Fulton-Montgomery Community College

Futures Made. Here.

2805 State Highway 67
Johnstown, New York 12095-3790
(518) 736-FMCC (3622)

A Community College of the
State University of New York
Sponsored by the Counties of
Fulton and Montgomery

2016-2017

This catalog and additional information is on our website at fmcc.edu
For general information e-mail us at geninfo@fmcc.suny.edu

Fulton-Montgomery Community College is an equal opportunity, affirmative action institution. Programs and services at Fulton-Montgomery Community College are open to all without regard to age, sex, race, color, national origin, disability or sexual orientation.

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The College reserves the right to make changes in the program requirements as well as procedures described in the catalog. Contact the Admissions Office for any updates or revisions.

Welcome to Fulton-Montgomery Community College!

Welcome to Fulton-Montgomery Community College. It is my pleasure to share with you all the wonderful things that await you at FM.

FM is a comprehensive community college offering a variety of academic programs ranging from Business, to General Studies, to Fine Art, to Health Professions, to Engineering and Technology. Through the diversity of our curricula we strive to meet the needs of the region and our students by preparing them to transfer to a university or to enter the workforce upon completion of a program. If you don't see it in our catalog, look into our COCAL program; this program is designed to be flexible and combine classroom education with internships in a customized program that meets your needs.

At FM we pride ourselves on being a small community college with big impact! At FM our students excel and often grow to be leaders on our campus and then in the community. Our friendly atmosphere offers you an opportunity to get to know our faculty and staff. You're not just a number, you're one of the family; and we want you to succeed.

In addition to our excellent degree programs, FM offers academic and student support services that are designed to help you succeed. Success at any college is up to you; but FM provides outstanding services including: advising, counseling, academic intervention, tutoring, student clubs, athletics, on-campus housing and much, much more. All are designed to make your college experience one to remember for the rest of your life. If you're looking to get involved, you can make a difference here.

On campus we have worked to provide exemplary facilities including the Evans Library and Learning Commons where more than 1,000 people come through the door in a day, the Perrella Gallery, television studios, a theatre, a demonstration cleanroom, a state of the art fitness center, study lounges, and Campus View Student Housing. More recent additions include Raiders Cove, a student social venue; Union Stations, the renovated cafeteria housing five serving stations, each with a different venue of food; and Books and Bytes Café. These, and many more amenities, will enhance your time on campus with friends when you're not in class. And, there's more to come!

I hope that you'll find FM to be the college that best meets your needs. We would be delighted to have you with us. If you have any questions, call us or stop by. We'll be able to answer your questions and show you around our campus.

I look forward to seeing you on campus.

Dustin Swanger, Ed.D.
President

VISION

Fulton-Montgomery Community College strives to be an innovative leader in higher education.

MISSION

Fulton-Montgomery Community College provides accessible higher education and quality programs with a focus on student success. FM partners with the community through engagement in economic development and by providing cultural and intellectual opportunities.

VALUES

FM is guided by the following values:

- Excellence in education and teaching
- Student learning and scholarship
- Caring Personalized Service
- Innovation
- Civility
- Integrity
- Quality Facilities
- Diversity
- Accessibility
- Community engagement
- Continuous improvement
- Leadership

FM Civility Statement

FM is committed to fostering an environment of civility. All members of the FM community and visitors have the right to experience and the responsibility to create and maintain an environment of mutual respect and support that is civil in all aspects of human relations. Civility facilitates professional growth and achievement and promotes an environment where each person can reach his or her full potential.

SCOPE OF PROGRAMS AND SERVICES OFFERED

FM's goals and objectives will focus on programs and services necessary to achieve its vision, to reflect its values, and to implement its mission. The following programs and services are offered:

- Instructional Programs
- Business and Organizational Training Programs
- Community Education Programs
- Academic Enrichment Services
- Outreach and Support Services
- Student Development Services

Overall Goals

During the development of the Strategic Plan: College, Community, Collaboration five goals were established. These goals serve to move FM forward in serving the students and community. These goals are:

1. Prepare students to learn, live and lead in a diverse and dynamic global culture
2. Create a campus culture that attracts and celebrates diversity
3. Foster an atmosphere of college/community engagement that recognizes FM as an invaluable resource to our region
4. Foster a culture that encourages and embraces innovation and growth
5. Expand the resources of the College

Institutional Learning Outcomes

Fulton-Montgomery Community College has adopted learning outcomes for all students graduating from all degree programs. The outcomes are achieved through traditional learning experiences in the classroom as well as extra and co-curricular activities. The current outcomes were approved by the College Board of Trustees in June 2014.

- FM graduates will demonstrate critical thinking, problem solving, and creativity.
- FM graduates will proficiently select and apply appropriate communication skills in a variety of settings.
- FM graduates will apply appropriate technology in order to effectively research, communicate, and learn.
- FM graduates will demonstrate self and cultural awareness, civic responsibility, and an appreciation of the natural world.

History and Location

The Boards of Supervisors of Fulton and Montgomery Counties approved the Charter for Fulton-Montgomery Community College on March 21, 1963. The College became the twenty-seventh two-year institution in the State University system. The goal of the College has been to meet local needs and provide services through low cost, quality education. The residents of the two counties are encouraged to use the services and facilities of the College.

Fulton-Montgomery Community College opened its doors in September 1964, in temporary quarters. In 1969 the College moved to a permanent site consisting of 194 acres, five buildings and several athletic fields. Located halfway between Johnstown and Amsterdam, the campus is situated in the foothills of the Adirondack Mountains. Albany, the state capital, is approximately forty miles southeast of the campus. This setting allows students to enjoy a wide variety of cultural, historical and recreational activities.

Accreditation

Fulton-Montgomery Community College is accredited by the Middle States Commission on Higher Education.

3624 Market Street
Philadelphia, PA 19104
Phone: (267) 284-5000

All of FM's programs are registered with the New York State Department of Education and are approved for the training of veterans under the various public laws. The College is approved for the holders of New York State scholarships. The College is authorized by the Board of Regents of the University of New York to confer upon its graduates the degree of Associate in Arts, Associate in Science, Associate in Applied Science, or Associate in Occupational Studies. The College is also authorized to offer a number of one-year Certificate programs.

The Nursing Associate of Applied Science program is accredited by the Accreditation Commission for Education in Nursing.

3343 Peachtree Road NE, Suite 850
Atlanta, Georgia 30326
Phone: (404) 975-5000
Fax: (404) 975-5020
Email: info@acenursing.org
Web: www.acenursing.org

The Radiologic Technology Associate of Applied Science program is accredited by the Joint Review Committee on Education in Radiologic Technology.

20 North Wacker Drive, Suite 2850
Chicago, IL 60606-3182
(312) 704-5300
email: mail@jrcert.org
web: www.jrcert.org

Campus Facilities

The Fulton-Montgomery Community College is a beautiful campus on 200 acres of land nestled in the base of the Adirondacks. The campus is placed in a rural setting that overlooks the Mohawk Valley. The campus consists of academic buildings, its signature clock-tower, a childcare center, and Campus View Student Housing.

Administration Building

- Admissions
- Bursar
- Financial Aid
- Institutional Research
- Office of Public Relations
- Presidents Office
- Provost and Vice President for Academic Affairs
- Registrar
- Vice President for Student Affairs

Campus Housing

- Fulton Hall
- Montgomery Hall
- Raider Hall
- Residence Life Services Center

O'Connell Hall

- Academic Classrooms
- Academic Science Labs
- Center for Engineering and Technology
- Center for Health Professions
- Deans' Office
- Empire State College
- Faculty Offices
- IT Services

Communications and Visual Arts

- Art Gallery – Perrella Art Gallery
- Art Studios
- Center for Visual and Performing Arts
- Student Development Center
- Theater
- TV and Radio Studios

Foundation and Finance

- Business Office
- Foundation
- Human Resources
- Payroll
- Vice President for Finance and Administration

Library Building

- Books & Bytes Cafe (dining)
- Graphic Arts Labs
- Library – Evans Library
- Learning Center
- Math Learning Center
- Writing Center

Physical Education Building

- Athletic Director
- Coaches' Offices
- Faculty Offices (HPER)
- Facilities
- Fitness Center
- Gym
- Public Safety
- Raiders Cove (Dining)

Student Union

- Boardroom
- College Store
- Game Room
- Large Lounge
- Student Activities
- Student Government
- Union Stations (Dining)
- X-Kitchen (Dining)

Educational Facilities Off Campus

The HFM Career and Technical Center, operated by the Board of Cooperative Educational Services (BOCES), located next door to the campus, is the site for laboratory work for courses in automotive technology and construction technology.

FOUNDATION OF FULTON-MONTGOMERY COMMUNITY COLLEGE, INC.

The mission of the Foundation of Fulton-Montgomery Community College, Inc. is to enhance Fulton-Montgomery Community College through positive regional community relations, and to develop private funds to advance educational opportunities for students, staff and the community. By generating, processing and allocating gifts, the Foundation supports efforts that enhance the quality of programs by funding scholarships, new academic initiatives, technology, endowments, faculty/staff development, athletic programs, and capital projects.

The Foundation is overseen by a Board of Directors whose membership is comprised of community leaders from both Fulton and Montgomery Counties, a faculty member, an Alumni representative, a Student Government representative, and a representative from the College Board of Trustees. The Foundation acts as the sole recipient of gifts for the College. The Corporation was founded in 1976 and has been granted 501(c)(3), not-for-profit status by the Internal Revenue Service.

The Foundation is administrator of all funds, gifts and endowments that support annual Scholarships and Awards, the Perrella Gallery, and The Evans Library of Fulton-Montgomery Community College. Additionally, the Foundation collects and administers funds restricted for the enhancement of the Kenneth R. Dorn Regional History Collection, the William G. Barto Memorial Lecture Series, and funds raised to support intercollegiate athletic programs.

Annual fundraising events of the Foundation include the signature events, FM Foundation Golf Tournament and Distinguished Alumni Dinner. The annual campaign fundraising and special gifts raise funds for general support of the Foundation. The Foundation is building for the future by working with donors to establish planned gifts and legacies to support the College.

For information on how you can support the FM Foundation, contact the Foundation Office of FM, Inc. at (518) 736-FMCC (3622) extension 8020.

FALL 2016

Aug. 31	Wed.	Last Day to Register for Fall Session without $25 Late Fee
Sept. 1	**Thurs.**	**First Day of Classes for Fall Semester**
Sept. 1-7	Thurs.-Wed.	Late Registration Period (Subject to $25.00 late fee)
Sept. 1-14	Thurs.-Wed.	Late Payment Period (Subject to $25.00 late fee)
Sept. 5	Mon.	College Closed – Labor Day (limited services/facilities may be available)
Sept. 8	Thurs.	Last Day for Student-Initiated Schedule Changes
Sept. 15-28	Thurs.-Wed.	Late Payment (subject to additional $50 late fee)
Sept. 19	Mon.	Course Planning begins for Winter/Spring 2017 Online Registration Only
Sept. 23	Fri.	1st 5-Week Session Individual Course Withdrawal Deadline (Session 01)
Oct. 3	Mon.	1st 7-Week Session Individual Course Withdrawal Deadline (Session 02)
Oct. 3	Mon.	Deadline to Apply for Fall 2016 Graduation
Oct. 3	Mon.	Online Registration Opens for Winter/Spring 2017
Oct. 10	Mon.	College Closed – Columbus Day (limited services/facilities may be available) (Saturday Oct. 8 classes will be in regular session)
Oct. 17	Mon.	On-Campus Registration Begins for Winter/Spring 2017
Oct. 18	Tues.	1st 10-Week Session Individual Course Withdrawal Deadline (Session 03)
Oct. 19	Wed.	Mid-Term Grades Due at Noon
Oct. 28	Fri.	2nd 5-Week Session Individual Course Withdrawal Deadline (Session 04)
Nov. 9	Wed.	Last Day for Individual Course Withdrawals
Nov. 11	Fri.	College Closed – Veteran's Day (limited services/facilities may be available)
Nov. 22	Tues.	2nd 10-Week Session Individual Course Withdrawal Deadline (Session 06)
Nov. 24-27	Thurs.-Sun.	College Closed – Thanksgiving (limited services/facilities may be available)
Nov. 28	Mon.	2nd 7-Week Session Individual Course Withdrawal Deadline (Session 05)
Dec. 2	Fri.	3rd 5-Week Session Individual Course Withdrawal Deadline (Session 07)
Dec. 9	Fri.	Special Friday Makeup Session (for evening classes only)
Dec. 14	**Wed.**	**Last Day of Classes (classes end at 10 p.m.)**
Dec. 15-17	Thurs.-Sat.	Final Exams
Dec. 19	Mon.	Final Grades Due at Noon
Dec. 24– Jan 2	Sat.-Mon.	Campus Closed Christmas/New Year Break

WINTER 2017

Dec. 23	Fri.	Last Day to Register for Winter Session without $25 Late Fee
Jan. 3	**Tues.**	**First Day of Classes for Winter Session**
Jan. 3	Tues	Late Payment Subject to $25 Late Fee
Jan. 12	Thurs.	Last Day for Individual Course Withdrawals
Jan. 16	Mon.	College Closed – Martin Luther King, Jr. Holiday (limited services/facilities may be available)
Jan. 19	**Thurs.**	**Last Day of Classes for Winter Session**
Jan. 20	Fri.	Final Grades Due for Winter Session

SPRING 2017

Jan. 20	Fri	Last Day to Register for Spring Session without $25 Late Fee
Jan. 20	Fri.	Orientation (Half-day AM Session)/Assessment Day (Half-day PM Session)
Jan. 23	**Mon**	**First Day of Classes for Spring Semester**
Jan. 23-27	Mon.-Fri.	Late Registration (subject to $25 late fee)
Jan. 23-Feb. 3	Mon.-Fri.	Late Payment Period (subject to $25 late fee)
Jan. 27	Fri..	Last Day for Student-Initiated Schedule Changes
Feb. 6-17	Mon.-Fri	Late Payment Period (subject to $50 late fee)
Feb. 13	Mon.	1st 5-Week Session Individual Course Withdrawal Deadline (Session 01)
Feb. 15	Wed.	Deadline to Apply for Spring 2017 Graduation
Feb. 15	Wed.	Course Planning Begins for Summer/Fall 2017 Online Registration Only
Feb. 20	Mon.	College Closed – President's Day Holiday (Sat, Feb. 18 classes will be in regular session) (limited services/facilities may be available)
Feb. 24	Fri.	1st 7-Week Session Individual Course Withdrawal Deadline (Session 02)
Mar. 6	Mon	Online Registration Opens for Summer and Fall 2017
Mar. 9	Thurs.	1st 10-Week Session Individual Course Withdrawal Deadline (Session 03)
Mar. 15	Wed.	Mid-Term Grades Due
Mar. 17	Fri.	No Day or Evening Classes –Founder's Day
Mar. 18-26	Sat.-Sun.	No Classes – Spring Recess (limited services/facilities may be available)
Mar. 27	Mon	On-Campus Registration Begins for Fall 2017
Mar. 28	Tues.	2nd 5-Week Session Individual Course Withdrawal Deadline (Session 04)

Apr. 5	Wed.	Individual Course Withdrawal Deadline
Apr. 14	Fri.	College Closed – Good Friday (limited services/facilities may be available)
Apr. 21	Fri.	2nd 10-Week Session Individual Course Withdrawal Deadline (Session 06)
Apr. 27	Thurs.	2nd 7-Week Session Individual Course Withdrawal Deadline (Session 05)
May 1	Mon.	3rd 5-Week Session Individual Course Withdrawal Deadline (Session 07)
May 5	Fri.	Special Friday Make-up Session (for evening classes only)
May 12	**Fri.**	**Last Day of Classes for Spring Session (classes end at 10 p.m.)**
May 15-16	Mon.-Tues.	Final Exams
May 18	Thurs.	Final Grades Due
May 18	Thurs.	Academic Awards Ceremony (evening)
May 19	Fri.	Commencement (evening)
May 29	Mon.	College Closed Memorial Day Holiday (limited services/facilities may be available)

SUMMER 2017

Summer Add/Drop Period, for all sessions, is 24 hours after the first class meeting day (date will vary by class).

