Lab fee.

**Credits** 0.0-3

**Semester Offered**

Fall

### **MECH 2110 : Mechanical Components**

This course covers the basics of mechanical components and electrical drives in a complex mechatronic system. Based upon a physical system, students will learn the basic functions and physical properties of mechanical components and the roles they play within the system. Students will also learn about mechanical components which lead and support the energy through a mechanical system to increase efficiency and to reduce wear and tear. Materials, lubrication requirements and surface properties will be examined. Technical documentation such as data sheets and specifications of mechanical elements and electrical drives will also be covered. Lecture/laboratory. Prerequisites: PHYS 1010. Lab fee.

**Credits** 0.0-4

**Semester Offered**

Fall

**MECH 2170 : Strength of Materials**

A problem-solving course including analysis of coplanar forces applied to simple structures, the resulting stresses and deformations, and design considerations. Effects of tension, compression, shear, torsion, and bending are studied through problem-solving and laboratory experiences. Lecture/laboratory. Prerequisites: PHYS 1010 and MECH 1060. Lab fee.

**Credits** 0.0-4

**Semester Offered**

Spring

**MECH 2210 : Materials**

Introduction to materials and selection methods. Topics include structure/properties relationships, mechanical properties of metals, strengthening mechanisms, failure analysis phase/transformation diagrams, thermal processing, metal alloys, corrosion, near net shape processes. Research paper/presentation. Lab experiments include hardness and mechanical test methods, thermal processing with microstructure evaluation. Lecture/laboratory. Prerequisite: PHYS 1010, TECH 1110, TECH 1120. Lab fee.

**Credits** 0.0-4

**Semester Offered**

Fall

## Media Communications

Division of Liberal Arts & Professional Studies

Faculty: Daniel Coble, Emma Draper-Reich

Note: These courses may be used to fulfill humanities, liberal arts, and free elective degree requirements.

**MCOM 1010 : Media and Society: Introduction to Mass Communication**

An introduction to mass media, its influences on society, and the business of mass media. Includes study of the Internet, digital media, digital gaming, sound recording, broadcast, and print media. The business of mass media includes advertising, public relations, and media economics, along with ethical expression. Prerequisite: Eligible to enroll in ENGL 1010 or equivalent.

**Credits** 3.0

**Semester Offered**

fall/spring

**General Education Areas**

Diversity,

Equity Gen Ed; Humanities Gen Ed

**MCOM 2010 : Writing for Media**

Students build skills in writing for a variety of media and purposes: print, digital, and broadcast media. Students explore the applications of written communication. Ethical and legal issues are applied to an analysis of various forms of media writing, including, but not limited to, print, digital, broadcast, public relations, and advertising. Prerequisite ENGL 1010.

**Credits** 3.0

**Semester Offered**

As Needed

**MCOM 2020 : Rhetoric and Propaganda in Contemporary Media**

An analysis class to help students better understand rhetorical principles in everyday use. Several rhetorical theories, both classical and contemporary, will be explored through the lens of media and politics. Prerequisite: ENGL 1010.

**Credits** 3.0

**Semester Offered**

fall/spring

**General Education Areas**

Critical Think and Reasoning; Information Literacy

**MCOM 2400 : Independent Study in Media Com**

Independent study in Media Communications

**Credits** 3.0

**Semester Offered**

As Needed

**MCOM 2700 : The History of Film I**

An introduction to film, including its artistic, cultural, technological, and historical development and impact from 1900 to 1950. Eight to ten films will be viewed. Students may be required to attend films at commercial venues or rent videos. Some films will contain graphic depiction of adult themes and attitudes. Writing in content area. Upper-level course. Prerequisite: ENGL 1020.

**Credits** 3.0

**Semester Offered**

As Needed

**MCOM 2710 : The History of Film II**

An introduction to film, including its artistic, cultural, technological, and historical development and impact from 1950 to present. Eight to ten films will be viewed. Students may be required to attend films at commercial venue or rent videos. Some films will contain graphic depiction of adult themes and attitudes. Writing in content area. Upper-level course. Prerequisite: ENGL 1020.

**Credits** 3.0

**Semester Offered**

As Needed

**MCOM 2961 : Radio/TV Internship**

Practical work experience under the guidance of an on-the-site work supervisor.

**Credits** 1.0

**Semester Offered**

As Needed

**MCOM 2962 : Radio/TV Internship**

Practical work experience under the guidance of an on-the-site work supervisor.

**Credits** 2.0

**Semester Offered**

As Needed

**MCOM 2963 : Radio/TV Internship**

Practical work experience under the guidance of an on-the-site work supervisor.

**Credits** 3.0

**Semester Offered**

As Needed

**MCOM 2964 : Radio/TV Internship**

Journalism/Technical Writing, Public Relations Internship. Practical work experience under the guidance of an on-the-site work supervisor.

**Credits** 4.0

**Semester Offered**

As Needed

**MCOM 2971 : Journalism/Technical Writing, Public Relations Internship**

Journalism/Technical Writing, Public Relations Internship. Practical work experience under the guidance of an on-the-site work supervisor.

**Credits** 1.0

**Semester Offered**

As Needed

**MCOM 2972 : Journalism/Technical Writing, Public Relations Internship**

Journalism/Technical Writing, Public Relations Internship. Practical work experience under the guidance of an on-the-site work supervisor.

**Credits** 2.0

**Semester Offered**

As Needed

**MCOM 2973 : Journalism/Technical Writing, Public Relations Internship**

Journalism/Technical Writing, Public Relations Internship. Practical work experience under the guidance of an on-the-site work supervisor.

**Credits** 3.0

**Semester Offered**

As Needed

# Medical Terminology

Division of Liberal Arts & Professional Studies

**MEDT 1010 : Medical Terminology**

Latin derivative words frequently encountered in the medical world. Provides a working knowledge of the structure of the word, prefix, suffix, and root definitions with application to body structures and systems. Additional health information related to the medical terms such as etiology, diagnosis, and management. Some self-teaching features are included. Internet course.

**Credits** 1.0

**Semester Offered**

As Needed

**MEDT 1020 : Principles Medical Terminology**

Advanced application of principles of medical term building. Students build an extensive medical vocabulary. Covers circulatory, respiratory, gastrointestinal, nervous and endocrine systems and psychiatric conditions. Some self-teaching features and on-line components are included. Internet course. Prerequisite: MEDT 1010.

**Credits** 1.0

**Semester Offered**

As Needed

**MEDT 1030 : Applied Medical Terminology**

Enhances the knowledge of medical terminology related to physiological conditions and treatments modalities. Covers musculoskeletal, integumentary, urinary systems; and oncological, reproductive system, maternal/fetal/neonatal conditions. Some self-teaching features are included. Internet course. Prerequisite: MEDT 1010.

**Credits** 1.0

**Semester Offered**

As Needed

# Music

Division of Liberal Arts & Professional Studies

**MUSC 1010 : Fundamentals of Music**

Fundamental elements of pitch, rhythm, musical notation and symbols, major and minor scales, intervals, and tonality. Course work will involve both written and aural skills. Prerequisite: Eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

fall/spring

**General Education Areas**

The Arts Gen Ed

**MUSC 1110 : Music Theory I**

Music notation, scales, modes, keys, intervals, simple chord progressions, elementary sight singing, and elementary keyboard accompaniment using primary chords. Prerequisite: MUSC 1010.

**Credits** 3.0

**Semester Offered**

As Needed

**General Education Areas**

The Arts Gen Ed

**MUSC 1230 : History & Appreciation of Music I**

Medieval through Classical Development of Music in Western Civilization during Medieval, Renaissance, Baroque and classical periods. Essential trends of musical thought and style, formal structures, principles, and selected composers. Lecture/listening/discussion. Prerequisites: Eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

fall/spring

**General Education Areas**

The Arts Gen Ed; Humanities Gen Ed

**MUSC 1240 : History & Appreciation of Music II**

Romantic through modern development of music in western civilization during the nineteenth and twentieth centuries. Essential trends of musical thought and style, formal structures, principles, and selected composers. Lecture/listening. Prerequisites: Eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

fall/spring

**General Education Areas**

The Arts Gen Ed; Humanities Gen Ed

**MUSC 1311 : Instrumental Performing Ensemble**

Participation in one or more instrumental areas. Depending on student interest and potential instrumentation, such groups might include a stage band, a brass ensemble, or a string trio. Ensemble/rehearsal/performance. May be taken twice. No more than two credits in any one applied area may be counted toward a degree. Applied areas include any course in the MUSC 1300, MUSC 1400, MUSC 1900, MUSC 2300, MUSC 2400 series.

**Credits** 1.0

**Semester Offered**

fall/spring

**General Education Areas**

The Arts Gen Ed

**MUSC 1321 : Class Piano I**

Practical knowledge and facility at the keyboard. Approach and content to meet individual need, beginner to advanced. Lecture/laboratory. May be taken twice. No more than two credits in any one applied area may be counted toward a degree. Applied areas include any course in the MUSC 1300, 1400, 1900, 2300 and 2400 series.

**Credits** 1.0

**Semester Offered**

fall/spring

**General Education Areas**

The Arts Gen Ed

**MUSC 1325 : Class Guitar I**

Practical knowledge and facility in playing the guitar. Approach and content to meet individual need. Lecture/laboratory. May be taken twice. No more than two credits in any one applied area may be counted toward a degree. Applied areas include any course in the MUSC 1300, MUSC 1400, MUSC 1900, MUSC 2300, MUSC 2400 series.

**Credits** 1.0

**Semester Offered**

fall/spring

**MUSC 1411 : Vocal Performing Ensemble**

Participation in one or more vocal areas. Depending on student interest and potential, groups might include a chorus, chamber singers, male quartet, or women's chorus. Ensemble/rehearsal/performance. May be taken twice. No more than two credits in any one applied area may be counted toward a degree. Applied areas include any course in the MUSC 1300, 1400, 1900, 2300 and 2400 series.