SUMMER DAY SESSION I

May 26	Fri	Last day to Register for "Day Session I", "Summer Eve 8 and 10-week Sessions" w/o $25 late fee
May 29	Mon	College Closed Memorial Day Holiday (limited services/facilities may be available)
May 30	**Tues**	**First Day of Classes For "Summer Day Session I"**
May 31	Wed	Late Payment Period for "Summer Day Session I" (subject to $25 late fee)
June 20	Tues	Last Day for Individual Course Withdrawals for "Summer Day Session I"
June 23	Fri	Special Friday Make Up Day for "Summer Day Session I"
June 30	**Fri**	**Last Day of Classes for "Summer Day Session I"**
July 3	Tues	Final Grades Due for "Summer Day Session I"
July 4	Mon	College Closed – Independence Day Holiday Observance (limited services/facilities may be available)

SUMMER DAY SESSION II

July 3	Mon	Last day to Register for "Summer Day Session II" w/o a $25 late fee
July 4	Mon	College Closed – Independence Day Holiday Observance (limited services/facilities may be available)

July 5	**Wed.**	**First Day of Classes for "Day Session II"**
July 6	Thurs.	Late Payment Period for "Day Session II" (subject to $25 late fee)
July 25	Tues	Last Day for Individual Course Withdrawals for "Day Session II"
July 28	Fri	Special Friday Make Up Day for "Day Session II"
Aug 4	**Fri**	**Last Day of Classes for "Day Session II"**
Aug 7	Mon	Final Grades Due for "Day Session II"

SUMMER 8-WEEK EVENING SESSION

May 26	Fri	Last day to Register for "Day Session I", "Summer Eve 8 and 10-week Sessions" w/o $25 late fee
May 29	Mon	College Closed Memorial Day Holiday (limited services/facilities may be available)
May 30	**Tues**	**First Day of Classes For "8-Week Evening Session"**
May 31	Wed	Late Payment Period for "8-Week Evening Session" (subject to $25 late fee)
July 3	Mon.	Last Day for Individual Course Withdrawals for "8-Week Evening Session "
July 4	Tues	College Closed – Independence Day Observance (limited services/facilities may be available)
July 14	Fri	Special Friday Make Up Day for "8-Week Evening Session "
July 21	**Fri**	**Last Day of Classes for "Summer 8-Week Evening Session"**
July 24	Mon	Final Grades Due for "8-Week Evening Session "

SUMMER 10-WEEK SESSION

May 26	Fri	Last day to Register for "Day Session I", "Summer Eve 8 and 10-week Sessions" w/o $25 late fee
May 29	Mon	College Closed Memorial Day Holiday (limited services/facilities may be available)
May 30	**Tues**	**First Day of Classes for "10-Week Session"**
May 31	Wed	Late Payment Period for "10-Week Session" (subject to $25 late fee)
July 4	Tues	College Closed – Independence Day Observance (limited services/facilities may be available)
July 12	Wed	Last day for Individual Course Withdrawal for "10-Week Session"
July 28	Fri	Special Friday Make Up Day for "10-Week Session"
Aug 4	**Fri**	**Last Day of Classes for "10-Week Session"**
Aug 7	Mon	Final Grades Due for "10-Week Session"

ADMISSIONS

Fulton-Montgomery Community College (FM) is a College of the State University of New York and provides college level education to students from a variety of educational backgrounds. Admission to FM is determined without regard to age, race, color, sex, religion, national origin, disability or sexual orientation of the applicant.

FM's Office of Admission offers prospective students with support throughout the admission process. The Admissions Office is responsible for providing initial, relevant information about academic opportunities at the College. Students interested in pursuing academic studies may contact the office to receive applications for admission, degree program information, or meet with an Admissions representative to discuss academic goals.

General Admission Requirements

Admission to FM's College's degree and certificate programs, with the exception of the General Education Certificate (0985), is open to any individual who has met one of the following criteria:

- Possession of a High School Diploma from an accredited school as evidenced by an official high school transcript showing the graduation date.
- Test Assessing Secondary Completion (TASC) previously know as General Equivalency Diploma (GED). A copy of the TASC diploma and transcript will be acceptable for admission.
- A letter from the Superintendent of Schools documenting equivalency of instruction to a high school program. This refers to home-schooled students. Please refer to section below titled "Home Schooled Students".
- Possession of a previous college degree as evidenced by an official college transcript from a regionally accredited college or university or any institution in NYS authorized by the Board of Regents to confer degrees.
- Completion of 24 semester hours of college course work consisting of six (6) credits in English/ Language Arts, three (3) credits in Mathematics, three (3) credits in Natural Sciences, three (3) credits in Social Sciences, three (3) credits in Humanities, and six (6) credits in courses within a registered program of study. Submission of an official college transcript will be acceptable.
- Successful completion with passing scores as defined by the Commissioner of Education of the following five Regents examinations or approved alternative assessments for these examinations: the Regents Comprehensive Examination in English, the Regents Examination in Mathematics, the Regents Examination in United States History and Government, a Regents Examination in Science, and the Regents Examination in Global History and Geography.

Applicants who have not obtained a high school diploma, a General Equivalency Diploma, or who have not

met one of the above stated criteria may be admitted in our General Education Certificate Program (0985). See "Non-High School Graduates" section for further details.

Applicants for admission must select a desired degree or certificate program of study. Students who are uncertain of which degree or certificate to pursue may meet with an academic advisor to discuss options.

Applicants must complete a writing assessment prior to scheduling classes to determine course placement. Students who have met certain academic criteria may receive a waiver for the writing assessment, based on prior course work at the college level.

Applicants are not required to submit SAT or ACT scores for admission.

Home Schooled Students

Home-schooled students are welcome to apply for admission to FM. Proof of high school completion or equivalency may come in the following forms:

- Official transcript from an accredited home school institution.
- Letter from the Superintendent of Schools stating that the student's home school program is substantially equivalent to a four-year high school program pursuant to the requirements of Section 100.10 of the Regulations of the Commissioner of Education.

If a home-schooled student has not met the above stated criteria, he or she may be considered for admission to study in the General Education Certificate program (0985), if his/her high school class has graduated. Students in this situation will be required to take the Ability to Benefit (ATB) examination to be considered for financial aid.

Early Admission Program

Fulton-Montgomery Community College offers high school seniors an option to study at the College on a part-time or full-time basis as an Early Admit student. This program allows qualified seniors the opportunity to fulfill high school graduation requirements through completed college credit. Students interested in learning more about the Early Admission Program should contact the Admission's Office.

The available options for this program are as follows:

- Seniors in the top half of their high school class who are recommended by their guidance counselor or high school principal may study in this program.
- Seniors, who are not in the top half of their class and who are recommended by their guidance counselor or principal, may apply for the Early Admit Exploratory program at the College, taking courses which have no effect upon high school graduation requirements.
- Early Admit Students may enroll for full-time or part-time study. Early Admit Students may take all classes at FM or enroll for courses at their high school as well as FM.

The application process is as follows:

1. High School Juniors complete the Early Admission Program Application for Admission and submit it to their guidance counselor. The application is available in high school guidance offices.
2. The guidance counselor completes the application and provides the College with an official high school transcript.
3. The Admissions Office acts on the application and sends a decision letter to the student.

Full-time (12 or more credits) may apply for financial aid by completing the FAFSA. Early Admit Students are eligible for TAP (Tuition Assistance Program) only.

Early Admission students who would like to continue to attend FM after graduating from High School, are required to apply for admission and submit an official final high school transcript to complete their enrollment. Once their enrollment is complete, the student may then register for classes.

Readmission to College

If you were previously registered, and have not been in attendance for one or more semesters, you are required to submit a new admission application to re-enroll.

Concurrent Enrollment Program: College in the High School

The concurrent enrollment program, referred to as the College in the High School Program, consists of college level courses taught to qualified High School students at off-campus locations, typically at area High Schools. Please contact your High School guidance counselor for admission criteria. Refer to the Registrar section of the catalog for more information.

Non-High School Graduates – General Education Certificate Program

Fulton-Montgomery Community College has developed a program of study for the student whose high school class has graduated, and the student does not possess a high school diploma or Testing Assessing Secondary Completion (TASC) previously known as General Equivalency Diploma (GED). Students meeting this criteria can apply to attend the College in the General Education Certificate Program (0985).

Consisting of 28 credit hours of study, the student will work closely with an academic advisor in an effort to complete the specific college credits required to apply for the TASC through the FM Registrar's Office. A nonrefundable processing fee must accompany all applications mailed to the High School Equivalency Program office. Candidates who meet all requirements and who have earned the required credits (as certified by the registrar of the institution where the credits were earned) will receive a diploma and an official transcript certifying that they were awarded the New York State High School Equivalency Diploma Based on Earned College Credit. These credits, once earned, and once the TASC has been granted, may then be applied to a degree or certificate program.

Students who wish to enter this program of study must take an Ability to Benefit (ATB) examination to determine if, in the judgment of the College, the student has a reasonable chance of succeeding in college-level coursework. Successful completion of the Ability to Benefit examination will also determine if the applicant will be eligible to receive state-funded financial aid.

The General Education Certificate (0985) program is not eligible for Federal Financial Aid including, but not limited to: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (SEOG), Federal Work-Study, Federal Student Loan Program and Federal Veteran Educational benefits. For more information contact the Financial Aid Office at 518-736-FMCC (3622).

Students who have or will be graduating with a Career Development and Occupational Studies Commencement Credential previously known as an Individual Education Plan (IEP) diploma must apply to the General Education Certificate Program.

International Student Admission

Students wishing to study at the College who are not citizens of the United States and who will study under a non-immigrant F-1 Student Visa are considered International Students. Students who enter the College demonstrating sufficient English language skills may enroll directly in degree courses, or, dual admission may be granted for the Intensive English Language program and degree program which will be contingent upon completion of the Language program. A single admission status may also be granted for the Intensive English Language program.

Applicants should contact the Director of International Students and ESL programs for detailed information and application forms.

English for Speakers of Other Languages

The College offers a non-credit bearing Intensive English Language program for students whose native language is not English. This program is open to non-immigrants, refugees, and permanent residents intending to continue their studies.

Educational Opportunity Program (EOP)

The College's Educational Opportunity Program (EOP) for New York State residents is an academic and financial aid program which helps capable students go to college, if they show promise for mastering college level work. Offered to full time students only, EOP accepts both graduating seniors and adult learners in their freshman year who qualify academically and financially for the program.

In addition, transfer students may be considered for admission if they were enrolled in EOP, HEOP (Higher Educational Opportunity Program), SEEK (Search for Education, Elevation and Knowledge), or a similar academic and financial support program at their previous college(s).

To qualify for EOP a student must be a resident of New York State with a high school diploma or its equivalent. To be considered academically disadvantaged, students must meet any one of the following criteria:

- be in the lower one half of their class;
- have a high school average (at the end of the junior year) within the range 65-82; or
- possess a General Equivalency Diploma (GED).

Applicants must also file a Free Application for Federal Student Aid (FAFSA) and a NYS Tuition Assistance Program (TAP) form so that financial eligibility and need can be determined. Completed applications (both admissions and financial aid) must be on file in the Financial Aid Office by June 1 in order to receive priority for admission to this program. Students must supply their family's latest income tax statements and other financial documentation to verify eligibility for EOP.

APPLICATION FOR ADMISSION – POLICIES AND PROCEDURES

Students considering Fulton-Montgomery Community College may contact the Office of Admission at (518) 736-FMCC (3622) to obtain an application and admission information. Applications for admission are accepted on a continuous basis and should be received by the office prior to the start of classes. Students who have previously applied or attended Fulton-Montgomery Community College should contact the Admissions Office directly for specific directions on completing the re-admission process. The process for applying is as follows:

1. All applicants must submit a completed Fulton-Montgomery Community College Application for Admission. Applications and college literature are available from the Admissions Office, at area high school guidance offices, community agencies and online at www.fmcc.edu.
2. Applicants must submit an official, final high school transcript, with proof of graduation, to the Admissions Office prior to the start of the semester.
3. Applicants who possess a Test Assessing Secondary Completion (TASC) previously known as General Equivalency Diploma (GED), must submit a copy of the diploma and score report prior to the start of the semester.
4. Transfer students, if they wish to transfer in college credits earned form other institutions, must submit official college transcripts directly to the Office of the Registrar.

The student will be notified of acceptance to the College through written correspondence. An official acceptance will be conditional upon successful submission of the above-required documents.

Felony Conviction and Disciplinary Dismissal information is requested and required on the application for admission. If the applicant indicates the affirmative answer on either of these questions, he/she will be subject to a review process. Fulton-Montgomery Community College complies with the State University of New York Admission Policy for Ex-offenders. Failure to disclose a felony conviction prior to or after admission may result in expulsion from the College. Failure to disclose a disciplinary dismissal may also result in expulsion from the College.

2+2 Dual Admission Program

In partnership with other colleges and universities, FM has developed comprehensive 2+2 Dual Admission programs. These agreements are designed to simplify our graduates' ability to transfer to four-year institutions and work toward a bachelor's degree without loss of time or credits. Students admitted to these academic programs will, upon successful completion of a prescribed sequence of courses leading to an associate's degree with a stated minimum grade point average, be assured transfer with full junior-year status. For more information about the 2+2 Dual Admission program, visit www.fmcc.edu and click-on the 2+2 Dual Admission icon.

Nursing Admission

Students interested in the Nursing Program (0622) must complete the general application for admission and a supplemental nursing application. Accepted applicants must provide documentation of a current America Heart Association CPR certification and a completed health form prior to the beginning of the first semester. The Nursing program is a competitive admission program and is limited to those students who have successfully completed the prerequisites prescribed for the program. Refer to the program description for further detail.

The Nursing Program is accredited by the Accreditation Commission for Education in Nursing, Inc. Information regarding ACEN Accreditation may be found at their web site: www.acenursing.org. ACEN is located at: Accreditation for Commission for Education in Nursing, Inc., 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, phone: (404) 975-5000.

Students who are readmitted should complete all requirements within a four-year period.

Radiologic Technology Admission

Students interested in the Radiologic Technology Program (0628) must complete the general application for admission and a supplemental Radiologic Technology application. Accepted applicants must provide documentation of a current American Heart Association CPR certification and a completed health form prior to the beginning of the first semester. The Radiologic Technology program is a competitive admission program and is limited to those students who have successfully completed the prerequisites prescribed for the program. Any prior health care experience will be utilized in the admissions process. Refer to the program description for further detail.

To qualify for the next sequential radiology course, the student must earn a grade of "C" or above in all radiology courses, pass the clinical portion, and earn a grade of "C" or above in Anatomy & Physiology I & II (BIO181 and BIO182).

Students who are readmitted should complete all requirements within a four-year period.

Nursing (0622) and Radiologic Technology (0628) require a separate application for admission.
Applications may be submitted online. Please refer to the program descriptions and qualifications in this catalog for further admission criteria to these competitive admission programs.

www.fmcc.edu/admissions/apply/nursing-application

www.fmcc.edu/admissions/apply/radiologic-technology-application

TRANSFER ADMISSION AND ADVANCED PLACEMENT

Applicants for admission, who would like to have their previous college work evaluated for transfer credit, must request official transcripts from all previously attended colleges. Official transcripts may be either mailed directly to the Registrar's Office, or hand-delivered by the student in a sealed envelope from their attending institution. The Director of Academic Support Services is responsible for transfer credit evaluations. Students who have earned college credits in high school through concurrent enrollment programs, such as Project Advance (SUPA) or College in the High School (CHS), must submit an official transcript from the sponsoring college or university to receive credit.

General Transfer Policies

Credit will be accepted from regionally accredited colleges and programs as listed in the U.S. Department of Education's Database of Accredited Postsecondary Institutions and Programs at www.ope.ed.gov/accreditation/. Courses to be considered for transfer must carry a grade of "C" or better. Courses graded Pass/Fall or Satisfactory/Unsatisfactory will only be accepted if a student can provide documentation that their earned grade was equivalent to a "C" or better. Credit for remedial courses is not applicable toward any degree or certificate programs and will not be accepted. Only courses applicable to your degree or certificate program will be accepted. The actual courses and credits earned will be transferred, not the actual grades. A maximum of 50 percent of degree or certificate requirements may be fulfilled through transfer credit of any type. To earn a degree from Fulton-Montgomery Community College, except under extenuating circumstances, a minimum of 50 percent of the degree requirements must be completed at FM. Credit will be granted only to students who have been admitted to the College. Additional information is available on our website at www.fmcc.edu/admissions/apply/transfer-students/

International Transfer Credit

Students seeking transfer credit from colleges or universities located outside of the United States should utilize a fee-based credentialing service that verifies the authenticity of the foreign transcript, and both translates and evaluates the document. Evaluation should include both course name and the number of credit hours earned. In some cases, students may be requested to provide course descriptions and/or syllabi that have been translated into English before FM will award transfer credit. The student is responsible for all of the above. FM recommends using World Education Services (WES) https://www.wes.org/.

Proficiency Exams and Alternative Credit

FM will grant credit to students who receive a satisfactory grade on certain College Level Proficiency Exams including the College Level Examination Program (CLEP) or through Advanced Placement (AP). Students seeking credit for CLEP or AP exams, must have score reports sent directly from the testing agency to the Registrar's Office for evaluation. A score of 3 or better is required to receive AP credit. Reports may be requested at https://apscore.collegeboard.org/scores. FM follow the American Council on Education (ACE) recommendation of a minimum score of 50 on CLEP examinations to receive transfer credit. Reports may be requested at www.collegeboard.org/clep. The Director of Academic Support Services evaluates all proficiency exam credit.

In addition to proficiency exams, college credit may also be awarded for the successful completion of experiential learning and for certain relevant military training. Credit for qualified learning through career and technical programs at secondary schools and/or New York State Career and Technical Centers may also be accepted. Please refer to Methods of Earning Credit in the Registrar's Academic Policies section of this catalog for additional details.

FM Transfer Credit Appeal Process

If a student changes programs or disagrees with his or her transfer evaluation, he or she may request a re-evaluation of transfer credit by meeting with an advisor and completing the FM Transfer Credit Appeal Request Form. This form may also be used to challenge any transfer credit that the student feels wasn't properly awarded, or to request a substitution of which courses were awarded.

To initiate the Appeal Process, students must contact the Student Development Center at (518) 736-3622 x8140 to schedule an appointment with an advisor. The student may schedule an appointment directly through MyAppointment https://advisortrac.fmcc.edu/TracWeb40/Default.html using his/her login information. The Director of Academic Support Services and the Dean of Academic Affairs will review your appeal and respond accordingly. You may be asked to obtain a syllabus before a new evaluation can be completed. A determination will be made as soon as all supporting documentation has been received.

SUNY Transfer Credit Appeal Process

If you still do not agree with the college's decision regarding the granting or placement of credit that you earned at a prior SUNY institution, or you have not received a response in 15 business days, you may appeal to the SUNY System Provost. You can submit the appeal by filling out the student appeal form at http://www.suny.edu/provost/academic_affairs/studentform.cfm and sending it along with requested material via email to: TransferCredit@sysadm.suny.edu, or send via certified mail to:

Dr. Alexander Cartwright
Provost and Vice Chancellor for Academic Affairs
SUNY System Administration
One University Plaza
Albany, NY 12246

The SUNY Provost will respond to your appeal within five business days from receipt of the completed appeal application. If the decision finds merit to change the course to meet a major requirement, the receiving institution will be notified to take appropriate action.

If you have questions on this process, please contact Robert Kraushaar (email: Robert.Kraushaar@suny.edu). The appeals process and necessary forms may also be accessed at the SUNY Provost website: http://www.suny.edu/provost/academic_affairs/studenttransferappeal.cfm).

STUDENT CODE OF CONDUCT

The College has the authority to protect its educational purpose through the setting of standards of conduct for students within the College Community. The College Community is defined as any and all persons and activities contained within the College premises and all residential facilities. Residential students, who reside in Fulmont College Association (FCA)-owned or operated student housing, must also adhere to the standards of conduct, set forth in the Campus View Student Housing Manual, which incorporates the standards of conduct as they relate to residential living. The Standards of Conduct are also in effect at any location in which a student is present to carry out their educational experience, including but not limited to internships, work study programs, health care facilities, and College-sponsored extra-curricular activities including but not limited to sporting events on and off campus. FM has established procedures that ensure fairness to all segments of the campus community. In order to ensure the orderly functioning of the academic and non-academic life of students, the College has established the standards of conduct. A violation of the Standards of Student Conduct may result in sanctions including, but not limited to, dismissal from the College and/or from campus housing. Please refer to The Source Student Handbook for details on the Student Code of Conduct.

Campus Tours

Campus Tours are offered on Thursdays at 12:00 p.m. or by appointment. Students interested in tours are encouraged to call the Admission Office to reserve a time. Group Tours may be requested via the Group Visit Request form found under the Admissions section of the College website www.fmcc.edu. Tours are available Monday - Friday during regular business hours. For additional information please call the Admission Office at (518) 736-FMCC (3622).

Virtual Campus Tour

Our Virtual Tour allows you to explore the FM campus right from your computer or mobile device. Visit our campus and checkout where you'll be living, playing and studying.

Campus View Student Housing

Campus View Student Housing, a 288-bed complex, is located adjacent to the campus. Campus View Student Housing is comprised of four buildings. Fulton Hall and Montgomery Hall houses 150 students in suite style rooms, comprised of a large living/dining room, two bedrooms and a bathroom. The suites are furnished with a sofa, two chairs, coffee table and kitchen table. The bedrooms are furnished with beds, dressers and student desks. Raiders Hall, built in 2012, houses 144 students and boasts both single and double fully furnished rooms for students in suite style accommodations. A Residence Life Center is located on the property as well and houses the Public Safety Office, Maintenance Office, and Residence Life Offices. Laundry rooms are located in both the Residence Life Center and Raiders Hall and mail room services are housed in Raiders Hall. Three, full time, Assistant Residence Life Directors are on staff to enhance residential life for our students. Each floor is assigned a student Resident Assistant (RA) to assist with student activities and assist students as needed. Public Safety officers are on site as well. All first-year, full-time students who reside outside a commutable distance from the college are required to live at Campus View Student Housing for their freshman year on a space-available basis. The campus works with Chartwells to provide both residential and commuter students with a well balanced dietary offering in the main dining room, Union Stations, and at our Books & Bytes Café, located just outside the Evans Library. All residential students are required to participate in the meal plan. Contact the Admissions Office at (518) 736-FMCC (3622) or email us at geninfo@fmcc.suny.edu, if you have any questions or to schedule a tour of Campus View Student Housing.

TUITION AND FEES

All tuition and fees must be paid in full by the due date listed on the Tuition and Fees Invoice. Students claiming New York State residency, who reside outside of Fulton or Montgomery County, must submit a Certificate of Residence from their home county to the Bursar's Office by the due date listed on the Tuition and Fees Invoice statement. The Bursar's Office is located in the Administrative Building, Room A-107. You can reach this office by calling (518) 736-FMCC (3622).

Accounts not paid by the due date listed on the Tuition and Fees Statement will be considered delinquent and will be subject to late fees. Unpaid accounts will be referred to a collection agency, incurring additional collection costs. Continued attendance in class will not be allowed.

Upon each student's registration, class space is reserved for that student, and that student incurs a financial obligation. Students deciding not to attend must officially withdraw through the Student Development Center. Refunds will be issued in accordance with the SUNY Uniform Tuition Refund Policy.

Payment Procedure

Payments are made in the Bursar's Office, A107, located in the Administration Building, by one or more of the following methods:

- Online Payments www.fmcc.edu/admissions/tuition-and-fees/pay-bill-online
- Cash
- Check, traveler's check or money order made payable to FM.
- Master Card, Visa or Discover – you may pay by phone at (518) 736-FMCC (3622). This is a great way to avoid waiting in line at the Bursar's Office!
- Tuition Pay – Enrollment forms are included with the tuition and fees invoices and are available in the Bursar's Office.
- Financial Aid – Only accepted aid (e.g., TAP, PELL, SEOG, Stafford Loan, "Outside Scholarships") can be credited to your bill, i.e., aid for which the signed Financial Aid Acceptance Letter has been returned to the Financial Aid Office. Students are responsible for all tuition and fees not covered by accepted aid.
- Employer Sponsored Programs or other third party sponsorships.* A letter from the sponsor detailing the charges to be covered is required.

PLEASE NOTE:
Employee Reimbursement programs require that students pay FM by the payment due date. The student will then request reimbursement from their employer by submitting proof of satisfactory academic achievement (as determined by the employer) at the end of the semester.

Certificate of Residence

Beginning in the Fall 2012 semester, Fulton and Montgomery County residents no longer need to submit a Certificate of Residence to the Bursar's Office. Resident students are required to verify their address on the student self-service portal each academic semester. Providing false information or omission of data may result in dismissal from the college based on the standards of student conduct, available in "The Source Student Handbook".

In order to qualify for the New York State tuition rate, each student who lives outside of Fulton or Montgomery County is required to submit a Certificate of Residence, verifying that they have been a permanent resident of New York State for a full year prior to registration. Students must obtain a new Certificate of Residence each academic year from their County Treasurer's Office. Failure to submit a valid Certificate of Residence will result in the student being charged at the non-resident rate (double tuition).

College Withdrawal

Registered students not planning to attend must officially withdraw from the college (for Withdrawal Procedures, refer to the Registrar-Academic Policies section of the catalog) through the Student Development Center, N107. Refunds and /or tuition and fee reductions will be made in accordance with the SUNY Uniform Tuition Refund Policy based on the effective date of withdrawal.

A Student who officially withdraws shall be liable for payment of tuition and refundable fees in accordance with the following schedule:

Student initiated schedule changes processed prior to the start of the semester are not assessed an add/drop fee. However, **schedule changes made during the first week of the semester will be assessed an $8.00 add/drop fee**. Students dropping part of their course load (prior to the start of the semester and during the first week only) will be refunded any tuition and/or fees associated with the courses dropped. Schedule changes are initiated in the Student Development Center, N107. (For Add/Drop Procedures, refer to the Registrar-Academic Policies section of the catalog.)

Course Withdrawal

After the first week of the semester, a student may withdraw from a course through the Student Development Center, N107. **There will be no adjustment in tuition and/or fees.** A grade of "W" will be issued.

Schedule for Student Tuition Liability			
Liability for Semester (9-15 weeks in length)			
Student Tuition Liability		Student Tuition Refund	
Prior to the first day	0%	100%	Tuition & Fees
During 1st week	25%	75%	Tuition Only
During 2nd week	50%	50%	Tuition Only
During 3rd week	75%	25%	Tuition Only
After 3rd week	100%	0%	Refund due student
Liability for 8 Week Term or Less (8 weeks or less in length)			
Student Tuition Liability		Student Tuition Refund	
Prior to the first day	0%	100%	Tuition & Fees
During 1st week	75%	25%	Tuition Only
During 2nd week	100%	0%	Refund due student
During 3rd week	100%	0%	Refund due student
After 3rd week	100%	0%	Refund due student

Return of Title IV Funds

As part of the Higher Education Amendments of 1998, Congress passed new provisions governing Federal funds when a student withdraws from college. The amount of Title IV assistance earned is based on the amount of time a student spends in academic attendance. A federal aid recipient who completely withdraws from all classes before completing more than 60% of the semester will have his/her federal aid recalculated to determine what portion of the aid was earned and what portion must be returned. If a student withdraws before the 60% point they are considered to have not earned all of their federal aid.

The procedure for the return of Title IV Funds is as follows:

1. The student submits the withdrawal paperwork.
2. The College will determine the amount of aid that was earned by the student.
3. The College will compare the amount of aid earned to the amount of aid disbursed.
4. The College will notify the student of the College's responsibility and of the student's responsibility for returning unearned funds.
5. The College will distribute the unearned funds back to the Title IV programs in the following order:
    a. Unsubsidized Federal Stafford Loan
    b. Subsidized Federal Stafford Loan
    c. Federal Parent Loan for Undergraduate Students
    d. Federal Pell Grant
    e. Federal Supplemental Educational Opportunity Grant

There will not be an adjustment made to tuition and fees that the student will be charged for the semester. The Federal policy bases its concept on the idea that the student "earns" his/her federal aid as the semester progresses. If a student withdraws after the 60% point in the semester the student is considered to have "earned" all of their federal aid.

The policy for students who have stopped attending classes **but** who have not officially withdrawn from the college is as follows:

1. At the end of each semester a Last Date of Attendance will be determined. The last date of attendance will be determined in one of two ways (1) the midpoint of the semester if you withdraw without notifying the College or (2) your last date of attendance at an academically related activity as documented by the College.
2. The withdrawal procedures will be based on that determined date.
3. Return of Title IV procedures will be implemented as outlined above.

Payment and Collection

College tuition, fees, and all costs associated with on-campus housing, meal plans, and books are the responsibility of the student. Students who incur a debt to the College will be responsible for all collection and attorney fees associated with the collection of that debt, including collection costs which will be at a minimum of 25 percent of the debt, plus any and all attorney and court costs.

TUITION AND FEE SCHEDULE ~ PROPOSED CHARGES PER SEMESTER 2016-2017

Tuition and Fees are subject to change

TUITION	FULL-TIME	PART-TIME
NYS RESIDENTS WITH CERTIFICATE OF RESIDENCE ON FILE	$2,100	$175/CREDIT
NEW YORK RESIDENTS WITHOUT CERTIFICATE	$4,200	$350/CREDIT
RESIDENTS OF VERMONT, MASSACHUSETTS, NEW JERSEY & PENNSYLVANIA	$2,450	$217/CREDIT
ALL OTHER NON NEW YORK STATE RESIDENTS	$3,900	$350/CREDIT
NYS HIGH SCHOOL STUDENTS IN FM COURSES AT THEIR SCHOOL[1]	$58/CREDIT	
TUITION DEPOSIT FULL TIME/PART TIME	$40.00	$40.00
INTERNATIONAL STUDENT COMMITMENT FEE	$100.00	

STUDENT SERVICE FEES

AUTOMOBILE PERMITS	$5.00 per vehicle/semester
AUTOMOBILE FINES	$25.00
COURSE FEES, HEALTH, MUSIC, ETC.[2]	$60.00
COURSE, GRADE, PROGRAM, SCHEDULE CHANGE	$8.00
CREDIT BY EXPERIENCE/LIFE EXPERIENCE	$35/credit hour
DIPLOMA REPLACEMENT FEE	$10.00
ESL COMPASS TESTING FEE	$15.00
HOUSING APPLICATION FEE	$50.00
HOUSING SECURITY DEPOSIT	$250.00
HOUSING – DOUBLE ROOM	$3,750/semester
HOUSING – SINGLE ROOM	$4,175/semester
HOUSING – OFF CAMPUS	$4,175/semester
LATE FEES AND LATE REGISTRATION FEES	$75.00
LOST LIBRARY MATERIAL	Replacement Cost & Processing Fee
MEAL PLAN	$1,925/semester
NURSING TESTING / REMEDIATION FEE	$165.00/semester
NURSING IV MATERIALS FEE	$400.00
RADIOLOGIC TECHNOLOGY CLINICAL COURSE FEE	$150.00
RETURNED CHECKS-ISF	$25.00
STUDENT ACTIVITY (FULL TIME)	$115.00/semester
STUDENT ACTIVITY (PART-TIME PER CREDIT)	$8.00
STUDENT I.D. CARD REPLACEMENT FEE	$10.00
STUDENT WELLNESS FEE	$25/semester
SUNY SYSTEM ADMINISTRATIVE FEE	$1.00
TECHNOLOGY FEE (8 CR. OR LESS)	$83.00/semester
TECHNOLOGY FEE (9 CR. OR MORE)	$140.00 /semester
TRANSCRIPT, GRADE REPORT, FINANCIAL AID, IMMUNIZATION, TRANSFER RECORD	$5.00
TRANSPORTATION – SEMESTER PASS	$350.00

[1]SUNY policy allows tuition discount for designated part-time students.

[2]Course Fees - Course fees are assessed for courses that offer various types of labs, special equipment and/or support services. This includes traditional lab arrangements associated with science and technology courses as well as the computer labs and peer tutor program which the College makes available as support to many courses in the Business, Technology and Liberal Arts areas.

[3]Technology Fees - The Technology Fee supports development, implementation and access to campus wide facilities and services.

FINANCIAL AID

Financial aid is available to qualified students at Fulton-Montgomery Community College. Financial aid is considered any grant, scholarship, loan, or employment opportunity with the purpose of assisting students with educationally related expenses. Financial aid at Fulton-Montgomery Community College is awarded on the basis of student need and the availability of funds. Funds are limited so students are encouraged to submit the Free Application for Federal Student Aid (FAFSA) as soon after January 1 as possible. Completed applications (both Admissions and Financial Aid) must be on file by May 1 in order to receive priority funding.

Financial aid funding comes primarily from four sources, the Federal government, State government, colleges and universities, and private organizations. Descriptions of the aid programs, eligibility requirements, application procedures, and award amounts are summarized on the following pages.

Students wishing to be considered for assistance from aid programs administered by Fulton-Montgomery Community College must complete a Free Application for Federal Student Aid (FAFSA School Code 02867) annually. The FAFSA may be completed online at www.fafsa.ed.gov. New York State residents who complete their FAFSA online will also have the opportunity to complete their Express TAP Application (TAP School Code 2240) online in the same session (to apply for a TAP award).

Once the Financial Aid Office receives your FAFSA you will be able to access your MyAid Account. MyAid is an online, interactive website which allows you to view your information, see what is needed to process your financial aid and accept or decline any aid.