**Credits** 1.0

**Semester Offered**

fall/spring

**General Education Areas**

The Arts Gen Ed

**MUSC 1412 : Select Vocal Ensemble**

A small vocal ensemble open to all students with prior choral experience. The repertoire includes compositions from a wide variety of stylistic choices. Ensemble/rehearsal/performance. May be taken twice. No more than two credits in any one applied area may be counted toward a degree. Applied areas include any course in the MUSC 1300, MUSC 1400, MUSC 1900, MUSC 2300, MUSC 2400 series. Prerequisite: Instructor consent.

**Credits** 1.0

**Semester Offered**

fall/spring

**MUSC 1421 : Class Voice I**

To improve vocal abilities and knowledge about the singing voice. Vocal techniques applied through the interpretation of song, in class singing and individual solo work. Lecture/laboratory. Meets SUNY General Education requirement in the Arts. May be taken twice. No more than two credits in any one applied area may be counted toward a degree. Applied areas include any course in the MUSC 1300, 1400, 1900, 2300 or 2400 series.

**Credits** 1.0

**Semester Offered**

Fall

**General Education Areas**

The Arts Gen Ed

**MUSC 1500 : American Musical Theater**

A study of American musical theater from the early 1900's to the present with special emphasis upon major contributors, significant works and the progressive development of this art form, and focusing upon historical events and societal changes which have influenced trends in production and performance. Lecture/listening/discussions. Prerequisite: Eligible to enroll in ENGL1010.

**Credits** 3.0

**Semester Offered**

As Needed

**MUSC 1510 : American Popular Music**

Designed to help students think creatively and critically about American popular music while learning about its history and the people and institutions that produced it. Special attention given to the interaction of European American, African American, and Latin American traditions. Covering a wide range of popular music styles starting in the 19th century and continuing through the 1990's and beyond. Prerequisite: Eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

As Needed

**MUSC 1910 : Guitar**

Repertoire, techniques, and sight reading suggested by the College Proficiency Examination Program and the Handbook for Applied Music of the NYS Education Department. Lecture/laboratory/performance. Additional fee for private lessons. May be taken twice. No more than two credits in any one applied area may be counted toward a degree. Applied areas include any course in the MUSC 1300, MUSC 1400, MUSC 1900, MUSC 2300, MUSC 2400 series. Meeting time to be arranged with instructor. Prerequisite: Instructor consent.

**Credits** 1.0

**Semester Offered**

fall/spring

**MUSC 1920 : Voice**

Repertoire, techniques, and sight reading suggested by the College Proficiency Examination Program and the Handbook for Applied Music of the NYS Education Department. Lecture/laboratory/performance. Additional fee for private lessons. May be taken twice. No more than two credits in any one applied area may be counted toward a degree. Applied areas include any course in the MUSC 1300, MUSC 1400, MUSC 1900, MUSC 2300, MUSC 2400 series. Meeting time to be arranged with instructor. Prerequisite: Instructor consent.

**Credits** 1.0

**Semester Offered**

fall/spring

**MUSC 1930 : Strings**

Repertoire, techniques, and sight reading suggested by the College Proficiency Examination Program and the Handbook for Applied Music of the NYS Education Department. Lecture/laboratory/performance. Additional fee for private lessons. May be taken twice. No more than two credits in any one applied area may be counted toward a degree. Applied areas include any course in the MUSC 1300, MUSC 1400, MUSC 1900, MUSC 2300, MUSC 2400 series. Meeting time to be arranged with instructor. Prerequisite: Instructor consent.

**Credits** 1.0

**Semester Offered**

fall/spring



**MUSC 1940 : Brass**

Repertoire, techniques, and sight reading suggested by the College Proficiency Examination Program and the Handbook for Applied Music of the NYS Education Department. Lecture/laboratory/performance. Additional fee for private lessons. May be taken twice. No more than two credits in any one applied area may be counted toward a degree. Applied areas include any course in the MUSC 1300, MUSC 1400, MUSC 1900, MUSC 2300, MUSC 2400 series. Meeting time to be arranged with instructor. Prerequisite: Instructor consent.

**Credits** 1.0

**Semester Offered**

fall/spring

**MUSC 1950 : Woodwinds**

Repertoire, techniques, and sight reading suggested by the College Proficiency Examination Program and the Handbook for Applied Music of the NYS Education Department. Lecture/laboratory/performance. Additional fee for private lessons. May be taken twice. No more than two credits in any one applied area may be counted toward a degree. Applied areas include any course in the MUSC 1300, MUSC 1400, MUSC 1900, MUSC 2300, MUSC 2400 series. Meeting time to be arranged with instructor. Prerequisite: Instructor consent.

**Credits** 1.0

**Semester Offered**

fall/spring

**MUSC 1960 : Percussion**

Repertoire, techniques, and sight reading suggested by the College Proficiency Examination Program and the Handbook for Applied Music of the NYS Education Department. Lecture/laboratory/performance. Additional fee for private lessons. May be taken twice. No more than two credits in any one applied area may be counted toward a degree. Applied areas include any course in the MUSC 1300, MUSC 1400, MUSC 1900, MUSC 2300, MUSC 2400 series. Meeting time to be arranged with instructor. Prerequisite: Instructor consent.

**Credits** 1.0

**Semester Offered**

fall/spring

**MUSC 1970 : Keyboard**

Repertoire, techniques, and sight reading suggested by the College Proficiency Examination Program and the Handbook for Applied Music of the NYS Education Department. Lecture/laboratory/performance. Additional fee for private lessons. May be taken twice. No more than two credits in any one applied area may be counted toward a degree. Applied areas include any course in the MUSC 1300, MUSC 1400, MUSC 1900, MUSC 2300, MUSC 2400 series. Meeting time to be arranged with instructor. Prerequisite: Instructor consent.

**Credits** 1.0

**Semester Offered**

fall/spring

**MUSC 1980 : Early Instruments**

Repertoire, techniques, and sight reading suggested by the College Proficiency Examination Program and the Handbook for Applied Music of the NYS Education Department. Lecture/laboratory/performance. Additional fee for private lessons. May be taken twice. No more than two credits in any one applied area may be counted toward a degree. Applied areas include any course in the MUSC 1300, MUSC 1400, MUSC 1900, MUSC 2300, MUSC 2400 series. Meeting time to be arranged with instructor. Prerequisite: Instructor consent.

**Credits** 1.0

**Semester Offered**

fall/spring

**MUSC 1990 : Folk Instruments**

Repertoire, techniques, and sight reading suggested by the College Proficiency Examination Program and the Handbook for Applied Music of the NYS Education Department. Lecture/laboratory/performance. Additional fee for private lessons. May be taken twice. No more than two credits in any one applied area may be counted toward a degree. Applied areas include any course in the MUSC 1300, MUSC 1400, MUSC 1900, MUSC 2300, MUSC 2400 series. Meeting time to be arranged with instructor. Prerequisite: Instructor consent.

**Credits** 1.0

**Semester Offered**

fall/spring

**MUSC 2120 : Music Theory II**

Part writing, harmonic analysis, modulation, melodic and harmonic dictation. Upper-level course. Prerequisite: MUSC 1110.

**Credits** 3.0

**Semester Offered**

Spring

**MUSC 2140 : Aural Skills I**

Read and perform written music (sight-reading). Identify and notate heard music (dictation). Skills include aural identification of intervals, primary triads, major and minor scales. Vocal reading includes one and two part diatonic vocal lines in major and minor keys using moveable-do solfege and la-based minor. One and two part rhythm drills include various note values, subdivision of the beat, simple and compound meters, and basic conducting patterns. Dictation exercises include hearing and notating basic diatonic melodies in simple and compound meters with only basic subdivisions of the beat. Lecture/practice. Upper-level course. Prerequisite: MUSC 1010 or MUSC 1110.

**Credits** 1.0

**Semester Offered**

Spring

**MUSC 2150 : Aural Skills II**

Read and perform written music (sight-reading). Identify and notate heard music (dictation). Continue to advance the skills introduced in Aural Skills I. Aural Skills II content includes aural identification of intervals, primary triads, scales and basic harmonic progressions. Vocal reading includes one and two part vocal lines in major and minor keys with increasing use of large intervals, chromaticism and modulation, using moveable-do solfege and la-based minor. One and two part rhythm drills include subdivisions of the beat using various note values and meters, syncopation, and irregular or changing meters. Dictation exercises include hearing and notating basic diatonic melodies in simple and compound meters with the inclusion of new melodic and rhythmic concepts introduced in this course. Lecture/practice. Upper-level course. Prerequisite: MUSC 2140.

**Credits** 1.0

**Semester Offered**

Spring

**MUSC 2321 : Class Piano II**

Extends knowledge and performance developed in MUSC 1321. Scheduled to meet at the same time as MUSC 1321. Lecture/laboratory. Upper-level course. May be taken twice. No more than two credits in any one applied area may be counted toward a degree. Applied areas include any course in the MUSC 1300, MUSC 1400, MUSC 1900, MUSC 2300, MUSC 2400 series. Prerequisite: MUSC 1321.

**Credits** 1.0

**Semester Offered**

fall/spring

**MUSC 2325 : Class Guitar II**

Extends knowledge and performance developed in MUSC 1325. Lecture/laboratory. Upper-level course. May be taken twice. No more than two credits in any one applied area may be counted toward a degree. Applied areas include any course in the MUSC 1300, MUSC 1400, MUSC 1900, MUSC 2300, MUSC 2400 series. Prerequisite: MUSC 1325.

**Credits** 1.0

**Semester Offered**

fall/spring

**MUSC 2400 : Independent Study - Guitar**

Individualized instruction in guitar beyond the level of MUSC 2325. Upper-level course. Meetings to be arranged. Prerequisite: Music Department's approval.