Estimated Cost of Attendance for Fall 2016 and Spring 2017

Full Time Students	Not Residing at Home	Residing at Home
Tuition and Fees	$4,618	$4,618
Room and Board	$11,350	$5,675
Books and Supplies	$ 900	$ 900
Personal Expenses	$ 1,600	$ 1,600
Transportation	$ 1,600	$ 1,600
Estimated Total for year	$20,068	$14,394

FEDERAL PROGRAMS

Federal Pell Grant

The Federal Pell Grant is awarded to eligible full and part-time undergraduate students. The amount of the award is determined by the student's financial need. The Federal Pell Grant may be used for any college related expenses and, as a grant, does not have to be repaid (unless the student stops attending classes and it is determined that the student has been overpaid).

Application Procedures: Complete the Free Application for Federal Student Aid (FAFSA) annually and submit the application for processing. After the application has been processed, the student will receive a **Student Aid Report (SAR)**. Based on the SAR information, the Financial Aid Office will determine the student's eligibility for Federal student aid. Once the award is determined, the Federal Pell Grant will be credited to the student's account and will be disbursed according to the College's disbursement policy.

Selection of Recipients and Allocation of Awards: In order to be eligible for a Federal Pell Grant, the student must be matriculated in an eligible degree program, in good academic standing, and making satisfactory academic progress.

Financial need is determined by the information provided on the student's FAFSA. A formula developed by the U.S. Department of Education and approved by Congress is applied to the application during processing. The formula calculates the student's Estimated Family Contribution (EFC) on which Pell eligibility is based.

All students may receive Pell grants for up to 12 semesters, measured by percentage of Scheduled Award(s) disbursed ("Lifetime Eligibility Used," or "LEU" field in COD up to 600%).

Award Schedule: Federal Pell Grant awards for the 2015-2016 academic year range from $598 to $5,815. The amount of the award will be affected by the (EFC) Expected Family Contribution, student's cost of attendance and enrollment status.

Rights and Responsibilities of Recipients: The student must continue to make satisfactory academic progress in his/her program (See Academic Standards Policy). The student must not owe any refunds from the Federal Pell Grant or any other award program, and must not be in default on any student loan. At the time of application, the student must sign an affidavit stating that all money received be used only for educational expenses. The student must continue to attend classes regularly.

Federal Supplemental Educational Opportunity Grant (SEOG)

This Federal grant is awarded to eligible full and part-time undergraduate students. The amount of the award is determined by the student's financial need, and by the amount of funding available to the College. SEOG may be used for any college-related expenses and, as a grant, does not have to be repaid (unless the student stops attending classes and it is determined that the student has been overpaid).

Application Procedures: Eligibility for SEOG is automatically determined for all students who complete the Free Application for Federal Student Aid (FAFSA).

Selection of Recipients and Allocation of Awards: To be eligible for SEOG, the student must: (1) be in exceptional financial need determined by the Expected Family Contribution (EFC) (2) be matriculated in an eligible degree program (3) not owe any refunds from the Federal Pell Grant or any other award program, and (4) the student must not be in default on any student loan.

Award Schedule: Awards range from $100 to $400, depending upon the student's financial need, the availability of SEOG funds at Fulton-Montgomery Community College, and the amount of any other financial aid.

Rights and Responsibilities of Recipients: The student must continue to make satisfactory academic progress in his/her program (See Academic Standards Policy). The student must not owe any refunds from the Federal Pell Grant or any other award program, and must not be in default on any student loan. At the time of application, the student must sign an affidavit stating that all money received will be used only for educational expenses. The student must continue to attend classes regularly.

Federal Work-Study Programs (FWS)

The Federal Work-Study Program is financed by federal funds. This program gives the student the opportunity to pay for part of his/her educational expenses by working a part-time job either on or off campus.

Application Procedures: Eligibility for FWS is determined for all students who complete the FAFSA, indicate an interest in Work-Study and complete a work study application. The application is available on the MyAid account.

Selection of Recipients and Allocation of Awards: In order for a student to be eligible for FWS, the student must be matriculated, enrolled at least half time in an eligible degree program and demonstrate financial need. Financial need is determined by the information provided on the student's FAFSA. A formula developed by the U.S. Department of Education and approved by Congress is applied to the application during processing. The formula calculates the student's Estimated Family Contribution (EFC).

The college makes employment reasonably available to all eligible students. In the event that more students are eligible for FWS than there are funds available and/or positions available, preference is given to students on a first come first served basis.

Award Schedule: The Financial Aid Office will work with the student to arrange a job averaging nine hours per week during enrollment periods. Many factors including, but not limited to, financial need, the student's class schedule and academic progress are considered by the Financial Aid Office when determining the student's work schedule.

Students will be paid federal minimum wage in most cases and receive a paycheck every two weeks.

Rights and Responsibilities of Recipients: The student must continue to make satisfactory academic progress in his/her program (See Academic Standards Policy). The student must not owe any refunds from the Federal Pell Grant or any other award program, and must not be in default on any student loan. At the time of application, the student must sign an affidavit stating that all money received will be used only for educational expenses. The student must continue to attend classes regularly.

William D Ford Federal Direct Student Loans

Federal Direct Student Loans are a way for the student to borrow money from the federal government to pay for some of his/her educational expenses. Fulton-Montgomery Community College will use the student's Federal Direct Loans to pay for school charges, and will disburse remaining money to the student for other educational expenses. There are three types of Federal Direct Loans:

Federal Direct Subsidized Loans - These loans are based on financial need. The federal government will defer the interest on this type of loan while the student is in school.

Federal Direct Unsubsidized Loans - Eligible students may borrow this type of loan regardless of need. The students are responsible for all interest charged on these loans.

Federal Direct PLUS Loans - Parents of eligible dependent students may borrow this loan to assist with their child's educational expenses.

Application Procedures: Eligibility for the Federal Direct Subsidized and Unsubsidized loans is automatically determined for all students who complete the Free Application for Federal Student Aid (FAFSA).

If the student chooses to borrow a loan, he/she must submit a Federal Direct Student Loan Application. The student will be required to sign an online master promissory note and complete an online entrance interview as part of the application. The forms can be found at www.studentloans.gov.

Selection of Recipients and Allocation of Awards: To be eligible for a Federal Direct Loan, the student must: (1) be a U.S. citizen or permanent resident alien; (2) be enrolled in at least six degree-applicable credit hours and be matriculated in an eligible degree program; and (3) not owe any refunds from the Federal Pell Grant or any other award program, and must not be in default on any student loan.

Loan Schedule: A first-year undergraduate student (defined as fewer than 30 degree hours earned) may borrow up to $3,500 per year. Eligibility increases to $4,500 for students defined as second-year students (30+ earned degree hours). Students may qualify for additional unsubsidized federal direct Stafford funds depending on their dependency status. An undergraduate may borrow up to an aggregate limit of $31,000 or $57,500 if the student is considered independent for federal financial aid purposes. Fulton-Montgomery Community College is required to delay the first disbursement of all federal loans for first-time freshman borrowers until the 31st day of the term.

Repayment Terms: The interest rate for the Federal Direct Subsidized Loan program is fixed at 4.66 percent. The interest rate for the Federal Direct Unsubsidized Loan program is fixed at 4.66 percent. The interest rate for the Federal Direct PLUS Loan is fixed at 7.21 percent. Additionally, all Federal Direct Subsidized and Unsubsidized Loans borrowers are charged an origination fee of 1.0 percent. Direct PLUS borrowers are charged a 2.5 percent origination fee. The Direct Loan Service Center currently offers a rebate on the origination fee. The rebate is added back into the outstanding balance if the borrower fails to make their first 12 on-time consecutive payments. The rebate for subsidized and unsubsidized loans is .5 percent. The rebate on PLUS loans is 1.5 percent.

There are several different ways to repay a Federal Direct Loan.

- A **standard repayment plan** has a fixed monthly repayment amount for a fixed period of time, usually 10 years.
- An **extended repayment plan** has a lower fixed monthly payment amount, and loan repayment can be extended beyond the usual ten years.
- A **graduated repayment plan** usually begins with lower monthly payments, and payment amounts increase at specified times. Payments may be for the usual ten-year period, or they may be extended beyond 10 years.
- An **income-based repayment plan** sets an annual repayment amount based on the borrower's income after leaving school. The loan is repaid over an extended period of time, not to exceed 25 years.
- **Pay as you Earn Repayment Plan (PAYE)** has a maximum monthly payment of 10 percent of discretionary income and are recalculated each year.
- **Revised Pay as you Earn (REPAYE)** has a maximum monthly payment of 10 percent of your discretionary income and are recalculated each year. Good option if you are seeking the Public Service Loan Forgiveness plan.
- **Income-Contingent Repayment Plan** is the payments will be lesser of 20 percent of discretionary income and recalculated each year.

The Direct Loan Servicing Center will be responsible for maintaining the student's loan account and repayments. It is the student's responsibility to maintain contact with that agency. The student will receive information at both the entrance and exit interviews.

Rights and Responsibilities of Recipients: The student must continue to make satisfactory academic progress in his/her program. The student must not owe any refunds from the Federal Pell Grant or any other award program, and must not be in default on any student loan. The student must be enrolled in degree-applicable credit hours and continue to attend classes regularly.

Title IV Disbursement Policy Federal Pell Grant and Federal Supplemental Educational Opportunity Grant (SEOG)

After tuition and other charges (such as housing, bus passes, bookstore and day care charges) due to Fulton-Montgomery Community College are deducted, the remaining financial aid will be refunded to the student.

U. S. Department of Veterans Affairs (VA) Educational Benefits

Eligible veterans and their dependents are entitled to receive monthly educational benefits for full- or part-time study under the provision of several different veteran programs. They are as follows:

TYPES
Chapter 30 Montgomery G.I. Bill—Active Duty
Chapter 31 Vocational Rehabilitation
Chapter 32 Post-Vietnam Era Veterans' Educational Assistance Program
Chapter 33 Post-9/11 G.I. Bill
Chapter 35 Survivors' and Dependents' Educational Assistance Program
Chapter 1606 Montgomery G.I. Bill—Selected Reserves
Chapter 1607 Reserve Educational Assistance Program
VRAP Veterans Retaining Assistance Program (Subject to availability and program expiration date)

Application Procedures: The U.S. Department of Veterans Affairs website describes the various VA education programs, eligibility, and benefit rates. Applicants may file an online application through the website: http://gibill.va.gov. Applicants will receive a Certificate of Eligibility that must be submitted to the college Financial Aid/VA Certifying Official for certification of benefits.

Veteran Deferrals: Eligible veteran students receiving educational benefits may receive a tuition deferral at the Financial Aid Office. Students who will be receiving benefits for the first time at Fulton-Montgomery Community College must submit a Certificate of Eligibility prior to receipt of a tuition deferral.
Students are advised to meet with the college VA Certifying Officer located in the Financial Aid Office for additional information. Students who qualify for benefits under several programs should review their options carefully before choosing one particular program.

NEW YORK STATE PROGRAMS

Tuition Assistance Program (TAP)

The New York State Higher Education Services Corporation (HESC) administers the TAP program. TAP is a grant and does not have to be repaid.

Application Procedures: Complete a Free Application for Federal Student Aid (FAFSA) online at www.fafsa.gov and if the student is a New York State resident, they will be given access to a link to complete the Express TAP application on the Web. If the FAFSA is not processed online, and, if, on the FAFSA, the student indicates that he/she is a New York State resident and lists at least one New York State college or university of the FAFSA, the student's information will be forwarded to New York State Higher Education Services Corporation (NYSHESC). Once NYSHESC receives the record, they will send the student an Express TAP application, a Request for Information or a status letter and change form. The student should submit requested information directly to NYSHESC. HESC will determine the student's eligibility and will mail an award certificate.

Selection of Recipients and Allocation of Awards: To qualify, the student must: (1) be a New York State resident and a U.S. citizen or permanent resident alien; (2) be enrolled full time and matriculated in an approved New York State post-secondary institution; (3) meet income requirements (see the TAP application for details); (4) be charged a tuition of at least $200 per year; and (5) be in compliance with the academic requirements.

*Full-time status for New York State scholarships is determined by enrollment in 12 or more degree applicable credits per term. A repeated course in which a grade of "D" or better was previously earned is not counted toward the 12-hour full-time study requirement.

Undergraduate students may generally receive eight total TAP awards throughout their course of post-secondary study. New York State, however, has limited students to six term awards while enrolled in an Associate Degree program.

Award Schedule: The TAP award is scaled according to the student's level of study, tuition charge, and net taxable income.

Aid for Part-Time Study (APTS)

APTS is a New York State grant program that provides funding if the student is attending college on a part-time basis (3-11 degree applicable credits per term). At Fulton-Montgomery Community College, this grant is awarded only to students who have a 3.0 cumulative grade point average and completed at least 6 credits. Applicants must achieve and maintain a 3.0 cumulative grade point average.

Selection of Recipients and Allocation of Awards: Awards will be made to dependent and independent students who meet the income limits set by NYSHESC (see the APTS application available in the Financial Aid Office for income guidelines.) Applications must be completed and submitted to the Financial Aid Office by the deadline

indicated on the application. Applicants must be undergraduate New York State residents enrolled for 3 to 11 credits (Note: part-time status is determined by enrollment in no less than 3 degree applicable credits and no more than 11 credit hours. Repeated courses in which a grade of "D" or better was previously earned are not counted toward the part- time study requirement.)

After receiving one term of APTS, the student must maintain a 3.0 cumulative average. Additionally, the student is not eligible for APTS if he/she has used all terms of TAP eligibility.

Award Schedule: APTS awards at Fulton-Montgomery Community College range from $100 to $1,000. The Financial Aid Office determines awards.

New York State Satisfactory Academic Progress:

New York State academic standards require that a student complete a certain number of credits each term an award is received, accrue degree credit at specified levels, and maintain a certain grade point average. The specific requirements, however, are based on the number of state awards received, no matter at what institution, as outlined in the chart below. An Aid for Part-time Study or part-time summer TAP award counts as one-half of a TAP award.

New York State Academic Programs Requirements*

After this award	1	2	3	4	5
This many degree credits must be accrued.	6	15	27	39	51
This grade point average must be attained	1.3	1.5	1.8	2.0	2.0
In the term this many hours must be completed	6	6	9	9	12

***Applies to non-remedial students receiving first NYS award payment in 2010-11 and thereafter. Academic requirements are continually reviewed by the state and federal governments and are subject to change.**

If a student fails to meet the academic standing requirements outlined above due to extenuating circumstances, New York State allows the College to consider a request for a waiver of the requirements. The student's situation must be viewed as an exceptional and extraordinary case, meaning, the circumstances preventing the student from meeting the requirements were highly unusual and most probably out of the student's control. The student must be an otherwise serious and successful student. A waiver of the state requirements may only be granted once in a student's educational career. If a student feels his/her situation warrants use of this one-time only waiver, the appeal process is begun in the Financial Aid Office.

In 1996, New York State legislation changed the required grade point average to a "C", or 2.0, at the end of the fourth term in which the student receives State aid. If a student does not meet this requirement due to circumstances that can be demonstrated to have affected the student's ability to achieve a "C" average at the end of a particular term, the student may request a waiver. Requests for waiver of this requirement are separate from

the Waiver of Good Academic Standing Requirements and should be made directly to the Financial Aid Office. Remedial Courses: In determining financial aid eligibility, the credit hour equivalent of remedial courses is counted toward enrollment status if the student is required to take the courses based on placement test results. For TAP purposes, a remedial student is defined as a student: (a) whose placement test scores indicate the need for remediation for at least two semesters; or (b) who was enrolled in at least six semester hours of remedial courses in the first term they received a TAP award; or (c) who is or was enrolled in an opportunity program (EOP).

Repeat Courses in which a grade of "D" ("C", if that is the course's passing grade) or better was previously earned do not count toward a student's enrollment status for New York State scholarships. All attempts of any course will count toward the calculation of credits for the 150% Rule.

Educational Opportunity Program (EOP)

Application Procedures: Students who want to apply for the Educational Opportunity Program (EOP) MUST complete the State University of New York Admissions Application or the Fulton-Montgomery Community College Free Admissions Application (indicating that the student wants to be considered as an EOP applicant), provide proof of high school graduation or General Equivalency Diploma (GED), complete the Free Application for Federal Student Aid (FAFSA), and provide supporting financial documentation. The deadline for completion of these records is June 1 in order to receive priority for EOP selection.

Selection of Recipients and Allocation of Awards: An applicant must be: (1) a New York State resident; (2) academically disadvantaged according to definitions of the State University; and (3) economically disadvantaged according to guidelines approved by the Board of Regents and the Director of the Budget. Selection of eligible applicants is conducted by the Financial Aid/EOP Office.

Once selected, EOP students may continue in the program for a total of six semesters at a two-year institution. EOP students can transfer to four year institutions and maintain eligibility for EOP funding.