**Credits** 1.0

**Semester Offered**

As Needed

**MUSC 2421 : Class Voice II**

Extends knowledge and performance developed in MUSC 1421. Lecture/laboratory. Upper-level course. Scheduled to meet at the same time as MUSC 1421. May be taken twice. No more than two credits in any one applied area may be counted toward a degree. Applied areas include any course in the MUSC 1300, MUSC 1400, MUSC 1900, MUSC 2300, MUSC 2400 series. Prerequisite: MUSC 1421.

**Credits** 1.0

**Semester Offered**

fall/spring

**MUSC 2821 : Individual Study: Voice**

Basic vocalizes and repertoire to fit individual needs. Includes voice building, correct intonation, breath control, phrasing, and articulation. Upper-level course. Meeting time to be arranged. Prerequisite: Music Department's approval.

**Credits** 1.0

**Semester Offered**

fall/spring

**MUSC 2910 : Individual Study: Guitar**

Individual study in an applied music area. Students must demonstrate intermediate to advanced performance skill. Upper-level course. Meeting time to be arranged. Prerequisite: Music department's approval.

**Credits** 1.0

**Semester Offered**

fall/spring

**MUSC 2920 : Individual Study: Voice**

Basic vocalizes and repertoire to fit individual needs. Includes voice building, correct intonation, breath control, phrasing, and articulation. Upper-level course. Meeting time to be arranged. Prerequisite: Music department's approval.

**Credits** 1.0

**Semester Offered**

fall/spring

**MUSC 2930 : Individual Study: Strings**

Individual study in an applied music area. Students must demonstrate intermediate to advanced performance skill. Upper-level course. Meeting time to be arranged. Prerequisite: Music department's approval.

**Credits** 1.0

**Semester Offered**

fall/spring

**MUSC 2940 : Individual Study: Brass**

Individual study in an applied music area. Students must demonstrate intermediate to advanced performance skill. Upper-level course. Meeting time to be arranged. Prerequisite: Music department's approval.

**Credits** 1.0

**Semester Offered**

fall/spring

**MUSC 2990 : Independent Study Performance**

Independent Study in Performance. Students must demonstrate intermediate to advanced performance skill. Class/laboratory/performance. May be taken twice. Dependent upon faculty availability. Additional fee for private lessons. Prerequisites: Instructor consent and 1900-level individual study in the same performance area.

**Credits** 1.0

**Semester Offered**

As Needed

**MUSC 2991 : Independent Study Performance**

Independent study in an applied music area as designed by the instructor to meet student need. Could include independent work in performance, composition, audition preparation, aural training, conducting, or other applied learning activities in the music field. Class/laboratory/performance. May be taken twice. Dependent upon faculty availability. Additional fee for private lessons. Prerequisites: Instructor consent.

**Credits** 2.0

**Semester Offered**

As Needed

# Nursing

Division of Liberal Arts & Professional Studies

Faculty: Ashley Molina, Jessica Gerrish, Lisa Palumbo, Shelley Dugas-Thomas, Jill Purcell

**Prerequisite for all Nursing courses:** Acceptance into Nursing Program, successful completion of any developmental work required as a result of CCC assessment test; Eligible for MATH 1150 or higher; Biology and Chemistry in high school with a 75% or higher or a college course with a "C" or higher.

**Annual Requirements for all Nursing courses:**

Professional level CPR certification through an American Heart Association course only; Evidence of current health insurance; Updated health form specific for nursing students must be maintained throughout the program. Obtain a current criminal background check with a company designated by the Nurse Education Department and a Pennsylvania child abuse screening. All program requirements and prerequisites can be found in the "Programs" section of College Catalog.

**Ongoing Program Requirement:** A grade of C+ (77%) or higher is required in all program requirements to continue in the program; satisfactory and safe performance in the skills lab is required to pass all Nursing courses.

**NURS 1200 : Fundamentals/Health Assessment**

This course introduces students to the Nursing Process and Health Assessment. An introduction to the Profession of Nursing, nurse-patient therapeutic communication, cultural awareness, safety and competence in the administration of nursing care is emphasized. The student will use the Nursing Process to provide competent care and physical assessment and the legalities of documenting patient findings in the electronic medical record. At the conclusion of this course, students will be ready to transition from the skills to lab on campus to patient care in an acute care hospital. The student must successfully complete this course with a final grade of C+ to progress to the next clinical course in the nursing curriculum. Campus lectures and nursing skills laboratories can be assigned during day, evening and/or weekend hours. Internet assignments are required in the course. Liability insurance, lab fee, testing fee, and course fee. A required orientation will be held prior the the start of the semester. Prerequisites: Acceptance into Nursing Program, successful completion of any developmental work required as a result of CCC assessment test; Eligible for MATH 1150 or higher; Biology and Chemistry in high school with a 75% or higher or a college course with a C or higher. Professional level CPR certification through an American Heart Association course only; Evidence of current health insurance; Updated health form specific for nursing students must be maintained throughout the program. Obtain a current criminal background check with a company designated by the Nurse Education Department and a Pennsylvania child abuse screening. All program requirements and prerequisites can be found in the Programs section of College Catalog. A grade of C+ (77%) or higher is required in all program requirements to continue in the program; satisfactory and safe performance in the skills lab is required to pass all Nursing courses. Prerequisites or Corequisites: BIOL 1210 or BIOL 2020 with a grade of C or higher. Corequisites: NURS 1300 and NURS 1400. Lab fee. Course fee.

**Credits** 3.0**Semester Offered**

Fall

**NURS 1300 : Introductory Medical-Surgical Nursing**

This course initiates the first transition of the novice student from the skills lab to a hands-on patient care assignment. Teaching and learning needs of patients are identified and students implement teaching at their appropriate knowledge level. Medication administration of oral, topical, suppositories is introduced. Body systems of oxygenation, circulation/perfusion, fluid and electrolytes, bowel and urinary elimination, rest and sleep continue to be discussed with corresponding physical assessment and nursing care needs practiced in the acute care setting. At the conclusion of the semester, the student will be able to provide comprehensive care, physical assessment, medication administration, mobility, and comprehensive medical record documentation for an assigned patient. An emphasis on SBAR for communication with primary nurses will be continued. The student must successfully complete this course with a final grade of C+ to progress to the next clinical course in the nursing curriculum. Campus lectures and nursing skills laboratories will be required and can be assigned during day, evening and/or weekend hours. Internet assignments are required in the course. Liability insurance, lab fee, testing fee, and course fee are included in the students tuition. Prerequisites: Successful completion of NURS 1200. Prerequisites or Corequisites: BIOL 1210 or BIOL 2020 with a grade of C or higher. Corequisites: NURS 1200 and NURS 1400. Lab fee. Course fee.

**Credits** 0.0-4**Semester Offered**

Fall

**NURS 1550 : Seminar Entry to Nursing 1600**

This course is designed for the student who has received advanced standing into the Associate Degree Nursing Program or are returning to the second semester of the nursing program. The components of the course include an introduction into the associate degree nursing student role and professional role expectations. The course content is intended to augment knowledge learned in an accredited practical nursing program or first semester of associate degree nursing program and includes an overview of fundamental nursing concepts, selected nursing skills, communication, health assessment and the nursing process as a foundation in caring for patients with basic health care needs. Lab fee.

**Credits** 2.0**Semester Offered**

As Needed

**NURS 1600 : Medical-Surgical Nursing I**

This course introduces the novice student to the care of the perioperative patient to include teaching, preoperative preparation, legal requirements of informed consent, surgical asepsis, post-anesthesia recover, and discharge instruction to patient/family. Health care issues of body systems which can be treated via surgical intervention, as well as postoperative complications, and the impact of acute and chronic health crisis are introduced. This clinical nursing course continues to advance nursing competency and critical thinking within the framework of the nursing process. The student must successfully complete this course with a final grade of C+ to progress to the next clinical course in the nursing curriculum. Campus lectures and nursing skills laboratories will be required and can be assigned during day, evening and/or weekend hours. Internet assignments are required in the course. Liability insurance, lab fee, testing fee and course fee are included in the students tuition. Prerequisites: NURS 1200, NURS 1300, and NURS 1400. Prerequisites or Corequisites: BIOL 1220 or BIOL 2030 with a grade of C or higher. Corequisites: NURS 1650 and NURS 1675. Lab fee. Course fee.

**Credits** 0.0-4

**Semester Offered**

Spring

**NURS 1650 : Behavioral Health Nursing**

This course introduces the nursing student to the care of the Behavioral Health/Psychiatric requiring nursing care needs. Utilizing therapeutic communication, the student will assist individuals in various age groups in achieving an optimal position on the health-illness continuum. Adaptive and maladaptive behavior and coping methods are assessed. This clinical nursing course continues to advance nursing competency and critical thinking within the framework of the nursing process. The student must successfully complete this course with a final grade of C+ to progress to the next clinical course in the nursing curriculum. Campus lectures and nursing skills laboratories will be required and can be assigned during day, evening and/or weekend hours. Internet assignments are required in this course. Liability insurance, lab fee, testing fee and course fee are included in the students tuition. Prerequisites: NURS 1200, NURS 1300, and NURS 1400. Prerequisites or Corequisites: BIOL 1220 or BIOL 2030 with a grade of C or higher. Corequisites: NURS 1600 and NURS 1675. Lab fee. Course fee.

**Credits** 0.0-3

**Semester Offered**

Spring

**NURS 1675 : Pharmacology II**

The purpose of this course is to examine pharmacotherapeutic agents used in the treatment of illness and the promotion, maintenance and restoration of wellness in diverse individuals across the lifespan. Emphasis is on the principles of pharmacokinetics, pharmacodynamics and pharmacogenetics in the treatment of selected illnesses. The focus is on concepts of safe administration and monitoring the effects of pharmacotherapeutic agents. Prerequisites: NURS 1200, NURS 1300, and BIOL 1210. Prerequisites or Corequisites: BIOL 1220 or BIOL 2030 with a grade of C or higher. Corequisites: NURS 1600 and NURS 1650.