Award Schedule: The amount of financial assistance and other support provided to EOP participants is dependent on financial needs determined by federal and state guidelines.

Responsibilities of Recipients: Recipients must be in good academic standing in accordance with Commissioner's Regulations. A statement of the College's Satisfactory Academic Progress Policy for Financial Aid Purposes may be obtained from the Financial Aid/EOP Office. Each recipient must also apply for TAP, Federal Pell and other financial aid every year.

New York State Scholarship Programs

New York State offers several scholarships to students with specific criteria. Listed are several scholarship opportunities available to New York State students. Please refer to New York State Higher Education Services Corporation's website (www.hesc.org) for details.

New York State World Trade Center Memorial Scholarship
Awards for Children of Veterans
Memorial Scholarships for Families of Deceased Firefighters, Volunteer Firefighters, Police Officers, Peace Officers, and Emergency Service Workers
Persian Gulf Veterans Tuition Awards
Vietnam Veterans Tuition Awards
New York State Aid to Native Americans
New York State Volunteer Recruitment Service Scholarship

Policies Affecting Financial Aid Eligibility

Return of Title IV Aid: Under the Higher Education Amendments of 1998, Federal student aid (Pell, SEOG, and Federal Student Loans) must be recalculated for students who withdraw from or stop attending all of their courses before completing at least 60% of the term. This calculation is required under the Return of Title IV Aid regulation. Class attendance is monitored throughout each term.

Official Withdrawals: If a student officially withdraws from all of his courses before completing at least 60% of the term, his federal financial aid will be recalculated based on the student's withdrawal date. The student's recalculated aid will be based on the percentage of time he completed in the term. The percentage of financial aid eligibility will be directly related to the percentage of the term completed.

Unofficial Withdrawals: If a student does not formally withdraw from all of his courses but he stops attending his courses before completing at least 60% of the term, the student is considered unofficially withdrawn from the College and the aid will be recalculated under the Return of Title IV Aid regulation. In the case of an unofficial withdrawal, the effective date of withdrawal will be the last date of documented attendance.

If a student officially or unofficially withdraws after the end of the college's refund period, the student is liable for all of his or her tuition and fees, even if the student's financial aid is decreased. If the student's financial aid previously covered his or her bill, but no longer covers it after the Return of Title IV Aid calculation, the student will be expected to pay his or her outstanding tuition and fees. Further, if the student receives a disbursement of financial aid, and the Return of Title IV Aid calculation shows that the student was not entitled to the funds, the student will be billed for the funds, and the overpayment information will be forwarded to the U.S. Department of Education. It will be the student's responsibility to repay the funds before he or she is eligible to receive any further federal student aid, even if the student attends another college. This overpayment will appear on the Student Aid Report (SAR) until the overpayment is repaid.

Matriculation: To be eligible for Federal or State financial aid, a student must be accepted into a degree or certificate program and pursuing courses toward that degree or certificate.

Ability-To-Benefit: Students seeking State financial aid who do not have a high school diploma or its recognized equivalent and who have been accepted through the General Education Certificate program must pass an independently administered examination approved by the Department of Education.

The College's placement test, Compass, has been approved as the measure of the ability of a student to benefit from post-secondary instruction. Students who fail to reach the passing score on the test are ineligible for Federal and State financial aid.

Course Selection: State and federal financial assistance is available to assist students in pursuing their program of study. To receive New York State scholarships, a full-time student must be enrolled in at least 12 credits that are required for the student's degree program. Students receiving part-time New York State scholarships must be registered for less than 12 credits and the aid will be based only on the coursework that is required of the degree program. All courses taken will count toward the calculation of credits for the maximum timeframe standard (150% rule) under the Academic Standards Policy.

Good Academic Standing: Students must meet the college's good academic standing requirements as outlined under Academic Policies to be considered for financial aid eligibility. Additionally, students must meet the satisfactory academic progress requirements as outlined below. To receive Federal financial aid, a student must meet the Academic Standards policy. To receive State financial aid, a student must meet the state academic progress requirements.

Federal Satisfactory Academic Progress: See Academic Standards Policy for Fulton-Montgomery Community College.

To be eligible for Federal Title IV student aid, a student must demonstrate satisfactory academic progress. Under Federal law and regulation, the College is required to establish, publish and enforce minimum academic standards for the continued receipt of Federal Title IV student aid. A satisfactory academic progress policy must include both a qualitative measure and a quantitative measure of the student's progress. At Fulton-Montgomery Community College, the qualitative standard is measured using the student's cumulative grade point average (GPA) as calculated by the Registrar's Office, and the quantitative standard is measured using the student's overall credit hours earned. Additionally, a measure of maximum timeframe (150% Rule) is performed as a part of the policy. Students must meet the minimum requirements of the SAP policy to retain eligibility for Federal Title IV student aid.

The Title IV student aid programs affected by the satisfactory academic progress policy are the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (SEOG), Federal Work-Study Program, and the Federal Stafford Loan Program (including the Subsidized, Unsubsidized and Parent Loans for Undergraduate Students). Additionally, many scholarships and outside funding sources may have specific requirements regarding satisfactory academic progress.

(A). Maximum Timeframe Standard- (150% Rule): To quantify academic progress, the College is required to set a maximum timeframe in which a student is expected to complete a program. At Fulton-Montgomery Community College the maximum timeframe cannot exceed 150% of the published length of the program, measured in credit hours attempted. For example, students in associate degree programs where the published length of the program is 62 credits hours can receive federal student aid through the point when they reach attempted hours (one and one-half times the published length of program). The maximum timeframe evaluation for transfer students will consider both those credits attempted at Fulton-Montgomery Community College and those accepted as transfer credit by the College. The calculation of maximum timeframe is based on the cumulative student record at the college. If the student has already completed a program or has changed majors, the student must submit a Program Credit Evaluation to the Financial Aid Office, the evaluation is completed by an Advisor in the Student Development Center.
(B). Percentage of Overall Credit Hours Earned Standard- Under the quantitative measure of academic progress, the student's percentage of overall credit hours earned must meet or exceed the minimum percentage requirement for each increment on the chart. "Attempted" credit hours include all credit coursework included in the student's academic history at Fulton-Montgomery Community College, including all accepted transfer credits. "Earned" credits include all attempted credit hours, as well as credits accepted for transfer, for which a passing grade has been received. In this measurement, withdrawals, grades of "incomplete", failing grades, and instances where courses are still in progress (IP) at the time of grade submission will be treated as attempted and unearned. Repeated credit courses will be counted as attempted credit hours for each attempt, and will be counted as earned credit hours only once (when and if the student earns a passing grade).

Credit exclusions do not affect the cumulative GPA for the measurement of academic progress. All grades will be counted for Financial Aid purposes.

Satisfactory Academic Progress Status: Students who meet or exceed the minimum cumulative qualitative and quantitative requirements will be considered to be maintaining satisfactory academic progress.

Unsatisfactory Academic Progress Status: Students who measure below the minimum cumulative qualitative and quantitative requirements will be academically dismissed from the College. Academic dismissal results in a loss of matriculated status. Students who measure in this status will lose their matriculated status within their program and be ineligible for Federal, State and Institutional student aid. Please see page 66 for instruction on how to regain satisfactory academic progress under Academic Dismissal Options.

Review of Satisfactory Academic Progress: The College will measure academic progress at the end of Summer, Fall and Spring. Academic progress will be measured for all students. Evaluation of progress will occur shortly after final grades are posted by the Registrar's Office. Notices of ineligibility will be sent to students from the College. At the beginning of evaluation, grades listed as I (incomplete), F, W, IP (in progress), will be considered attempted and unearned. If a student's academic record is changed subsequent to the evaluation, the student may submit a request to the Registrar for reevaluation of the ineligibility determination. The most common situation leading to such a request is the successful resolution of "Incomplete" grades.

Additionally, the maximum time-frame evaluation will be completed at the end of each term. If at the time of evaluation the student has attempted less than 150% of the course work required for his or her program, the student would be considered eligible under the maximum time-frame standard for Title IV aid for the following term. If, however, the student has exceeded the maximum number of attempted credit hours for his program, the student will no longer be eligible for Federal financial aid programs (grants or loans) for any term in the program.

SCHOLARSHIPS

Scholarships Provided by Local Donors:

Fulton-Montgomery Community College students may apply for scholarships that have been established by philanthropic, private donors over the past thirty years. These locally funded scholarships help defray the costs of tuition and other educational expenses. Some are available to students based on financial need and others are based on academic performance regardless of need. We encourage all students to apply for scholarships so the available financial assistance can be matched to their needs. Application information regarding these scholarships, deadlines, and eligibility guidelines may be obtained from the Financial Aid Office.

Amsterdam City Hospital Nurses' Alumnae Association Scholarship, established in 2013, was created to be given to a full time, second year nursing student. This scholarship is awarded to a student with a GPA of 3.0.

Amsterdam-Mohawk Valley Business and Professional Women Scholarship has been established to be awarded to a non-traditional student who graduated from a Montgomery County high school and is a current Montgomery County resident. The Amsterdam-Mohawk Valley Business and Professional Women organization established this scholarship to benefit students who have accumulated 30 credits or more, have a cumulative grade point average of 2.5 or better, and have documented financial need.

Amsterdam Rotary Scholarship, established by the Amsterdam Rotary Club, funds a first-year, full-time student with a scholarship. The student must be a resident of the Greater Amsterdam School District and show a history of community service or community activity.

Arkell Hall Foundation, Inc. and the estate of Grace Brownell-Felter fund several special scholarships, which assist students at Fulton-Montgomery Community College.

Clifford T. Weller Scholarship, in memory of Clifford T. Weller, is awarded to a student having a minimum high school grade point average of "B" or better and has graduated from a Montgomery County high school.

Debra Kozlowski-Rector Memorial Scholarship will be awarded one time each year for educational expenses to a student with documented financial needs. The student must be enrolled at Fulton-Montgomery Community College in the Human Services program with at least 30 accumulated credits, a GPA of 2.0, and be a non-traditional student.

Delaney Family Scholarship awards a scholarship to a full-time, second-year student of Construction Technology if he or she is a resident of Fulton or Montgomery counties, has documented financial need, and a 2.5 cumulative grade point average. The Delaney Construction Company, Inc. of Mayfield, New York established the scholarship in 1997.

Doris Vincent Maceyka Business Scholarship has been established in memory of Doris Vincent Maceyka, a 1971 graduate of FM who achieved her degree as a non-traditional adult student. This scholarship is for business degree students. These programs include Business Administration A.S., Business Administration A.A.S. and Accounting A.A.S. The scholarship will be awarded to a matriculated full-time second year student based upon the highest combination of proven financial need and academic achievement. Non-traditional students and in particular women are encouraged to pursue and receive degrees in Business Administrative programs historically dominated by men.

Dr. Hadley "Stretch" DePuy Scholarship was established in 2013 and created by Jerry and Gail Ryan to memorialize Dr. DePuy, who was the second President of Fulton-Montgomery Community College, serving from July 1972 through December 1977. This scholarship is awarded to a second year student who has made significant contributions within our local communities and maintains a 3.0 GPA.

FM Foundation Awards. Established in 2004, this one-time award is presented to a graduating senior in each high school in our service area, Fulton and Montgomery counties, Wells, and Galway based on a high school grade point average of "B" or better, a first-generation college student, and demonstrated need. The recipients of these awards are determined by the high school guidance counselor.

FM/IAPHC Scholarship is an endowed scholarship that will provide an annual award to students enrolled in Visual Communications or Graphic Communications Sales & Marketing at FM. The scholarship fund was provided through the fundraising efforts of Professor Joseph Marcuccio and the IAPHC, Graphic Professional Resource Network. The IAPHC was founded in 1919 with the purpose of improving the working life of printing craftsmen.

Foundations of Education Scholarships are awarded to full or part-time matriculated students who demonstrate documented financial need. Students eligible for this scholarship must maintain a 2.5 grade point average.

Foundation of FM Academic Excellence Scholarship was established by the Foundation of Fulton-Montgomery Community College, Inc. The Foundation currently awards scholarships to graduating high school seniors from Fulton or Montgomery counties with an entering grade point average of 3.20 or better that are enrolled as full-time students. This scholarship was established in 2002.

Foundation of FM Assistance Scholarship was established in 2002 by the Foundation of Fulton-Montgomery Community College, Inc. The Foundation currently awards scholarships to graduating high school seniors from Fulton or Montgomery counties that are enrolled as full-time students and have a documented financial need.

Fulton County Health Care Scholarship was established by the Fulton County Board of Supervisors for students who are enrolled in designated health care fields. They must have accumulated at least 12 credits, be a resident of Fulton County, enrolled and matriculated in a designated health care field, have a cumulative GPA of 2.5 and file a Free Application for Federal Student Aid.

Fulton County Highway Officials Association Scholarship was established to award a scholarship to a student that is enrolled in a Construction Technology or Business Administration degree program. They must have accumulated 30 credits or more and maintain a cumulative grade point average of 2.5 or better. The student must have graduated from a Fulton County high school and be a current Fulton County resident.

Fulton County Servicemen's Association Scholarships were established for those who have served in the armed forces, from Fulton County, in 1985 by a generous endowment. Anyone who has served in any of the armed forces is encouraged to apply.

Gerda Lider Scholarship, is a scholarship that supports nursing students who exhibit financial need. The family of Northville resident Gerda Lider, whose ambition was to study medicine or nursing, funded the scholarship.

Harold N. Martling Family Scholarship is given annually to one student of nursing who demonstrates financial need. The scholarship is given in memory of members of the Martling family.

Honors Program Scholarships are meant to encourage academically gifted students to enroll in FM's Honors Program. This program provides academic challenges that will enable students to develop to their fullest potential. The program enriches rather than accelerates the learning process. Students successfully completing all the Honors Program requirements earn the designation "Honors Concentration Degree" on their transcript.

Jane Peck Easterly Memorial Scholarship has been established in memory of Jane Peck Easterly. She was actively engaged in community service and self-improvement, traits that have been strong characteristics in her family. She was also firmly committed to improving her community from which her family resided for generations. The scholarship will be awarded to a full-time matriculated FM student that has graduated from a Fulton County high school with preference to a student from Gloversville or Johnstown High School. The student must show the highest combination of community service/involvement and financial need. The student must have an initial high school average of 75 to be considered and maintain at least a 2.3 to maintain eligibility. The scholarship is renewable up to six semesters.

Johnstown Moose Family Center Scholarship, established by the Johnstown Moose Family Center in 2002, to support graduates of Fulton or Montgomery County high schools, will award to a full-time student with a documented financial need, this scholarship. The student must maintain a grade point average of 2.5 or better.

Lexington Scholarship is given by Lexington Center to a student in the Health Care or Human Services Field having an interest in working with individuals who have developmental disabilities. This scholarship is awarded to a resident of Fulton County with a GPA of 3.0. The student must have accumulated 30 credits and maintain a 3.0 GPA to continue the scholarship. Additionally, this student could participate in a paid summer internship at a Lexington location if all necessary screening is completed satisfactorily.

Lisa Queeney FM Scholarship awards a scholarship to a first-time student entering FM full-time who has graduated from Mayfield Central School with an academic average of B or better. The scholarship will be awarded to

a well-rounded student who participates in at least two extracurricular activities, and demonstrated leadership will be favorably judged. Identification of recipients will be the responsibility of an interdisciplinary faculty committee at Mayfield Central High School.

Maceyka Family Scholarship is a scholarship for students in applied science degree programs associated with FM's Center for Engineering and Technology. These programs include Electrical Technology, Engineering Science, Computer Technology, Computer Science, and Computer Information Systems. The scholarship will be awarded to a matriculated full-time second year student based upon the highest combination of proven financial need and academic achievement. Non-traditional students and in particular women are encouraged to pursue and receive degrees in applied science programs historically dominated by men.

Marc A. Marino Scholarship Fund is awarded to a full-time student enrolled in the Human Services or Early Childhood Education Program, with at least a 2.5 cumulative grade point average. Each award is renewable up to four semesters if the student maintains at least a 2.5 cumulative grade point average.

Margaret A. Collier Scholarship is to be awarded twice a year to a student participating In the Home Health Aide Training program and is funded by Gail and Dr. Jerry Ryan.

Marilyn Lord Nursing Scholarship was established in 2012, by her family to support students in obtaining their nursing degree. The scholarship will be awarded to a non-traditional, second year nursing student who demonstrates financial need. Students must have a 3.0 to qualify for this scholarship and a 3.0 in order to obtain the scholarship for the subsequent semester.

Montgomery County Home Bureau is a scholarship created and funded by the New York State Federation of Home Bureaus, Inc. This includes 3 fields of study; Nursing, Radiologic Technology, and Medical Administrative Assistant. This scholarship is for a 2nd year student carrying a minimum of 7 credit hours in addition to work study or internship. The student must have a GPA of 2.5 or higher and be a resident of Fulton or Montgomery counties.

New Honors Student Scholarship are awarded to full-tine students who are accepted into the Honors Program, but have not yet taken an Honors section or Honors option. Students could be new to FM or existing students, but they must have a 3.5 GPA or equivalent high school achievement. Students must also register for at least one Honors section or Honors option. Students are eligible for up to four consecutive semesters.

Nurses for Nurses Scholarship was established during the 40th reunion of Fulton-Montgomery Community College's Nursing Program. The scholarship comes directly from donations by nursing alumni and supporters of nursing and will be awarded to a nursing student entering the second year of the FM Nursing Program. The awardee is required to have and maintain a minimum nursing course grade of 78% to be eligible for this scholarship. Students can apply for the scholarship by utilizing the college's scholarship application. The scholarship winner will be chosen by the nursing faculty, and it will be awarded at the annual PTK awards ceremony.

Presidential Scholarships are awarded to graduating High School seniors who reside in Fulton, Montgomery, Hamilton counties or the Galway Central School District with 3.5 or equivalent grade point averages at the time of application. Students must attend full-time and maintain a 3.2 cumulative grade point average.

Returning Honors Student Scholarships are awarded to full-time students who are accepted into the Honors Program with at least a 3.5 GPA. Students must have completed an honors course or honors option to be eligible and must maintain at least a 3.5 GPA to continue the scholarship over two semesters.

Rita Mary Burke Foreign Language Scholarship is a scholarship given to a matriculated second year student (30+ credits completed) with a proven interest and success in foreign languages. The student must have completed two (2) foreign language classes in succession with a minimum grade point average (GPA) of 3.7 within the discipline and an overall GPA of at least 3.0 to apply. This scholarship was established by a bequest from Rita Mary Burke, a founding Professor at FM, who taught foreign language classes and donations from friends and family.

Sal Landrio Scholarship was established by his family, in 2014, to support a student that is a resident of Fulton or Montgomery Counties. This student would need to demonstrate community involvement, and have a GPA of 2.5. This scholarship would be awarded to a student who has completed 30 credits or more.

William S. Pac Memorial Scholarship has been established by his family to create a lasting tribute to his memory. William S. Pac was an Assistant Professor of English and Philosophy at FM serving as an active and beloved member of the College family since 1990 until his death in March of 2008. The scholarship will be awarded to second year student who have completed Introduction to Philosophy or Ethics, and an English elective ENG150 (Reading and Writing Poetry) or higher with the highest combination of grade point average and proven financial need.

PRIZES AND AWARDS

Graduating students are the fortunate recipients of prizes and awards, which are awarded at the end of their studies at Fulton-Montgomery Community College. Donors who support higher education have established the prizes and awards. Winners are selected upon nomination by the academic deans and faculty in the spring of each year. These awards and prizes are listed by academic division.

General Awards/Prizes

AAUW (American Association of University Women) Award is given to a non-traditional graduating female student with a cumulative grade point average of at least 2.8. Preference is given to a student in a transfer-oriented degree program.

Civility in the Classroom Award is given to two students who hold a minimum GPA of 3.0 and have consistently demonstrated civility, courtesy and respect toward fellow classmates and instructors with overall positive attitude and punctuality.

FACE Awards are awarded to four graduating or continuing students who have demonstrated academic achievement and show promise of future success.

Foundation of FM Non-Traditional Academic Achievement Award is given to a non-traditional graduating student with a cumulative grade point average of at least 2.5 with preference given to a student in a transfer-oriented degree program.

Joel Ager Prize is given to a graduating student who has demonstrated academic achievement in any program and shows promise of future success. This prize has been established in memory of Joel Ager, one of the founding friends of FM.

Student Senate Association (SSA) Scholarships, voted by the Student Senate, established an endowment in 2011, enabling awards to be given every year beginning in 2013. Those receiving these awards needed to be active in campus organizations and/or committees, maintain a 2.5 GPA, must be a returning or graduating student. This student must receive a nomination from a member of the professional staff and cannot be a member of the SSA Executive Board.

Business, Technology, and Health Professions

Anna Derrig Geraghty Nursing Award is given to a nursing student who demonstrates excellence in the care of the elderly.

Bailey Madora Harris Memorial Prize was established for a nursing student with outstanding achievement in microbiology taken at FM.

Dorothy Gennett Memorial Scholarship is given to a student who has earned a superior academic record within the Business Curriculum and who is enrolled in Business at a four-year institution.

FM Nursing Faculty Alumni Award is given in honor of present and retired FM nursing faculty to a student who best exemplifies the art of caring as an integral part of nursing.

Foundation of FM Nursing Award is given by the Foundation of FM to a student that demonstrated the greatest proficiency in maternal and child nursing practice.

Foundation of FM Nursing Elder Care Award is given to recognize excellence in the care of the elderly.

Helen Kumpan Memorial Award is given in memory of Nursing Professor Helen Kumpan to a nursing student who has achieved excellence in Psychiatric Nursing.

Kathy Anne Marvel Nursing Award is given by her family and friends to a graduating student who has demonstrated superior caring and commitment to patients, through bedside nursing.

MISA Award is awarded to a student in Radiologic Technology who has made significant contributions to the Medical Imaging Student Association.

NAPA Automotive Technology Award is presented to a graduating student to reward special achievement in Automotive Technology and who shows promise of future success in the field.

Nathan Littauer Hospital and Nursing Home Award is given by the Nathan Littauer Hospital and Nursing Home to a distinguished graduate of Nursing.

St. Mary's Hospital Nursing Award is presented by St. Mary's Hospital to honor a student who has demonstrated greatest proficiency in bedside nursing.

Student Nurses' Association Award is given to a Nursing student who has made significant contributions of service to campus and community activities.

Arts and Sciences

Clarkson Transfer Leadership and Achievement Award, funded by Clarkson University, awarded to a graduating senior who intends on transferring to a four-year institution (all students will be considered; graduating students receive priority). The student must demonstrate outstanding leadership and academic qualities, have an academic interest in business, engineering, science, health sciences or liberal arts, be recognized by students and faculty as having been a positive contributor in your school and community and have a minimum GPA of 3.0. In order to retain this scholarship throughout their studies at Clarkson, the student selected must remain in good academic standing and continue to be enrolled as a full-time undergraduate.

Deputy Gary Johnson Memorial Scholarship is given to a student who is a resident of Montgomery County majoring in Criminal Justice, who has shown a commitment to the criminal justice system and who exemplifies the ideals of caring about people by the Montgomery STOP DWI Association.

Deputy James F. Glover Memorial Award is given by Terri Glover Easterly in memory of Deputy James F. Glover to a graduating student who is a resident of Fulton County majoring in Criminal Justice, has demonstrated academic achievement, and shows promise of future success.

John D. Vadney Mathematics Prize will be awarded to a student who will be continuing his or her studies in Mathematics, Physics or Engineering at a transferring higher level educational institution. Preference is given to students who will be studying full-time although part-time students are also eligible. John D. Vadney was one of the founding fathers of FM and gave of his many talents to the success of his students.

Joseph H. Smith, Jr. '45 Award, funded by Rensselaer Polytechnic Institute for an outstanding FM graduate for exemplary achievement in the study of Engineering Science. One FM graduate will receive a maximum of $10,000 for two years of studies at RPI.

New York State Sheriffs' Association Institute Scholarship is awarded to a Criminal Justice major nominated for academic achievement, career goals and educational goals.

Richard Evans II Prize in English is awarded to a graduating student who demonstrates academic excellence in English. Rebecca Evans, Trustee, made this gift possible in memory of Richard Evans II from 1973- 1982.

Southern Adirondack Dog Club Award recognizes a student who has demonstrated academic achievement in biology and shows promise of future success.

Tribes Hill Fish and Game Club is awarded to a student pursuing a 4 year degree who displays academic achievement, has a minimum GPA of 2.5, demonstrates financial need, and has a strong interest in conservation studies and the environment.

THE STUDENT DEVELOPMENT CENTER
(518) 736-FMCC (3622) Extension 8140

Located in N-107 of the Visual Communications and Arts Building, the Student Development Center offers a variety of programs and services designed to assist students with setting and achieving short and long term academic, career, and personal goals. The following offices and services are available to help current and prospective students develop their greatest potential for academic and career success:

Academic Advisement and Registration
Academic Placement Assessment
Career and Transfer Counseling
Evening Advisement and Outreach
International Student Services
Mental Health Counseling
Referrals for Community Services
Services for Students with Disabilities
Student Retention Services

Office Hours:

Monday – Thursday 8:00 am - 6:00 pm
Friday 8:00 am - 4:00 pm

Academic Advisement Registration

An important aspect of a student's education involves making informed decisions regarding the selection of an academic major and semester coursework. The College has maintained a high-quality program of academic advisement and registration that offers individual advising appointments for new and continuing students. This personalized approach to advisement helps students acclimate to the College environment by providing an academic and career assessment to set academic goals, discuss program and course requirements, and address identified academic support needs. We also offer students the ability to register for classes online after they meet with an academic advisor.

Professional teaching and non-teaching faculty advisors have been cross-trained in all academic disciplines which eliminates the need for designated advisors. Each semester, students schedule an appointment with an advisor of their choice to develop and/or update an academic plan, discuss their academic progress, review degree requirements, review transfer and/or career plans, make course selections, and make any necessary referrals for additional services. The registration process is completed in the advisor's office.

Drop-in academic advisement services are also available prior to the designated advisement and registration period for new and continuing students. Faculty advisors are on duty throughout each day of the semester to answer questions, discuss academic concerns, and provide additional advisement services related to career planning and transfer.

Evening Advisement - (518) 736-FMCC (3622)

An evening advisor is available in the Student Development Center, N107-X, Monday - Thursday from 4:00 p.m. - 6:00 p.m. throughout the regular Fall and Spring semesters. Summer and Winter hours vary, please call the Student Development Center for details (Ext. 8140). The Evening Advisor provides full advisement and

registration services, as well as transfer and career planning assistance. Students are advised to schedule an appointment for services.

Academic Placement Assessment

FM wants to ensure that our students have the greatest opportunity for academic success in their educational programs. To assist students with achieving this goal, FM requires that all full and part-time matriculated students take a placement assessment. Non-matriculated students wishing to enroll in Math and English are also required to take a placement assessment. Transfer students may also be required to take a placement assessment.

Students with disabilities who require special accommodations should contact the Coordinator of Accessibility Services.

Academic Placement Testing Waiver Policy

Students transferring credit for college-level English and/or Math from another college, having earned a "C" or higher for the course(s) may be exempt from the placement test. Documentation must be provided.

Students may receive a waiver from the Mathematics portion of the placement test if the high school transcript indicates they received a B or better in Algebra 2 and Trigonometry, or its equivalent, within the last five years. Students may receive a waiver from the English portion of the placement test if the high school transcript indicates they received an 85 or higher on the NYS Regents Exam within the last five years.

Ability-To-Benefit

Students seeking state funded financial aid who do not possess a high school diploma or general equivalency diploma must pass an independently administered placement test called ACCUPLACER, an instrument approved by the State Education Department to be a measure of a student's ability to benefit from post-secondary training. Students who are unable to attain a passing score on all sections of the placement test are ineligible for state aid. Students who are able to demonstrate with documentation that they have improved their ability to benefit from post-secondary education through their participation in an academic preparation program will be eligible to re-test after a period of one year. For additional details concerning financial aid eligibility and ability-to-benefit regulations, please contact the Financial Aid Office at 518-736-FMCC (3622).

Career Services

FM offers several career services for current students and alumni. Through "Career Cruising," we offer a variety of assessment, career, and educational planning tools. Students can schedule individual appointments with the career advisor to learn more about Career Cruising, have assistance with developing or revising your resume or cover letter, or review interviewing skills. Workshops are also offered through out the academic semester in these areas.

Our career lab, located in the Student Development Center, offers computer access in order to utilize our online career resources as well as access to a collection of career books. We also maintain a job posting board which displays full and part time jobs in the area. Each Spring semester we host a job fair on campus and invite local companies on campus to recruit our students. For more information please call 518-736-3622 ext. 8161.

International Student Services

The International Student Office currently assists foreign students from many countries around the world with a variety of services including admissions, academic advisement, and English as a Second Language study. The International Student Office specifically assists non-immigrant students with immigration matters, everyday living, housing referrals to Campus View Student Housing, health insurance, as well as personal and academic concerns.
An orientation seminar is also offered each academic session to familiarize new International Students with campus and community life. Fulton-Montgomery Community College has a limited amount of money available to international students for scholarships. There are two types of scholarships: academic and need based. Contact the Office of International Student Programs for an application and more information.

Mental Health Counseling

Services are available Monday thru Friday by appointment. The services are completely confidential and not associated with the students school information. Feel free to call (518)736-FMCC (3622) or stop by The Student Development Center, (N107F) if you are interested in services.

The Office of Student Success and Retention

The Office of Student Success and Retention works proactively to assist students to maximize their academic experience and success. The Office coordinates services and programs in which students can acquire skills necessary to act responsibly and succeed in their education pursuits.

The staff also works closely with the faculty to identify students who are “at risk” of course failure early in the semester. The staff then assists the faculty in working with the student, to increase their chance of success. The Office of Retention Staff is also available for informational presentations to classes, clubs and other community organizations.

Services for Students with Disabilities

Fulton-Montgomery Community College offers reasonable accommodations for students with physical, psychiatric, and learning disabilities. Students requesting accommodations for the COMPASS Placement Test and/or other campus programs and services are asked to present documentation of the disability to the Coordinator of Accessibility Services, located in the Student Development Center. This information is confidential and is kept separate from the student’s academic file. Accommodations are individualized by student need and may

vary each semester. Students meet with the Coordinator of Accessibility Services, in N107, each semester to determine accommodations and then meet with the Academic Success Coordinator, in L013, who will arrange for their implementation. Possible accommodations may include, but are not limited to, tape recorders, note takers for class lectures, audio textbooks, sign language interpreters, and alternative testing.

TRiO Student Support Services

TRiO is a federally funded program which assists qualified students in their adjustment to the college environment. Students who are either first generation college students (neither parent holds a baccalaureate degree), are income qualified (receive significant financial aid), or who have a documented disability qualify. Two thirds of the students we serve through TRiO must be both first generation college students and income qualified.

Resources available to TRiO students include: tutoring, assessment of study and learning skills and workshops for academic support, personal development, and cultural enrichment. Students also receive assistance with financial aid, transfer counseling, and academic advisement as well as career exploration and guidance. TRiO students have exclusive access to the TRiO Study Lab located in the Evans Library which is equipped with computers and learning resources.

To learn more about TRiO, contact the TRiO staff via email at trio@FM.suny.edu, by phone at (518) 736-FMCC (3622) extension 8159 or stop by our offices on the second floor of the Library. We will be happy to enroll you in the program and get you connected with the many services we offer.

TRANSFER SERVICES

The college provides transfer guidance to any student who is interested in pursuing an education after FM. Students may make an individual appointment with the transfer counselor or attend a transfer workshop to discuss transfer options, the transfer process, and how to find the school that is right for you.

During both the Fall and Spring semester, FM hosts a transfer fair. Representatives from various colleges will be on campus to speak with students and assist them with the transfer process. We typically have about forty colleges and universities represented. The transfer counselor is located in the Student Development Center. For more information, call 518-736-3622 ext. 8161.

Transfer Articulation Agreements

Fulton-Montgomery Community College has entered into transfer Articulation Agreements with several public and private universities. An Articulation Agreement is a detailed sequence of course work that has been pre-approved by the transfer institution. This allows students to maximize the number of credits that will be transferred to the four-year institution they plan on attending. For more information on FM's Articulation Agreements, visit http://www.fmcc.edu/admissions/transfer-agreements/.

Articulation Agreements are not required as part of the transfer process. Most four-year institutions now have online transfer equivalency databases that will show you specifically how all of your courses will transfer to that four-year institution. These Articulation Agreements and equivalency databases allow you to seamlessly transfer without loss of credit if you plan far enough in advance.