**Credits** 3.0

**Semester Offered**

Spring

**NURS 2200 : Maternal-Child Nursing**

This course will focus on reproductive health, conception, pregnancy, labor and delivery, newborn care, family, and health care concerns and pediatric nursing preconceptions through age 18. The student must successfully complete the course with a C+ to progress to the next clinical course in the nursing curriculum. Campus lectures and nursing skills laboratories will be required and can be assigned during day, evening and/or weekend hours. Internet assignments are required in the course. Liability insurance, lab fee, testing fee, and course fee. Prerequisites: Successful completion of all first year Nursing courses (NURS 1200, NURS 1300, NURS 1400, NURS 1600, NURS 1650, & NURS 1675). Prerequisites or Corequisites: BIOL 2010 with a grade of C or higher. Corequisites: NURS 2250, NURS 2275, NURS 2300. Lab fee. Course fee.

**Credits** 0.0-3

**Semester Offered**

Fall

**NURS 2250 : Medical-Surgical Nursing II**

Medical-Surgical Nursing II progresses the nursing student to implement care provided in an acute care hospital setting within the legal and ethical parameters of the nursing profession. This clinical nursing course will focus on chronic health problems and continues to advance nursing competency and critical thinking within the framework of the nursing process. Students will experience higher level of care needs for assigned patients, and will acquire advancing knowledge of invasive nursing skills and care. The student must successfully complete this course with a grade of C+ to progress to the next clinical course in the nursing curriculum. Internet assignments are required in the course. Liability insurance, lab fee, testing fee, and course fee. A required orientation will be held prior to the start of the semester. Prerequisites: Successful completion of all first year Nursing courses (NURS 1200, NURS 1300, NURS 1400, NURS 1600, NURS 1650, & NURS 1675). Prerequisites or Corequisites: BIOL 2010 with a grade of C or higher. Corequisites: NURS 2200, NURS 2275, and NURS 2300. Lab fee. Course fee.

**Credits** 0.0-5

**Semester Offered**

Fall

**NURS 2275 : Pharmacology III**

The medications that will be presented will correspond with the class content in NURS 2200 and NURS 2250. This course will provide the student an opportunity to learn about the characteristics of medications, therapeutic use, adverse reactions and nursing implications. The student must successfully complete this course to progress to the next clinical course in the nursing curriculum. Internet/Brightspace assignments are required in the course.

**Credits** 1.0

**Semester Offered**

Fall

**NURS 2300 : Transition to Practice**

The current status of nursing and the registered nurse's role, responsibilities and opportunities in the changing healthcare delivery systems are reviewed. The student will prepare to successfully navigate the employment process for a graduate nurse position. The student must successfully complete this course with a C+ to progress to the next clinical course in the nursing curriculum. Internet assignments are required in the course. Prerequisites: Successful completion of all first year Nursing courses (NURS 1200, NURS 1300, NURS 1400, NURS 1600, NURS 1650, & NURS 1675). Prerequisites or Corequisites: BIOL 2010 - Microbiology with a grade of C or higher. Corequisites: NURS 2200, NURS 2250, and NURS 2275.

**Credits** 1.0

**Semester Offered**

Fall

**NURS 2350 : Re-entry NURS 2400 or 2600**

Reviews theory and skills from Nursing 1200, 1300, 1600 & 2250 to prepare a returning student to re-enter Nursing 2600. Not for a student progressing from Nursing 2250 into Nursing 2600. Lab fee and testing fees associated with course. Not considered a nursing elective for the Nursing program. Lab fee.

**Credits** 1.0

**Semester Offered**

Spring

**NURS 2400 : Population Health/Leadership in Nursing**

The ongoing evolution of the healthcare system toward population health, emphasizing primary and preventative care to assist individuals to maintain health, avoid chronic conditions, and reduce the need for acute care and hospitalization. Population health shifts the focus from the individual only seeking healthcare for an acute illness/ injury, to applying health strategies, interventions and policies to the population as a whole. Registered nurses are critical to identify issues affecting health across the population, and assisting individuals to use community resources available. Especially critical for the rural areas of America, RN's possess the knowledge of health assessment, pathophysiology, and patient care to assist the individual/family to maintain/achieve their highest level of functioning. The student must successfully complete this course with a C+ to meet program requirements for graduation. Internet assignments are required in the course. Prerequisites: Successful completion of prior required Nursing courses (NURS 1200, NURS 1300, NURS 1400, NURS 1600, NURS 1650, NURS 1675, NURS 2200, NURS 2250, NURS 2275, and NURS 2300). Prior completion of all science requirements: BIOL 1210 & BIOL 1220 or BIOL 2020 & BIOL 2030, and BIOL 2010. All program requirements require a final grade of C+ (77%) or higher to be eligible for program graduation. Corequisites: NURS 2600. Lab fee.

**Credits** 0.0-3

**Semester Offered**

Spring

**NURS 2600 : Advanced Medical-Surgical Nursing**

Advanced Medical-Surgical Nursing is the final acute care course in which the student will have multiple patient assignments, function as a team leader, discharge patients and incorporate all knowledge learned in the curriculum. This clinical nursing course will focus on emergent and critical health conditions using critical thinking within the framework of the nursing process. Students will experience emergency, critical care and step-down telemetry nursing. The student must successfully complete this course with a C+ to graduate. Satisfactory and safe performance in the skills lab is required to pass the course. Internet assignments are required in the course. Liability insurance, lab fee, testing fee, and course fee. Prerequisites: Successful completion of prior required Nursing courses (NURS 1200, NURS 1300, NURS 1400, NURS 1600, NURS 1650, NURS 1675, NURS 2200, NURS 2250, NURS 2275, and NURS 2300). Prior completion of all science requirements: BIOL 1210 & BIOL 1220 or BIOL 2020 & BIOL 2030, and BIOL 2010. All program requirements require a final grade of C+ (77%) or higher to be eligible for program graduation. Corequisites: NURS 2400. Lab fee. Course fee.

**Credits** 0.0-5

**Semester Offered**

Spring

## Philosophy

Division of Liberal Arts & Professional Studies

Faculty: Gregg Caruso

**PHIL 1010 : Introduction to Philosophy**

This course is a general introduction to basic problems and topics of philosophy. It presumes no background in philosophy. It surveys various philosophical topics in metaphysics, epistemology, ethics, philosophy of mind, and political philosophy. Prerequisite: Must be eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

fall/spring

**General Education Areas**

Critical Think and Reasoning; Humanities Gen Ed

**PHIL 1230 : Philosophy of Life**

Examines how and why people use a philosophy to deal with life's concerns, for our relationships with society and the world, and our pursuit of a meaningful place within these wider realms. Writing in content area. Prerequisite: Eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

As Needed

**PHIL 1300 : Ethics and Current Moral Issues**

Examines today's important ethical consideration about abortion, euthanasia, drug legalization, racial harmony, free speech, environmentalism welfare, affirmative action, world hunger and similar issues. Attention to underlying larger philosophical concerns on nature, value, rights, and responsibilities of human beings. Prerequisite: Eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

fall/spring

**General Education Areas**

Critical Think and Reasoning; Diversity,

Equity Gen Ed; Humanities Gen Ed

**PHIL 2010 : Introduction to Ethics**

Main ethical theories of traditional Western thought. Meanings and validity of value judgments, social consequences of value theory, examination of major traditional moral philosophies, and a survey of contemporary development in ethical theory. Upper-level course. Prerequisite: Eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

As Needed

**PHIL 2070 : Contemporary Philosophy**

Introduction to issues, problems, and modes of thinking in contemporary philosophy. Explores topics of current concern in both the analytic and continental traditions of philosophy. Readings selected from works of contemporary authors such as Russel, Moore, Ayer, Austin, Heidegger, Gadamer, Derrida, and Rorty. Prerequisite: Eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

As Needed

**PHIL 2200 : Environmental Ethics**

Explores issues concerning how humans ought to relate to and interact with their environment as individuals, through organizations and as a species. Examines environmental dilemmas relating to human population, poverty, animal rights, and intrinsic versus instrumental valuations of nature. Upper-level course. Prerequisite: Eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

Spring

**General Education Areas**

Critical Think and Reasoning; Humanities Gen Ed

**PHIL 2250 : Health Care Ethics**

Ethical issues arising in medicine, nursing, and other health care professions. Truth-telling and confidentiality, informed consent, fetal vs. maternal rights, euthanasia, the treatment of AIDS, genetic testing and engineering, medical resources, and social health care. Writing in content area. Upper-level course. Prerequisite: ENGL 1010 or any philosophy course.

**Credits** 3.0

**Semester Offered**

As Needed

**PHIL 2310 : Philosophy of Religion**

Fundamental problems of religious thought. Arguments for the existence of God, the problem of evil, criteria of plausibility of religious claims, immortality, and church and state. Some attention to non-Western religions. Writing in content area. Upper-level course. Prerequisite: ENGL 1010 or any philosophy course.

**Credits** 3.0

**Semester Offered**

As Needed

**PHIL 2420 : Social & Political Philosophy**

Republicanism, libertarianism, democracy, socialism, communism, fascism, and anarchism are discussed and compared. The historical origins and contemporary views of justice, liberty, human rights, the public good, and political participation are examined. Writing in content area. Upper-level course. Prerequisite: ENGL 1010.

**Credits** 3.0

**Semester Offered**

As Needed

**General Education Areas**

Critical Think and Reasoning; Humanities Gen Ed

**PHIL 2500 : Business Ethics**

Application of ethical views to problems which arise in doing business in the U.S. Topics range from interpersonal relationships to advertising and investment policies to quality control. Upper-level course. Writing in content area. Prerequisite: Eligible to enroll in ENGL 1010; philosophy course recommended.

**Credits** 3.0

**Semester Offered**

As Needed

## Physical Education

Division of Liberal Arts & Professional Studies

Note: The intercollegiate courses involve highly competitive participation in the sport and require skills beyond the basic level. Competition involves games/matches and tournament play with area colleges & conference.

**PFIT 1021 : Jogging**

Techniques to develop and maintain cardiovascular and physical fitness. Effect of exercise and maintenance of health through physical activity. Individualized jogging and exercise programs. Lecture/activity.

**Credits** 1.0

**Semester Offered**

fall/spring

**PFIT 1051 : Self Defense**

Martial arts, wrestling, and street fighting techniques in defense against unarmed assailants. Includes a variety of hits, kicks, blocks, and throws, with some emphasis on physical fitness, attitudes, and strategies. Lecture/activity.

**Credits** 1.0

**Semester Offered**

fall/spring

**PFIT 1060 : Weight Training**

Techniques to improve physical and cardiovascular fitness. Weight training and a personal program in strength, endurance, and body trimming. Lecture/activity.

**Credits** 1.0

**Semester Offered**

fall/spring



**PFIT 1100 : Introduction to Yoga**

Teaches the basic practices of yoga: warm-ups, breathing yogic postures, massage, diet, hygiene, and other related practices. Lecture/activity.

**Credits** 1.0

**Semester Offered**

fall/spring/summer

**PFIT 1110 : Walking**

Emphasis on improving cardiovascular fitness and overall wellness through development and participation in individualized walking program.

Techniques, safety, motivation, and nutrition discussed. Lecture/activity/internet.

**Credits** 1.0

**Semester Offered**

fall/spring

**PFIT 1500 : Soccer I (Men)**

Individual skills are refined, perfected and integrated into concepts of team play. Season runs from August through October. (PFIT 1500 first Fall season, PFIT 1501 second Fall season). Team participation.

Prerequisite: Soccer skills beyond the basic skill level; PFIT 1500 is a prerequisite for PFIT 1501.

**Credits** 1.0

**Semester Offered**

Fall

**PFIT 1501 : Soccer II (Men)**

Individual skills are refined, perfected and integrated into concepts of team play. Season runs August through October. (PFIT 1500 first Fall season, PFIT 1501 second Fall season). Team participation.

Prerequisite: Soccer skills beyond the basic skill level; PFIT 1500 is a prerequisite for PFIT 1501.

**Credits** 1.0

**Semester Offered**

Fall

**PFIT 1502 : Soccer I (Women)**

Individual skills are refined, perfected and integrated into concepts of team play. Season runs August through October. (PFIT 1502 first Fall season; PFIT 1503 second Fall season). Team participation.

Prerequisite: Soccer skills beyond the basic level; PFIT 1502 is a prerequisite for PFIT 1503.

**Credits** 1.0

**Semester Offered**

Fall

**PFIT 1503 : Soccer II (Women)**

Individual skills are refined, perfected and integrated into concepts of team play. Season runs August through October. (PFIT 1502 first Fall season; PFIT 1503 second Fall season). Team participation.

Prerequisite: Soccer skills beyond the basic level; PFIT 1502 is a prerequisite for PFIT 1503.

**Credits** 1.0

**Semester Offered**

Fall

**PFIT 1504 : Volleyball I (Women)**

Individual skills are refined, perfected and integrated into concepts of team play. Season runs August through November. (First Fall season). Team participation.

Prerequisite: Volleyball skills beyond the basic level; PFIT 1504 is a prerequisite for PFIT 1505.

**Credits** 1.0

**Semester Offered**

Fall

**PFIT 1505 : Volleyball II (Women)**

Individual skills are refined, perfected and integrated into concepts of team play. Season runs August through November. (Second Fall season). Team participation.

Prerequisite: Volleyball skills beyond the basic level; PFIT 1504 is a prerequisite for PFIT 1505.

**Credits** 1.0

**Semester Offered**

Fall

**PFIT 1510 : Softball (Women)**

Individual skills are refined, perfected and integrated into concepts of team play. Season runs January through May. (First Spring season). Team participation.

Prerequisite: Softball skills beyond the basic skill level; PFIT 1510 is a prerequisite for PFIT 1511.

**Credits** 1.0

**Semester Offered**

Spring

**PFIT 1511 : Softball (Women)**

Individual skills are refined, perfected and integrated into concepts of team play. Season runs January through May. (Second Spring season). Team participation.

Prerequisite: Softball skills beyond the basic skill level; PFIT 1510 is a prerequisite for PFIT 1511.

**Credits** 1.0

**Semester Offered**

Spring

**PFIT 1512 : Baseball I (Men)**

Individual skills are refined, perfected and integrated into concepts of team play. Season runs from February through May. (First spring season). Team participation. Prerequisite: Baseball skills beyond the basic skill level; PFIT 1512 is a prerequisite for PFIT 1513.

**Credits** 1.0

**Semester Offered**

Spring

**PFIT 1513 : Baseball II (Men)**

Individual skills are refined, perfected and integrated into concepts of team play. Season runs from February through May. (Second Spring season). Team participation. Prerequisite: baseball skills beyond the basic skill level; PFIT 1512 is a prerequisite for PFIT 1513.

**Credits** 1.0

**Semester Offered**

Spring

**PFIT 1514 : Basketball I (Men)**

Individual skills are refined, perfected and integrated into concepts of team play. Season runs October through March. (First Fall season). Team participation. Prerequisite: Basketball skills beyond the basic level; PFIT 1514 is a prerequisite for PFIT 1516; PFIT 1515 is a prerequisite for PFIT 1517.

**Credits** 1.0

**Semester Offered**

Fall

**PFIT 1515 : Basketball (Men)**

Individual skills refined, perfected and integrated into concepts of team play. Season runs October through March. (First Spring season). Team participation. Prerequisite: Basketball skills beyond the basic level; PFIT 1514 is a prerequisite for PFIT 1516; PFIT 1515 is a prerequisite for PFIT 1517.

**Credits** 1.0

**Semester Offered**

Spring

**PFIT 1516 : Basketball III (Men)**

Individual skills are refined, perfected and integrated into concepts of team play. Season runs October through March. (Second Fall season). Team participation. Prerequisite: Basketball skills beyond the basic level; PFIT 1514 is a prerequisite for PFIT 1516; PFIT 1515 is a prerequisite for PFIT 1517.

**Credits** 1.0

**Semester Offered**

Fall

**PFIT 1517 : Basketball (Men)**

Individual skills are refined, perfected and integrated into concepts of team play. Season runs October through March. (Second Spring season). Team participation. Prerequisite: Basketball skills beyond the basic level; PFIT 1514 is a prerequisite for PFIT 1516; PFIT 1515 is a prerequisite for PFIT 1517.

**Credits** 1.0

**Semester Offered**

Spring

**PFIT 1518 : Basketball I (Women)**

Individual skills are refined, perfected and integrated into concepts of team play. Season runs October through March. (First Fall season). Team participation. Prerequisite: Basketball skills beyond the basic skill level; PFIT 1518 is a prerequisite for PFIT 1520; PFIT 1519 for PFIT 1521.

**Credits** 1.0

**Semester Offered**

Fall

**PFIT 1519 : Basketball (Women)**

Individual skills are refined, perfected and integrated into concepts of team play. Season runs October through Marh. (First Spring Season). Team participation. Prerequisite: Basketball skills beyond the basic skill level; PFIT 1518 is a prerequisite for PFIT 1520; PFIT 1519 for PFIT 1521.

**Credits** 1.0

**Semester Offered**

Spring

**PFIT 1520 : Basketball III (Women)**

Individual skills are refined, perfected and integrated into concepts of team play. Season runs October through March. (Second Fall season). Team participation. Prerequisite: Basketball skills beyond the basic skill level; PFIT 1518 is a prerequisite for PFIT 1520; PFIT 1519 for PFIT 1521.

**Credits** 1.0

**Semester Offered**

Fall

**PFIT 1521 : Basketball (Women)**

Individual skills are refined, perfected and integrated into concepts of team play. Season runs October through March. (Second Spring season). Team participation. Prerequisite: Basketball skills beyond the basic skill level; PFIT 1518 is a prerequisite for PFIT 1520; PFIT 1519 for PFIT 1521.

**Credits** 1.0

**Semester Offered**

Spring

**PFIT 1525 : Cross Country (co-ed)**

Running skills are refined, perfected and integrated into competitive strategies. The Cross Country season runs from August through November. Team participation. Prerequisite: Cross Country skills.

**Credits** 1.0

**Semester Offered**

fall/spring/summer

**PFIT 1526 : Cross Country (co-ed)**

Running skills are refined, perfected, and integrated into competitive strategies. The Cross Country season runs from August through November. (Second Fall season). Team participation. Prerequisite: PFIT 1525.

**Credits** 1.0

**Semester Offered**

Fall

## Physical Education Development

Division of Liberal Arts & Professional Studies

**PEPD 1007 : Lifeguard Training**

Develop knowledge and skills to manage aquatic emergencies. Satisfies NYS requirement to become a lifeguard. Prerequisite: At least 15 years of age; strong swimming skills. Lecture/Activity. Fee

**Credits** 1.0

**Semester Offered**

fall/spring

**PEPD 1018 : Cooper Norm Standards Preparation**

Provides students an understanding of civil service physical performance floor tests, the history and science underlying Cooper Institute norms testing, and the skills and knowledge needed to make lifestyle changes that will result in the successful completion of civil service physical floor test to the fiftieth (50th) percentile of the Cooper norms. Lecture/activity.

**Credits** 3.0

**Semester Offered**

Fall

## Physics

Division of STEAM

Faculty: Joseph DeLeone, Aliza Erner

**PHYS 1010 : Elementary Physics**

Study of classic Newtonian mechanics with special applications to technology problems. Experience with word processing recommended. Not open to mathematics or science majors for science credits. Primarily designed for students in technology programs. Lecture/laboratory. Prerequisite: MATH 1230, MATH1225, or higher. Lab fee.

**Credits** 0.0-4

**Semester Offered**

fall/spring

**General Education Areas**

Natural Science Reason Gen Ed

**PHYS 1580 : Fiber Optics**

Includes principles of light, optical fiber properties, fiber fabrication and design, optical sources and detectors, optical transmitters and receivers, and testing of fiber systems. Lecture/laboratory.