Albany
A.A. Fine Arts to B.A. Art
A.S. Science to B.A./B.S. Biology
A.S. Business Administration to B.S. Business Administration
A.S. Science to B.S. Chemistry
A.S. Computer Science to B.A. Computer Science
A.S. Criminal Justice to B.A. Criminal Justice
A.S. Science to B.S. Physics
A.A. General Studies to B.A. Psychology
A.A. Human Services to B.A. Social Welfare
A.A. General Studies to B.A. Sociology

Bellevue University
General Agreement

Buffalo State
A.A. General Studies to B.A. Economics
A.A. General Studies to B.A. French Language and Literature
A.A. General Studies to B.A. History
A.A. General Studies to B.S. French Education
A.A. General Studies to B.S. Spanish Education
A.A. General Studies to B.S. Spanish Language and Literature
A.A. General Studies to B.S. Urban and Regional Analysis and Planning

A.S. Business Administration to B.S. Business Administration
A.S. Computer Science to B.S. Computer Information Systems
A.S. Criminal Justice to B.S. Criminal Justice
A.A. Fine Arts to B.A. Fine Arts
A.A. Fine Arts to B.S. Design
A.S. Science to B.S. Forensic Chemistry
A.S. Science to B.A. Biology
A.S. Science to B.A. Chemistry
A.S. Science to B.A. Geology
A.S. Science to B.S. Chemistry Education
A.S. Science to B.S. Math Education
A.S. Science to B.S. Applied Math
A.S. Science to B.S. Biology Education
A.A.S. Accounting to B.S. Business Administration

Burlington College
General Agreement

Canton
A.A.S. Electrical Technology to B.T. Electrical Technology
A.S. Business Administration to B.B.A. Management
A.A. General Studies to B.B.A. Management
A.A.S. Business Administration to B.B.A. Management
A.A.S. Business Administration to B.B.A. Finance
A.S. Business Administration to B.B.A. Finance
A.S. Criminal Justice to B.T. Homeland Security
A.S. Criminal Justice to B.T. Criminal Investigation
A.S. Criminal Justice to B.T. C.J.- Law Enforcement Leadership
A.A.S. Criminal Justice to B.T. Homeland Security
A.A.S. Criminal Justice to B.T. C.J.- Law Enforcement Leadership
A.A.S. Criminal Justice to B.T. Criminal Investigation
A.S. Science to B.T. Mechanical Engineering Technology

Cazenovia
A.S. Business Administration to B.S. Business
A.S. Business Administration to B.P.S. Management: Accounting
A.S. Business Administration to B.P.S. Management: Health Care Management
A.S. Business Administration to B.P.S. Management: Sport Management
A.A.S. Business Administration to B.S. Business
A.A.S. Business Administration to B.P.S. Management: Accounting
A.A.S. Business Administration to B.P.S. Management: Business Management
A.A.S. Business Administration to B.P.S. Management: Health Care Management
A.A.S. Business Administration to B.P.S. Management: Sports Management
A.S. Criminal Justice to B.S. Criminal Justice and Homeland Security Studies
A.S. Fine Arts to B.F.A. Studio Art
A.A. Human Services to B.S. Human Services: Generalist
A.A. Human Services to B.S. Human Service: Alcohol and Substance Abuse
A.A. Human Services to B.S. Human Service: Counseling and Mental Health
A.A. Human Services to B.S. Human Service: Social Services for Children and Youth
A.A. General Studies to B.A. English
A.A. General Studies to B.A. or B.S. Liberal Studies
A.A. General Studies to B.S. Psychology

A.A. General Studies to B.A. or B.S. Social Science
A.S. Science to B.A. Biology
A.S. Science to B.S. Environmental Biology

Clarkson
A.S. Science to B.S. Bimolecular Science
A.S. Science to B.S. Chemistry
A.S. Science to B.S. Physics
A.S. Science to B.S. Environmental and Occupational Health
A.S. Science to B.S. Environmental Science and Policy

Cobleskill
A.A.S. Accounting to B.B.A. Financial Services
A.A.S. Business Administration to B.B.A.
A.A.S. Early Childhood Education to B.S. Early Childhood Studies
A.S. Business Administration to B.B.A. Technology Management: Financial Services
A.S. Science to B.S. Biotechnology
A.S. Science to B.T. Environmental and Energy Technologies
1 + 1 Paramedic A.A.S.
A.S. Communication and Broadcast Media to B.S. Communication in Technology
A.A. Digital Communication and Transmedia to B.S. Graphic Design Technology
A.A.S.Computer Information Systems to B.T. Information Technology
A.S. General Studies to B.S. Applied Psychology

Colorado State University
A.S. Business Administration to B.S. Business Management
A.S. Criminal Justice to B.S. Criminal Justice and Law Enforcement Administration
A.A. Human Services to B.S. Human Services

Cornell
College of Agriculture and Life Sciences (CALS) requirements

Delhi
A.A.S. Nursing to B.S. Nursing

DeSales University
A.S. Business Administration to B.S. Accounting
A.S. Business Administration to B.A. Business Administration
A.S. Business Administration to B.S. Finance
A.S. Business Administration to B.A. Human Resources Management
A.S. Business Administration to B.A. International Business
A.S. Business Administration to B.A. Management
A.S. Business Administration to B.S. Marketing

Empire State College
A.A.S. Nursing to B.S. Nursing
Excelsior College
A.A.S. Criminal Justice to B.S. Criminal Justice: Administration
A.S. Criminal Justice to B.S. Criminal Justice: Administration
A.S. Criminal Justice to B.S. Criminal Justice: Law Enforcement and Public Safety
A.A.S. Electrical Technology to B.S. Electrical Engineering Technology
A.A. Human Services to B.S. Psychology

A.A.S. Nursing to B.S. Nursing
A.A.S. Radiological Technology to B.S. Health Sciences

Franklin University
General agreement

Hartwick
General Agreements

Hilbert College
A.A. or A.A.S. Human Services to B.S. Human Services
A.A.S. Criminal Justice to B.S. Criminal Justice
A.A.S. Accounting to B.S. Accounting
A.S. Business Administration to B.S. Business Administration
A.A.S. Digital Communication and Transmedia to B.S. Graphic Design Technology
A.A.S. Computer Information Systems to B.T. Information Technology

Life University
Doctor or Chiropractic Program requirements

Lincoln University
General Agreement

Maria College
Business Administration A.S. to Healthcare Management B.S.
Health Science A.S. to Health and Occupational Studies B.S.
A.A.S. Nursing to B.S. Nursing
Liberal Arts and Sciences: Science A.S. to Health and Occupational Studies B.S.
Liberal Arts and Sciences: General Studies A.A. to Liberal Arts B.A.
Liberal Arts and Sciences: General Studies A.A. to Psychology B.S.

Morrisville
A.A.S. Computer Information Systems to B.T. Information Technology

Oswego
A.A.S. Criminal Justice to B.A. Public Justice
A.S. Criminal Justice to B.A. Public Justice
A.S. Human Services to B.A. Human Development
A.S. Computer Science to B.S. Computer Science
A.S. Communication and Broadcast Media to B.A. Broadcasting and Communication
A.S. Fine Arts to B.A. Art (studio emphasis)

Paul Smith's College
A.A.S. Business Administration to B.S. Business Mgt. and Entrepreneurial Studies
A.S. Business Administration to B.S. Business Mgt. and Entrepreneurial Studies
A.S. Business Administration to B.S. Hotel, Resort, and Tourism Management
A.S. Science to B.S. Recreation, Adventure, Travel, and Ecotourism

Plattsburgh
A.A. General Studies to B.A. or B.S. Communication Disorders
A.A.S. Criminal Justice to B.A. Criminal Justice
A.A.S. Early Childhood Education to B.S. child and Family Services: Childcare Management

A.A.S. Nursing to B.S. Nursing
A.S. Business Administration to B.S. Accounting
A.S. Business Administration to B.S. International Business
A.S. Business Administration to B.S. Management
A.S. Business Administration to B.S. Finance
A.S. Business Administration to B.S. Entrepreneurship
A.S. Business Administration to B.S. Marketing
A.S. Business Administration to B.S. or B.A. Economics
A.S. Business Administration to B.S. Management Information Systems
A.S. Business Administration to B.S. Business Administration
A.S. Business Administration to B.S. Global Supply Chain Management

Potsdam
Childhood/ Early Childhood advising guide available
A.S. Computer Science to B.S. Computer Science

Sage
A.S. Science to B.S. Applied Biology: Premed
A.S. Science to B.S. Applied Biology: DPT
A.A. Liberal Arts and Science to B.S. Interdisciplinary Studies in Health Science
A.S. in Health, Phys Ed, Recreation Studies to B.S. Physical Education
A.A.S. Nursing to B.S. Nursing
A.A. General Studies to B.S. Nutritional Science
A.A. Human Services to B.S. Psychology
A.A.S. Accounting to B.S. Accounting
A.S. / A.A.S. Business Administration to B.S./B.B.A. Business
A.A.S. Computer Information Systems to B.S. Computer Information Systems
A.S. Computer Science to B.S. Computer Information Systems
A.S. Criminal Justice to B.S. Law and Society
A.S. Science to B.S. Clinical Biology
A.S. Health, PE, Recreation Studies to B.S. Physical Education
A.A.S. digital Communications & Transmedia to B.F.A. Graphic and Media Design

Saint Rose
A.S. Criminal Justice to B.S. Criminal Justice, Behavior, and Law
A.S. Science to B.S. Medical Technology
A.S. Business Administration to B.S. Business Administration
A.A. Liberal Arts- Childhoold Education to B.S. Childhood Education
A.S. Health Science to B.S. Medical Technology
A.S. Health Science to B.S./ M.S. Biology/Cytotechnology
A.S. Computer Science to B.S. Computer Science
A.A. General Studies to B.A./M.S.Ed. Chemistry Adolescence Education/Special Education(7-12)
A.A. General Studies to B.A./M.S.Ed. Biology Adolescence Education/ Special Education (7-12)
A.A. General Studies to B.A./M.S.Ed. Earth Science Adolescence Education/Special Education (7-12)
A.A. General Studies to B.A./M.S.Ed. Mathematics Adolescence Education/ Special Education (7-12)
A.A. General Studies to B.A./M.S.Ed English Adolescence Education/ Special Education (7-12)
A.A. General Studies to B.A./M.S.Ed Spanish Adolescence Education/ Special Education (7-12)
A.A. General Studies to B.A./M.S.Ed Social Studies Adolescence Education/ Special Education (7- 12)

Saint Joseph's College of Maine
A.A.S. Radiologic Technology to B.S. Radiologic Science Administration

SUNY ESF
A.S. Science to A.S. Forest Technology (1 + 1)
A.S. Science to A.S. Land Surveying Technology(1 + 1)
A.S. Science to Aquatic and Fisheries Science
A.S. Science to B.S. Bioprocess Engineering
A.S. Science to B.S. Biotechnology
A.S. Science to B.S. Chemistry
A.S. Science to B.S. Conservation Biology
A.S. Science to B.S. Construction Management
A.S. Science to B.S. Environmental Biology
A.S. Science to B.S. Environmental Education and Interpretation
A.S. Science to B.S. Environmental Health
A.S. Science to B.S. Environmental Resources Engineering
A.S. Science to B.S. Environmental Science
A.S. Science to B.S. Environmental Studies
A.S. Science to B.S. Forest Ecosystem Science
A.S. Science to B.S. Forest Health
A.S. Science to B.S. Forest Resources Management
A.S. Science to B.S. Landscape Architecture
A.S. Science to B.S. Natural Resources Management
A.S. Science to B.S. Paper Engineering
A.S. Science to B.S. Paper Science
A.S. Science to B.S. Sustainable Energy Management
A.S. Science to B.S. Wildlife Science

SUNY IT
A.A.S. Nursing to B.S. Nursing

University of Phoenix
A.A. General Studies to B.S. Business Management
A.A.S. Accounting to B.S. Business Administration

Upstate Medical University
Requirements (prerequisites) for B.S. Cardiovascular Profusion, B.S. Medical Imaging, B.S. Medical Technology, B.S. Physical Therapy, B.S. Radiation Therapy, B.S. Respiratory care, B.S. Nursing

Utica College
General agreement

Vaughn College
A.A.S. Electrical Technology to BSET General Electronics

Wells College
General agreement

ADDITIONAL STUDENT SERVICES

Child Care

The Fulton County YMCA operates the FM Playmates Child Care Center providing a high-quality, licensed and affordable program for children 6 weeks through 5 years of age. Children are engaged daily in well-planned, developmentally appropriate learning activities in a warm and nurturing environment. Two nutritious meals and an afternoon snack are served each day and are included in the weekly fee.

The center is open Monday through Friday from 7:30 a.m. - 5:00 p.m. when college classes are in session. Childcare tuition may be subsidized for qualified families. For more information, call Ms. Ann Day, Director, (518) 762-5333.

FM Dining Services

FM dining services by Chartwell's offers a variety of menus and dining options for students**.**

Books & Bytes: This student café boasts a coffee-house atmosphere and provides a unique gathering space for students and faculty. Located just outside of the Evans Library, Books & Bytes provides light fare and snacks and offers special events throughout the year including International Coffee Day.

Raiders Cove: This venue is located in the Physical Education Building. Opening at 4 p.m. seven-days-a-week, this facility features an Internet cafe, a lounge area, a "Mondo Subs" eatery, several televisions, a stage with a projection screen for entertainment purposes, a foosball table and pool table.

Union Stations: Located in the Student Union, Union Stations serves breakfast, lunch, and dinner seven-days-a-week. Individualized meal options are available upon request for students with religious, dietary or health requirements. Dining services are also available for our residential students on the weekends. The hours of operation are posted at the entrance of Union Stations.

X-Kitchen: The X-Kitchen facilitates catered hot-and-cold-buffet gatherings for meetings or student events. Past student events include a Pub Night Wing Special, Movie Nights, and Italian Date Night.

The Evans Library

The Evans Library & Learning Commons supports an environment where academic success and knowledge creation is encouraged through collaborative learning and independent study. It includes a collection of more than 60,000 print and online books and periodicals, more than 50 online databases providing access to thousands of articles, a media collection consisting of digital content, DVDs, videotapes, and music CDs, as well as a wide range of online educational resources. Traditional library services such as research assistance, course reserves, equipment loans, scanning, and printing are offered as well.

Collaborative and independent spaces for academic study include an Information Literacy classroom, Academic Computing Lab, Regional History Studies Room, and specialized study areas with more than 75 computers located on both floors. The Evans Library offers a wide-range of Information Literacy services to support classroom instruction and assist students in the exploration, use, and production of information. Additional information may be found at http://fmcc.edu/library.

Interfaith Meditation and Prayer Room

FM has dedicated C-131 in O'Connell Hall for interfaith meditation and prayer. This room is open during college hours for anyone desiring quiet time during their busy day or for religious and spiritual program of any denomination. This dedicated space is part of the College's overall effort to promote and foster campus civility, tolerance, and understanding.

Learning Center: Professional Academic Support and Peer Tutoring Services

Fulton-Montgomery Community College offers a tutoring program designed to assist students in achieving their academic goals. The Learning Center consists of a Mathematics Lab and a Writing Center where students can receive help from both professional coordinators and peer tutors on a walk-in or an appointment basis during scheduled day and evening hours. Peer tutoring in the Accounting Lab and in all other academic subjects is scheduled at specific hours during the week or available upon request. Professional learning skills assessment and assistance in critical reading, study skills, test-taking skills, and time-management is also available. A master schedule of course specific tutoring and lab hours is available at the Learning Center. Students in need of tutoring can contact the Learning Center located on the first floor of the Evans Library in the Educational Resources Building.

Raider Trader College Store

The Raider Trader College Store, located on the lower level of the Student Union, is operated by Follett Corporation as a service to the student body, faculty, and staff. It provides required textbooks, textbook rentals, digital books, and educational materials. The store, also online at www.raidertradershop.com, offers many non-academic items. Textbooks may be purchased on-line with a credit card or with your available book deferral during deferral dates. To access this service refer to the College's website. Earnings are placed in a fund for operational expenses.

Transportation

Public bus services are available from central points in Amsterdam, Gloversville, and Johnstown during the day in the fall and spring semesters. For more information, contact the Information Center in the Administration Building. A semester pass is available and may be purchased through the Bursar's Office, located in the Administration Building.

Veterans' Program Lounge

The Veterans' study lounge, located in Room C-203 of O'Connell Hall, provides space where FM veterans can study, relax, or make connections with fellow student veterans. The program lounge provides computer stations, printer, coffee, refrigerator and veteran-related FM and community resource information.

PUBLIC SAFETY

Hours of Operation: The Public Safety front desk, located in the Physical Education Building, is open Monday – Friday from 7:30 a.m. – 3:30 p.m. The Department of Public Safety is present on campus 24 hours a day.

Safe Walks

Safe Walks are available to students, faculty, and staff throughout the campus. Public Safety Officers are on duty 7 days a week, 24 hours a day.

Public Safety at Campus View Student Housing

Campus View Student Housing residence halls are patrolled by the Department of Public Safety Officers throughout the week 24 hours a day. All members of the Department of Public Safety are certified Police or Security Officers in New York State and are First Aid CPR/AED Certified.