Prerequisite: MATH 1240.

**Credits** 0.0-3

**Semester Offered**

Spring

**PHYS 1730 : Principles of Physics I**

Introductory principles of classical and modern physics. Mechanics of solids, periodic motion and sound, and heat and properties of matter. A transfer course for students majoring in biology, chemistry, mathematics, or health sciences. Students wishing to major in physics may take this course, but should transfer to PHYS 1820, 2830 and 2840 sequence after one semester. Lecture/laboratory. Prerequisite or Co-requisite: MATH 1411 or equivalent. Lab fee.

**Credits** 0.0-4

**Semester Offered**

Fall

**General Education Areas**

Natural Science Reason Gen Ed

**PHYS 1740 : Principles of Physics II**

The second semester in the physics sequence, continuation of PHYS 1730; electricity, magnetism, optics, and modern physics. Lecture/laboratory. Prerequisite: PHYS 1730. Lab fee.

**Credits** 0.0-4

**Semester Offered**

Spring

**General Education Areas**

Natural Science Reason Gen Ed

**PHYS 1820 : Physics I**

The first semester of a two semester sequence in calculus-based physics. Mechanics, including vectors, particle kinematics and dynamics, work and energy, impulse and momentum, rotational motion, harmonic motion, and waves if time permits. The two-semester, calculus-based sequence, PHYS 1820, and 2830 is intended for students majoring in engineering, mathematics, physics, and computer science. Lecture/laboratory. Lab fee. Prerequisite: MATH 1610.

**Credits** 0.0-4

**Semester Offered**

Spring

**General Education Areas**

Natural Science Reason Gen Ed

**PHYS 2830 : Physics II**

The second semester in the calculus based physics. Electrostatic fields, electric force and potential, capacitance, D.C. circuits, magnetic field, magnetic force and induction, A.C. circuits, electromagnetic waves, nature and propagation of light, geometrical and physical optics. Prerequisite: PHYS 1820, MATH 1620. Co-requisite: MATH 2610. Lecture/laboratory. Lab fee.

**Credits** 0.0-4

**Semester Offered**

Fall

**General Education Areas**

Natural Science Reason Gen Ed

## Psychology

Division of Liberal Arts & Professional Studies

Faculty: Debra Borden, Lee Gernert-Larrea

**PSYC 1101 : Introduction to Psychological Science**

An introduction to psychology. Includes scientific method, measurement in psychology, motivation, learning, thinking and problem solving, perception, behavior disorders and varieties of treatment, biological basis of behavior, social determinants of behavior, human development and personality. Lectures/demonstrations/discussion/field assignments. Prerequisites: Eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

fall/spring

**General Education Areas**

Critical Think and Reasoning; Information Literacy; Social Science Gen Ed

**PSYC 1620 : Honors Introduction to Psychological Science**

An advanced introduction to Psychology. Includes scientific method, measurement in psychology, biological bases of behavior, motivation and emotion, learning, memory, thinking, intelligence, individual differences and assessment. Extensive reading, conduct of an experiment and presentations are required. Lectures/readings/discussions/field assignments, an experiment. Cannot earn credit for this course and PSYC 1101. Prerequisite: Eligible to enroll in ENGL 1010 and Honors eligible.

**Credits** 3.0

**Semester Offered**

fall/spring

**General Education Areas**

Critical Think and Reasoning; Information Literacy; Social Science Gen Ed

**PSYC 2030 : Organizational Behavior**

This course is designed to provide students with an understanding of the individual, group, and human behavior in organizations. The focus is on providing an understanding of how organizations can be managed more effectively and enhancing the quality of employees' work life. Topics will include Organizational Behaviors, Diversity, Attitudes and Job Satisfaction, Personality, and Values, Perceptions, Decision Making, Motivation Concepts, Group Behavior, Communication, Leadership, and Conflict and Negotiation. Concepts associated with continuous improvements in individual and group processes are discussed to support the understanding of management and organizational behavior. Prerequisites: PSYC 1101.

**Credits** 3.0

**Semester Offered**

fall/spring

**PSYC 2201 : Social Psychology**

Relationships between the individual and social environment. Formations of attitude, group process and structure, prejudice, and the relationship of the developing individual to sociocultural systems. Writing process. Upper-level course. Prerequisite: PSYC 1101.

**Credits** 3.0

**Semester Offered**

fall/spring

**PSYC 2206 : Research Methods in the Social Sciences**

An introduction to major research methods. Includes survey, experimental, and field research. The logic, design, and execution of the research process with concern for elementary data analysis. Evaluation of social science research for scientific rigor, usefulness, relevance, and ethics. Cannot earn credit for this course and SOCI 2060. Upper-level course. Prerequisite: ENGL 1010; MATH 1150 or higher; and either PSYC 1101 or SOCI 1010. Math 1310 is also recommended.

**Credits** 3.0

**Semester Offered**

Spring

**PSYC 2207 : Child Psychology**

Human growth and change from conception through middle childhood. Critical theoretical and methodological issues; concentration on physical, cognitive and psychosocial development. Includes a research project based on observation of children. Lectures/Observations in child behavior. Upper-level course. Prerequisites: PSYC 1101.

**Credits** 3.0

**Semester Offered**

fall/spring

**PSYC 2208 : Adolescent Psychology**

Basic psychological processes such as motivation, intelligence, learning, and social relationships of the adolescent. Theories from psychology, sociology, social psychology, and cultural anthropology in explanation of the transition from child to adult in our culture. Emphasis on identity development, value clarification, and coping skills. Writing process. Upper-level course. Prerequisites: PSYC 1101.

**Credits** 3.0

**Semester Offered**

fall/spring

**PSYC 2209 : Psychology of Adult Development**

Development, change and adjustment during early, middle and late adulthood. Dynamics of the life cycle, psychological and biological determinants of adult development, adjustment to work and retirement, the aging process, and societal forces affecting growth of the mature personality. Writing in content area. Upper-level course. Prerequisite: PSYC 1101.

**Credits** 3.0

**Semester Offered**

As Needed

**PSYC 2212 : Educational Psychology**

Introduction to educational theory and practice. Emphasis on recent developments in theories of learning, maturation, and motivation. Methods of pupil assessment and evaluation included. Upper-level course. This course has an Internet component. Prerequisites: PSYC 1101.

**Credits** 3.0

**Semester Offered**

fall/spring

**PSYC 2214 : Health Psychology**

An introduction to an emerging field that studies the ways in which the discipline of psychology contributes to the promotion and maintenance of health, the prevention and treatment of illness, and the development of policies that contribute to the improvement of health in the community. Writing process. Upper-level course. Prerequisites: PSYC 1101.

**Credits** 3.0

**Semester Offered**

As Needed

**PSYC 2215 : Abnormal Psychology**

Historical concepts of abnormal behavior and current theoretical perspectives including: behavioral, psychodynamic, existential and neuroscience perspectives. Includes stress related anxiety, emotional, social, psychotic, organic, and developmental disorders; individual, group, family, community, and biological therapy. Writing process. Upper-level course. Prerequisites: PSYC 1101.

**Credits** 3.0

**Semester Offered**

fall/spring

**PSYC 2221 : Behavior Modification**

Principles of learning (respondent and operant conditioning), and their application to analyze and modify everyday behaviors. Use of this technology to observe, record, analyze, and modify behaviors encountered in a variety of work experiences such as teaching, nursing, criminal justice, human services, and counseling psychology. Includes a personal behavior modification research project. Lecture behavior exercises/internet component. Upper-level course. Prerequisite: PSYC 1101.

**Credits** 3.0

**Semester Offered**

As Needed

## Russian

Division of Liberal Arts & Professional Studies

Faculty: Michael Beykirch

**RUSS 1010 : Elementary Russian I**

Everyday Russian vocabulary and expressions. Listening, comprehension, speaking ability, and extensive practice in reading and writing the Cyrillic alphabet. For students with little or no background in the language. Not intended for students with high school Regents credit or equivalent in Russian. Lecture/recitation.

**Credits** 0.0-4

**Semester Offered**

As Needed

**General Education Areas**

World Language Gen Ed

**RUSS 1020 : Elementary Russian II**

Additional practice in conversation, development of reading and writing skills, and systematic study of Russian grammar. Lecture/recitation. Prerequisite: RUSS 1010 or equivalent.

**Credits** 0.0-4

**Semester Offered**

As Needed

**General Education Areas**

World Language Gen Ed

**RUSS 2010 : Intermediate Russian**

Development of greater facility in reading, writing, speaking and understanding the language through systematic review of its structures. Lecture/recitation. Prerequisite: RUSS 1020 or equivalent.

**Credits** 0.0-4

**Semester Offered**

As Needed

**General Education Areas**

World Language Gen Ed

## Sign Language

Division of Liberal Arts & Professional Studies

**SIGN 1010 : American Sign Language I**

Development of conversational fluency in ASL. Students will accurately recognize and produce ASL with appropriate non-manual behaviors and grammatical features. Development of linguistic/cultural behaviors conducive to the deaf community and awareness of, and respect for, deaf culture. Receptive and expressive skills are fostered. Lecture/recitation. Prerequisite: Eligible to enroll in ENGL 1010.

**Credits** 0.0-4

**Semester Offered**

As Needed

**General Education Areas**

World Language Gen Ed

**SIGN 1020 : American Sign Language II**

Continued development of conversational fluency in ASL. Emphasis on the production and comprehension of increasingly complex linguistic expressions through dialogue and conversation. More complex receptive and expressive skills are fostered through interactive ASL lessons and participatory activities. For students who transfer to programs leading to certification in elementary and secondary education or to careers in health or social service agencies where there is likely to be significant contact with the deaf. Lecture/recitation. Prerequisite: SIGN 1010.

**Credits** 0.0-4

**Semester Offered**

As Needed

**SIGN 2010 : American Sign Language III**

Continued focus on specific grammatical and cultural topics using non-manual signals and markers. Emphasis is on greater fluency in idiomatic language usage and mastery of vocabulary and syntax. Skill is enhanced through in-class interactions with native language users. Upper-level course. For students who transfer to programs leading to certification in elementary and secondary education or to careers in health or social service agencies where there is likely to be significant contact with the deaf. Lecture/recitation. Prerequisite: SIGN 1020.

**Credits** 0.0-4

**Semester Offered**

As Needed

**SIGN 2020 : American Sign Language IV**

Continued development of grammatical features of ASL, specialized vocabulary and the use of locatives, numbers and fingerspelling. The use of space in ASL discourse will be expanded. Deaf culture will continue to be focused. For students who transfer to programs leading to certification in elementary and secondary education or to careers in health or social service agencies where there is likely to be significant contact with the deaf. Lecture/recitation. Upper-level course. Prerequisite: SIGN 2010.

**Credits** 4.0

**Semester Offered**

As Needed

## Sociology

Division of Liberal Arts & Professional Studies

Faculty: Hannah Jones

**SOCI 1010 : Introduction to Sociology**

Social and cultural factors in the origin, structure, and functioning of group life. Sub-divisions to be emphasized include social structure, culture, socialization, institutions, and stratification. Prerequisites: Eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

fall/spring

**General Education Areas**

Critical Think and Reasoning; Social Science Gen Ed

**SOCI 1050 : Introduction Gender/Women Studies**

An interdisciplinary introduction to the field of Gender and Women's Studies. Topics include gender socialization, feminism, intersections of gender with race, ethnicity, sexual orientation, class, body image, globalization, gender and work, masculinities, violence against women and struggles for gender equality and social justice. Prerequisites: Eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

fall/spring

**General Education Areas**

Diversity,

Equity Gen Ed; Social Science Gen Ed

**SOCI 2000 : Social Problems**

Contemporary social problems from the perspective of sociology. Analysis of deviant behavior, war and terrorism, race relations, crime, poverty, and illness. Writing process. Upper-level course. Prerequisites: SOCI 1010 and ENGL 1010.

**Credits** 3.0

**Semester Offered**

Spring

**SOCI 2030 : Sociology of Families**

American family and cross-cultural family patterns in a rapidly changing world. Topics include dating and cohabitation, couple communication, marriage, family conflict/violence, divorce, step-families, birth technologies & adoption, and parenting in a diverse society. Writing process. Upper-level course. Prerequisite: SOCI 1010 or PSYC 2201.

**Credits** 3.0

**Semester Offered**

fall/spring

**SOCI 2060 : Research Methods in the Social Sciences**

An introduction to major research methods. Includes survey, experimental, and field research. The logic, design, and execution of the research process with concern for elementary data analysis. Evaluation of social science research for scientific rigor, usefulness, relevance, and ethics. Cannot earn credit for this course and PSYC 2206. Upper-level course.

Prerequisites: ENGL 1010, MATH 1150 or higher, and either PSYC 1101 or SOCI 1010. MATH 1310 recommended.

**Credits** 3.0

**Semester Offered**

As Needed

**SOCI 2210 : Social Justice, Inequity, and Diversity**

Diversity and dominant-minority relations; development of sociological theory and the trends and policies that may reduce or produce structural and personal discrimination by race/ethnicity, gender, age or sexual orientation. Upper-level course. Prerequisite: SOCI 1010, or PSYC 1101 or HIST 1110 or HIST 2090.

**Credits** 3.0

**Semester Offered**

fall/spring

**General Education Areas**

Diversity,

Equity Gen Ed; Social Science Gen Ed

**SOCI 2310 : Criminology/Sociology of Crime and Delinquency**

An examination of criminal and delinquent behavior in the United States, and its descriptive, empirical, and theoretical explanations. Social control in society, the major theoretical perspectives in the field, and developing theories and issues. Topics include the definition and measurement of crime, types of crime, theories of crime causation and social policy issues involving crime prevention. Upper-level course. Prerequisites: SOCI 1010.

**Credits** 3.0

**Semester Offered**

As Needed

**SOCI 2400 : Environment and Society**

Focuses the tools of environmental sociology and social theory, using both classical and modern sociology to explain and analyze social behavior and its relationship to nature. Students use these tools to examine local issues. Upper-level course. Prerequisite: SOCI 1010.

**Credits** 3.0

**Semester Offered**

Spring

# Spanish

Division of Liberal Arts & Professional Studies

Faculty: Michael Beykirch, Sandra Turner-Vicioso

## **SPAN 1010 : Elementary Spanish Conversation and Structure I**

Spanish vocabulary and expressions. Listening comprehension, speaking ability, reading and writing. For students with little or no background in the language. Not intended for students with high school Regents credit or equivalent in Spanish. Lecture/recitation.

**Credits** 0.0-4

**Semester Offered**

Fall

**General Education Areas**

World Language Gen Ed

## **SPAN 1020 : Elementary Spanish Conversation and Structure II**

Additional practice in conversation, the development of reading and writing skills, and a systematic study of Spanish grammar. Lecture/recitation. Prerequisite: SPAN 1010 or equivalent or two years of high school Regents Spanish.

**Credits** 0.0-4

**Semester Offered**

Spring

**General Education Areas**

World Language Gen Ed

## **SPAN 2010 : Intermediate Spanish**

Development of facility in reading, writing, speaking, and understanding the language through a systematic review of its structure. Representative readings as an introduction to Spanish civilizations. Lecture/recitation. Upper-level course. Prerequisite: SPAN 1020 or equivalent or three years of Regents high school Spanish.

**Credits** 0.0-4

**Semester Offered**

As Needed

**General Education Areas**

World Language Gen Ed

## **SPAN 2020 : Composition and Conversation**

A thorough analysis of the language; intensive discussion of grammar, usage, style and vocabulary, enhancing expression through composition, oral reports, and more informed class discussions and conversations. Lecture/Recitation. Essential for Spanish majors who plan to take upper-level language and literature studies. Upper level-course. Prerequisite: SPAN 2010 or equivalent.

**Credits** 0.0-4

**Semester Offered**

As Needed

## **SPAN 2300 : Spanish Conversations and Culture**

Advanced conversation and discussion of a wide variety of topics concerning Hispanic countries and their cultures, derived from authentic Spanish-language material, both written and oral. Consolidation of speaking, writing, and critical-thinking skills. Review and refinement of grammar as a function in oral Spanish. Upper-level course. Prerequisites: ENGL1010, SPAN 2020 or equivalent.

**Credits** 3.0

**Semester Offered**

As Needed

## **SPAN 2310 : Brief Introduction to Spanish Literature**

Advanced study in the language with an introduction to serious readings of some of the great writers of literature. Conveys ideas and develops the ability to exchange ideas through writing and discussion in the language. Upper-level course. Also fulfills 2000-level English requirement. Prerequisites: ENGL 1010, SPAN 2020 or equivalent.

**Credits** 3.0

**Semester Offered**

As Needed

# Speech

Division of Liberal Arts & Professional Studies

Faculty: Daniel Coble, Ryan Hersha

## **SPCH 1060 : Interpersonal Communication (Individual)**

Develops self-awareness and audience awareness by communicating interpersonally. Exercises reflect all components of interpersonal interactions: verbal, nonverbal, paralinguistic, emotional, visual, relational, cultural. Writing in content area. Lecture/presentations. Prerequisite: Eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

fall/spring

**General Education Areas**

Oral Comm Gen Ed



**SPCH 1080 : Public Speaking**

Develops self-awareness and audience awareness through oral presentation. Organize and present material in a variety of speaking occasions, including information, visualization, demonstration, argumentation, persuasion, and ceremonial.

**Credits** 3.0

**Semester Offered**

fall/spring

**General Education Areas**

Oral Comm Gen Ed

## Technology

Division of STEAM

Faculty: Andrew Diffenderfer, Michael Gwin, Aliza Erner

**TECH 1030 : Manufacturing Methods**

A study of the machines and methods by which various materials are formed into useful products. Topics will include principles of manufacturing, materials used in manufacturing, conventional and non-traditional processes, forming, joining and assembling, finishing operations, CIM and the future technology of manufacturing. Prerequisites: Eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

fall/spring

**TECH 1060 : LabVIEW Programming**

An introduction to LabVIEW programming, editing and debugging procedures. The course emphasis is the core concepts of variables, constants, data types and flow control as related to structured programming. Applied engineering applications will be utilized that include data input and output, decision making structures, loops, and arrays. Mathematical functions are applied using Sub Vi's and function node methods. Prerequisite: MATH1230 or higher, or concurrent enrollment in MATH1230, or placement into a higher level mathematics course. Lab fee.

**Credits** 0.0-3

**Semester Offered**

As Needed

**TECH 1080 : Manufacturing Methods Lab**

Basic and advanced metal-cutting processes with related lab experience. Use of hand tools, selection of feeds and speeds; gauging and precision measurements; and the operation of basic shop equipment including drill presses, saws, manual lathes and milling machines, grinders and basic CNC milling machines. Identification, demonstration and application of machine shop safety equipment and procedures. Develops a technician's appreciation of, rather than proficiency in, operations of machine tools. Does not have to be taken concurrently with TECH 1030. Lab fee.

**Credits** 1.0

**Semester Offered**

fall/spring

**TECH 1110 : Technical Word Processing & Research**

Use of word processing functions for technical applications. Includes functions essential for laboratory report writing, such as formatting of text, numbered and bulleted lists, tables, cover pages, table of contents, headers and footers, inserting graphics and annotation, special symbols and equations. Slideshow lectures and assignments will be delivered and submitted online.

**Credits** 1.0

**Semester Offered**

fall/spring

**TECH 1120 : Spreadsheet Applications in Technology**

Use of spreadsheet functions for technical applications. Includes functions such as print settings and page setup, experimental data entry, worksheet manipulation and formatting, mathematical formulas and functions, XY Scatter charts and trend line column and pie charts. Slideshow lectures and assignments will be delivered and submitted online.

**Credits** 1.0

**Semester Offered**

fall/spring

**TECH 1130 : Industrial Presentations**

Use of software to design technical presentations. Includes design outline and layout appropriate for a presentation in an industrial setting, template selection and creation, master slide creation, inserting text, lists, CAD drawings, schematics, data sheets, graphs, and equations. Special emphasis is given to presentation methods appropriate for industry. Students will be required to give presentations in a simulated industrial setting. Slideshow lectures and assignments will be delivered and submitted online.

**Credits** 1.0

**Semester Offered**

As Needed

# Theatre

Division of Liberal Arts & Professional Studies

Faculty: Mary Guzzy

## **THEA 1010 : Introduction to Theatre**

Presents theatre as an all-encompassing art form. Surveys the history of theatre and the diversity of theatrical genres from story-telling to 20th century 'Realism' to performance art. Studies dramatic literature as it relates to practical theatrical production. Examines the collaborative process leading to production. Students present a full production plan as a final project.

**Credits** 3.0

**Semester Offered**

Fall

### **General Education Areas**

Information Literacy; The Arts Gen Ed; Humanities Gen Ed

## **THEA 1020 : Introduction to Acting**

An introduction to the art and craft of performance. Considers contemporary approaches to the craft. Emphasis on acting exercises and basic principles of the actor's process: centering, focus, breathing, vocal energy, stimulation of the imagination, listening, memorization techniques, harnessing the state of play, the collaborative nature of acting. Introduction to character analysis, monolog, scene study, finding audition materials.

**Credits** 3.0

**Semester Offered**

Fall

### **General Education Areas**

The Arts Gen Ed; Humanities Gen Ed

## **THEA 1030 : Introduction to Technical Theatre**

An introduction to the technical aspects of theatrical production, including principles of stagecraft, lighting, sound, stage props, and costuming, stage crew organization and responsibilities, and theatre safety. Hands-on experience in constructing and running productions in weekly lab work and serving on stage crews for theatre productions.

**Credits** 3.0

**Semester Offered**

As Needed

## **THEA 1040 : Voice and Movement**

For actors working toward development of a free, flexible voice. Techniques of movement and vocal production. Introduction to the International Phonetic Alphabet and dialect.

**Credits** 3.0

**Semester Offered**

As Needed

## **THEA 1100 : Rehearsal, Performance, and Production**

Practical application of acting and production techniques, i.e., acting, stage managing, backstage operation, set construction, house management, costumes, and makeup. Minimum of 45 supervised hours of rehearsal and performance under faculty guidance. Rehearsal/ performance. Prerequisite: Instructor consent.

**Credits** 1.0

**Semester Offered**

Fall,  
Spring

## **THEA 1101 : Rehearsal, Performance, and Production**

Practical application of acting and production techniques, i.e., acting, stage managing, backstage operation, set construction, house management, costumes, and makeup. Minimum of 45 supervised hours of rehearsal and performance under faculty guidance. Rehearsal/ performance. Prerequisite: Instructor consent.

**Credits** 1.0

**Semester Offered**

Fall,  
Spring

## **THEA 1110 : Rehearsal, Performance, and Production**

Practical application of acting and production techniques, i.e., acting, stage managing, backstage operation, set construction, house management, costumes, and makeup. Minimum of 45 supervised hours of rehearsal and performance under faculty guidance. Rehearsal/ performance. Prerequisite: Instructor consent.

**Credits** 1.0

**Semester Offered**

Fall,  
Spring

## **THEA 1111 : Rehearsal, Performance, and Production**

Practical application of acting and production techniques, i.e., acting, stage managing, backstage operation, set construction, house management, costumes, and makeup. Minimum of 45 supervised hours of rehearsal and performance under faculty guidance. Rehearsal/ performance. Prerequisite: Instructor consent.

**Credits** 0.0-1

**Semester Offered**

Fall,  
Spring

**THEA 2020 : Theatre History I**

The history of the theatre from its origins through the 19th century, tracing theatre architecture and technology and changes in western theatre styles and conventions. Upper-level course. Prerequisite: Eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

Fall/spring

**THEA 2030 : Audition Preparation**

A course on researching, selecting, editing, memorizing, staging, and performing audition material from classical, contemporary, comic, and serious literature for various types of audition, including competitive academic or professional theatre/film programs and productions, as well as community theatres. Upper-level course. Prerequisite: Instructor consent or successful completion of THEA 1020.

**Credits** 1.0

**Semester Offered**

As Needed

**THEA 2101 : Rehearsal, Performance, and Production**

Practical application of acting and production techniques, i.e., acting, stage managing, backstage operation, set construction, house management, costumes and makeup. Minimum of 90 supervised hours of rehearsal and performance of productions under faculty guidance. Rehearsal/performance. Prerequisite: Instructor consent.

**Credits** 2.0

**Semester Offered**

Fall,  
Spring

**THEA 2102 : Rehearsal, Performance, and Production**

Practical application of acting and production techniques, i.e., acting, stage managing, backstage operation, set construction, house management, costumes, and makeup. Minimum of 90 supervised hours of rehearsal and performance of productions under faculty guidance. Rehearsal/performance. Upper-level course. Prerequisite: Instructor consent.

**Credits** 2.0

**Semester Offered**

Fall,  
Spring

**THEA 2110 : Introduction to Make-Up for the Actor**

Basic application and use of stage make-up. Free elective only. Upper-level course.

**Credits** 3.0

**Semester Offered**

As Needed

**THEA 2111 : Rehearsal, Performance, and Production**

Practical application of acting and production techniques, i.e., acting, stage managing, backstage operation, set construction, house management, costumes and makeup. Minimum of 90 supervised hours of rehearsal and performance of productions under faculty guidance. Rehearsal/performance. Upper-level course. Prerequisite: Consent of instructor.

**Credits** 2.0

**Semester Offered**

Fall,  
Spring

**THEA 2112 : Rehearsal, Performance, and Production**

Practical application of acting and production techniques, i.e., acting, stage managing, backstage operation, set construction, house management, costumes and makeup. Minimum of 90 supervised hours of rehearsal and performance under faculty guidance. Rehearsal/performance. Upper-level course. Prerequisite: Instructor consent.

**Credits** 2.0

**Semester Offered**

Fall,  
Spring

**THEA 2220 : Intro to Acting II**

Introduction to the major acting theories of the 19th-21st centuries. Intensive scene study and introduction to acting classical texts. Emphasis on script analysis, characterization, and handling complex language in performance. Upper-level course. Prerequisite: THEA 1020.

**Credits** 3.0

**Semester Offered**

As Needed

**THEA 2240 : Script Analysis**

Introduces approaches to theatrical research for the director, actor, and designer. Examines dramatic texts of various theatrical periods with emphasis on genre, elements of dramatic structure, and artistic collaboration. Scripts are read and broken down into performance, design, and directorial/dramaturgical elements and examined both individually and in terms of their interaction with other elements of production. Upper-level course. Prerequisite: Eligible to enroll in ENGL 1010.

**Credits** 3.0

**Semester Offered**

As Needed

**THEA 2501 : Honors Special Topics Theater**

An in-depth examination of the application of theatre skills, exercises, and dramatic forms in non-theatrical venues such as classrooms, hospitals, churches, etc. Students explore devising theatrical events with and for non-actors, partnering with community organizations in theatrical projects, and applying theatre across disciplines for counseling, teaching, and learning. Writing intensive. Upper-level. Prerequisite: Eligibility to take Honors courses, or approval from the Honors Committee.

**Credits** 3.0

**Semester Offered**

As Needed

**THEA 2991 : Theatre Study**

Theatre Study

**Credits** 1.0

**Semester Offered**

As Needed

## Wellness

Division of Liberal Arts & Professional Studies

Faculty: Elaine Corwin

**WELL 1000 : Introduction to Wellness**

Awareness and participation in a positive, balanced wellness lifestyle. Dimensions of wellness, health related assessments, and the development of personal wellness action plan. Cannot earn credit for this course if you already have credit for HLTH 1207.

**Credits** 1.0

**Semester Offered**

As Needed

**WELL 1001 : Principles of Getting Fit**

For those who need to begin an exercise program. Focus on low stress exercise. Physical and emotional changes that exercise produces, proper methods of exercise, and techniques for maintaining a program once started. Internet. Will include some movement. Street clothes acceptable.

**Credits** 1.0

**Semester Offered**

As Needed

**WELL 1005 : Learning to Meditate**

Explore and practice a variety of meditative techniques and develop a personalized program to improve attention and alleviate stress symptoms.

**Credits** 1.0

**Semester Offered**

fall/spring

**WELL 1007 : Eating Well**

Covers the need for the nutrients found in food and to clarify the relationship between diet and health. Students will learn to do a dietary assessment and how to evaluate a diet. Proactive and healthy food choices will be encouraged. Credit for this course may not be received for this course after completing HLTH 1510. Course fee.

**Credits** 1.0

**Semester Offered**

fall/spring

**WELL 1011 : The Vegetarian Adventure**

A study of the dietary and nutritional aspects of vegetarianism. Students will prepare, sample and compare healthy non-meat cuisine. Environmental impacts of food choices will be discussed. Course fee.

**Credits** 1.0

**Semester Offered**

fall/spring

**WELL 1013 : Humor and Health**

Positive health effects of humor and laughter. Explores a variety of successful humor therapy programs and develops skills and resources for improving your sense of humor and well-being.

**Credits** 1.0

**Semester Offered**

fall/spring

**WELL 1016 : Happiness and Health**

Explore current research related to health and happiness, conduct self-assessments, practice a variety of positive wellness techniques, and create a plan that supports long lasting health and happiness.

**Credits** 1.0

**Semester Offered**

fall/spring

**WELL 1505 : Contemplative Meditation**

Explore and practice a variety of contemplative meditative techniques that build upon basic meditation skills. Develop a personalized meditation practice for enhanced health and wellbeing.

**Credits** 1.0

**Semester Offered**

As Needed