Student Identification Cards

All members of the campus community including students and employees are required to have a valid FM identification card that can be produced upon request. Validation to verify enrollment status is required every semester. Contact the Public Safety Office, P-144, Physical Education Bldg., at (518) 736-FMCC (3622) ext. 8405 to inquire about scheduled times for ID processing.

Parking Permits

New Parking Permits are required each Fall for the Fall and Winter Semesters and each Spring for the Spring and Summer Semesters. Designated lots have restricted parking reserved for those with the appropriate sticker. Students must park in the designated Student Lots. Parking regulations, including a map, are available at the Information Center in the Administration Building and the Public Safety Office, P-144 in the Physical Education Building. Cars parked in violation of campus regulations are subject to ticketing, and if appropriate, towing at the owner's expense.

Temporary Parking Permits

Students who drive a vehicle other than the one they have registered must park in the student lot and go to the Public Safety Office before class, P-144 in the Physical Education Building, for a temporary permit.

STUDENT RIGHTS AND RESPONSIBILITIES

Student Responsibility

It is the student's responsibility to familiarize himself/herself with all the College's Rules and Regulations as set forth in The Source Student Handbook. Failure to read this catalog or The Source Student Handbook does not excuse students from the requirements and regulations herein.

Student Code of Conduct

The College has the authority to protect its educational purpose through the setting of standards of conduct for students within the College Community. The College Community is defined as any and all persons and activities contained within the College premises and all residential facilities. For students who reside in Fulmont College Association (FCA) - owned or operated student housing, residential students must also adhere to the standards of conduct set forth in the Campus View Student Housing Manual, which incorporates the standards of conduct as they relate to residential living. The Standards of Conduct also are in effect at any location in which a student is present to carry out their educational experience, including but not limited to internships, work study programs, health care facilities, and college sponsored extra-curricular activities including but not limited to sporting events on and off campus. FM has established procedures that insure fairness to all segments of the campus community. In order to insure the orderly functioning of the academic and non-academic life of students, the College has established the standards of conduct. A violation of the Standards of Student Conduct may result in sanctions including, but not limited to, dismissal from the College and/or from campus housing. Please refer to The Source Student Handbook for details on the Student Code of Conduct.

Human Rights and Dignity

The College expects all students, staff and faculty to practice high regard for the human dignity of other persons. It seeks to prevent all types of discrimination on the basis of race, sex, religion, age, handicap, sexual orientation and national origin. Repeated disregard for the rights and dignity of others will result in disciplinary action by the College. Any student who feels that he/she has been the victim of discrimination or harassment should first bring his/her complaint to the Vice President for Student Affairs to discuss such problems and to seek recourse, including lodging an official complaint which requires a formal hearing. If a formal hearing is requested, the procedures established by the College and published in the Faculty Handbook shall be followed. Such a hearing shall be confidential.

Title IX Compliance

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. Title IX of the Education Amendment was passed by the US Congress in June 1972. Though most notable for advancing equity in women's sports, Title IX provides federal civil rights that prohibit sex discrimina-

tion in education programs and activities such as:

- Admissions or financial aid.
- Housing and facilities.
- Courses, academic research and other educational activities.
- Career guidance, counseling or other educational support services.
- Athletics.
- Employment, training for employment or advancement in employment.

The protections of Title IX also extend to sexual harassment and sexual assault or violence that impairs or interferes with access to equitable educational and employment opportunities. Title IX is applicable to all members of the campus community, individuals doing business with the campus, those using campus facilities, and those who engage in volunteer activities or work for FM. Each school must designate a Title IX coordinator to review, update and implement Title IX and to ensure effective and timely response to complaints of sexual violence, discrimination or harassment.

Sexual discrimination, harassment, assault , misconduct or violence can take many forms, including any sexual conduct that lacks mutual consent. Harassment may take the form of stalking or the distribution, display or discussion of any written, graphic, visual or auditory material that is sexual in nature and has the purpose or effect of threatening, intimidating or interfering with a person's ability to study or work. All such behaviors should be reported immediately.

FM is committed to ensuring a community that is safe for all who study, live, work and visit here. Immediate notification of an issue is critical to fulfilling our commitment to you. We understand that sexual discrimination, harassment, assault, misconduct or violence may be difficult to report but immediate reporting allows for the best possible efforts to support victims, and to investigate and address the claims.

Retaliation against anyone who reports in good faith or participates in the investigative process is prohibited and may be subject to sanctions as determined by the College.

Complaints of sexual discrimination, misconduct or harassment should be filed with FM's Title IX Coordinator, Jean Karutis, office C-115 A. 518-736-3622 ext. 8904 or email jean.karutis@fmcc.suny.edu

If you have been raped or sexually assaulted or are in immediate danger, call Public Safety immediately.

The Title IX Coordinator will work with you to gather information on your complaint and provide some resources that may be helpful to you. Certain immediate steps can be taken to help you feel safer. You may change your mind about participating in this process at any time. If you choose to move forward , the Title IX Coordinator will work with appropriate offices to ensure that the complainant, respondents and witnesses are treated equitably and that respectful and timely communication occurs.

STUDENT SENATE ASSOCIATION

The Student Senate Association (SSA) represents the student body in identifying social, academic, cultural, and certain educational needs in the College community and in suggesting ways to meet those needs. The SSA also acts as a liaison between the student body and the College Administration and Board of Trustees. SSA, through the student activity fee, sponsors the Student Activities Board, the Fulton- Montgomery Athletic Association, and numerous other clubs and organizations.

Participation in SSA is possible as an elected official, as a student member of the FM Senate, or as a member of an SSA Club or organization. Membership in any club is open to all students. For additional information, visit the Student Activities Office located on the upper level of the Student Union Building.

The Student Activities Board consists of student volunteers who choose, schedule, and carry out activities including educational, social, cultural and diversity programs for the college community. The diverse needs of the student body are met by a variety of activities and functions.

The Student Senate Association, and many of its clubs and organizations, conduct their meetings and hold their activities during the College common hours, which are times when no classes are held.
The College is a member of the National Association for Campus Activities.

Clubs and Organizations

The Student Senate Association sponsors a number of clubs and organizations. New clubs are founded each year as student interest dictates. Current clubs include:

ABLE (Abilities Beyond Limitations Through Education)
American Sign Language (ASL) Club
Art Guild
Business Students Association
Communications Club
Community Outreach Club
Criminal Justice Club
Electrical Technology
Fencing Club
Foggy Mountain Players (Drama Club)
Fulton-Montgomery Athletic Association (FMAA)
Fulton-Montgomery Scholastic Association (Phi Theta Kappa)
Gardens and Trails Club
GLOW (Gay Straight Alliance)
Graphic Arts Club
Hands for Animals
Language and Literature Club
Medical Imaging Student Association
Musicians Club
Peer Tutoring Club
Professional Development
Res Life
Society for the study of Modern Visual Culture
STEM Club
Student Activities Board
Student Senate Association
Student Nurses Association
Students of the World
Think Peace
Veterans Club
Wall Street Club
Word of Grace

Registrar – Administration Building A-109 (518) 736-FMCC (3622)

Certification of Enrollment

Many agencies require that a student's enrollment, credit hours, and graduation be certified. The Registrar's Office will certify such information for the student. Agencies requesting such information include but are not limited to: Department of Labor, employment and training agencies, health insurance providers, Social Security, Institutional Loan Agencies, businesses (for employment purposes) and the Department of Social Services.

Certification for Veterans is performed by the VA Certifying Official located in the Financial Aid Office and involves noting any changes in course loads and notifying the VA of such changes, sending inquiries to the VA when veterans have problems in receiving benefits, and answering questions for the veterans concerning benefits, tutorial assistance and related affairs.

Forms

The Registrar's Office provides forms for students such as registration forms or forms for compliance with New York State requirements on Immunization. For transfer purposes, students often require information from their records, as well as assistance in filling out the forms. The Registrar's Office will help with these procedures.

Immunization Requirements for College Students

New York State Public Law requires that all full-time students and part-time students taking six or more college credits, whose birth dates are on or after January 1, 1957, show proof of immunity against measles, mumps, and rubella:

Measles: Two doses of live measles vaccine both administered after 1967 with the first dose given after 12 months of age and the second dose on or after 15 months of age, or physician's documentation of measles disease, or a blood test showing immunity.

Mumps: One does of live mumps vaccine administered after 12 months of age, or a physician's documentation of mumps disease, or a blood test showing immunity.

Rubella: One dose of live rubella vaccine administered after 12 months of age, or a blood test showing immunity.

Exemptions from the measles, mumps, and rubella immunity requirement may be granted for students with physician's documentation that specific immunizations would pose a serious health hazard or for students with specific documentation that immunization is contrary to their sincere and genuine beliefs of their religion. Meningococcal Meningitis: New York State Public Law requires that colleges inform students about Meningococcal Meningitis and document that students have either received a Meningococcal Meningitis vaccine within the past ten years or have signed a waiver indicating they have been informed of the risks of the illness but

have chosen not to be immunized. This law applies to all students enrolled in six or more credits, regardless of age.

Documentation forms are available at the Registrar's Office and the Admissions Office located in the Administration Building. Proof of immunity is to be submitted to the Registrar's Office prior to the first day of classes. Students not complying with New York State immunization laws will be withdrawn from all courses. Refunds will not be issued after the College's normal refund period.

Information on suspected and/or confirmed cases of the above diseases must be immediately reported to the Vice- President for Student Affairs who will report them to the Public Health Offices in Fulton and Montgomery Counties.

Records and Transcripts

The Registrar maintains the official academic record of each student. The principal document in this file is the transcript, which reflects all course work taken. Students should inspect their academic records to be sure they are accurate. The individual student is responsible to insure that records reflect any changes in name, address, social security number, or other civil information.

The Registrar receives grades and records them on transcripts. Grade reports are not mailed to students; however they are easily accessed online by logging in to MyFM with a user name and password. Log in credentials are mailed to students upon registering for classes for the first time. At the written request of the student, the Registrar will send official transcripts to colleges and prospective employers. Because of the confidential nature of academic records, students must specify in writing to whom the transcript is to be sent. The request must bear the student's signature. See the Fee Schedule for charges. Each official transcript bears the College seal and the Registrar's signature. Unofficial copies of transcripts are available to students upon request by presenting valid identification to the Registrar's Office or by logging in to their MyFM account.

Students may obtain an official copy of their immunization records by submitting a written request to the Registrar's Office or by appearing in person with valid identification. The same fee charged for an academic transcript will be charged for an immunization transfer record.

Student records, grades, transcripts, and immunization records will not be released for those students who have not met their financial obligations to the College.

Name Change Policy

Students must provide legal proof of name changes in order to amend their records. Official documentation of name/name changes includes: Marriage License, Divorce Decree, valid Driver's License, Learner's Permit, NYS Identification Card, Passport, or documentation of court-ordered name changes. Name change requests are processed through the Registrar's Office.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Fulton-Montgomery Community College complies with requirements of the federal Family Educational Rights and Privacy Act (FERPA) of 1974 concerning access to and confidentiality of students' educational and related records. The College accords all the rights under this law to all students regardless of age. Exceptions to this application in specific cases are those students who it can be documented are considered dependents as defined in section 152 of the Federal Internal Revenue Code of 1986. In these instances the individual who declares them as dependent with the IRS may have access to specific educational information.

In general no one shall have access to, nor will the institution disclose, any information from current or past students' educational records without the written consent of the students except:

1. To personnel within the College
2. To persons or organizations providing students' financial aid
3. To accrediting agencies carrying out their accreditation function
4. To persons in compliance with a judicial order or lawfully executed subpoena
5. In connection with the Attorney General's investigation or enforcement of Federal legal requirements of federally supported education programs
6. Where disclosure of a student's educational records to the court are necessary for the institution to defend itself against or initiate legal action against a parent or student, records may be disclosed without a court order
7. To persons in an emergency when a College official (senior administrator or designee) determines it is necessary to do so to protect the health or safety of students or other persons.

All exceptions are permitted under FERPA, as is the disclosure of Directory Information, discussed later in this policy, and at the discretion of the College.

Disclosure to personnel within the College is limited to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including alumni department staff and law enforcement unit personnel); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person employed by the University's System Administration; a person serving on the Board of Trustees; or a student serving on an officials committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate interest if the official needs to review an educational record in order to fulfill his or her professional responsibility to the College.

The College, at its discretion, may provide Directory Information in accordance with provisions of FERPA, to include: name, local and permanent address, telephone numbers, electronic mail address, photographs, dates of attendance, enrollment status (full-time/part-time), previous institutions attended, major field of study, academic level (year in school), degrees and awards received and dates awarded, participation in officially recognized activities/sports, physical factors (height and weight) of athletic team members, date and place of birth.

Students currently enrolled can object to the release of certain categories of information by notifying in writing the Registrar's Office at the College within fourteen (14) days following the first day of class. The failure of any student to specifically object to the release of certain information or categories of information within the time indicated will be interpreted as approval. Requests for non-disclosure will be honored by the College for only one academic year. Authorization to withhold Directory Information must be filed annually with the Registrar's Office.

FERPA provides students with the right to inspect and review information contained in their educational records, to challenge the contents of their educational records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decision of the hearing is unacceptable. The initial request to review records should be directed to the office or department where the record is housed. Official academic records are considered those held in the Registrar's Office. Other departments that maintain students records include but are not limited to: the Financial Aid Office, the Admissions Office, the Student Development Center, college administered programs that provide academic services and personal support to special populations of students, and the Office of the Vice President for Student Affairs (discipline matters). Records are maintained and kept in accordance with the provisions of New York State's document "Records Retention and Disposition Schedule MI-1, Section 185.14, 8NYCRR (Appendix K)".

The College may require written requests at its discretion to review certain records, in which case the College will respond in writing to such requests within thirty (30) days. Students may have copies made of their records with the exception of official academic records for which there has been placed a "hold" for financial or disciplinary reasons. These copies will be made at the student's expense at the prevailing rate listed in the annual fee schedule. Educational records DO NOT include: records of instructional, administrative or professional support personnel which are the sole possession of the maker and are not accessible to others; records related to law enforcement and security: employment records; health records, the last being made available upon the written request to the student's physician.
As specified in FERPA students may NOT inspect and review: financial information supplied by their parents/legal guardian; confidential letters of recommendations associated with admission to a program, transfer or employment when they have waived their right of inspection and review; records containing information about more than one student. In the last situation the College will provide only that information pertinent to the inquiring student with the following exception: The disclosure of the final results of a student disciplinary proceeding against the alleged perpetrator of a crime of violence or a non-forcible sex offense may be disclosed to the victim. The College is not required to allow inspection and review of any confidential letters or recommendations in their files prior to January 1, 1975 provided these letters were collected under established procedures for confidentiality and were used only for the purposes for which they were collected.

The College is permitted under FERPA to disclose to a parent of a student the student's violation of any Federal, State, or local law, or of any rule or policy of the institution, governing the use of or possession of alcohol or a controlled substance, if the institution determines that the student has committed a disciplinary violation with respect to that use or possession AND the student is under 21 at the time of the disclosure to the parent.

Students who believe their educational records contain information that has been recorded inaccurately or in a way that misleads, or is otherwise in violation of their privacy or other rights may discuss their problems informally with the Registrar, in the case of the official academic records, or the appropriate Dean/ Vice President in the case of other offices' files. If the decision is in agreement with the student's request, the appropriate records will be amended. If not, the student will be notified within thirty (30) days that the record will not be amended. The student will also be informed of his/her right to a formal hearing. Student requests for such a hearing must be made in writing to the Provost and Vice President for Academic Affairs within thirty (30) days of the refusal to amend the records. A hearing will be scheduled within thirty (30) days from the time the student's written request for such a hearing is received. At the hearing the student may present evidence relevant to the issues raised, and may be assisted or represented at the hearing by one or more persons of their choice, including attorneys, at the student's expense. The hearing panel will consist of the Provost and Vice President for Academic Affairs, the Vice President for Student Affairs, and one Academic Dean representing the student's academic program.

Decisions of the hearing panel will be final and will be based solely on the evidence presented at the hearing. The decision will include written statements summarizing the evidence presented as well as the statement of the decision. This document will be distributed to all parties involved in the hearing. If record amendment is required, this will be done within thirty (30) days after the hearing concludes. If the records are not to be amended, the student may place with the educational records statements commenting on the information in the records or a statement disagreeing with the decision of the hearing panel. All such statements will be placed in the record and will be maintained as a part of the record, and will be released whenever the record in question is disclosed.

The above process is limited to issues concerning accuracy in the recording and/or maintenance of student records, and to violation of student privacy rights. It does not change or supersede the remedies available to individuals addressed by the following procedures: "Appeal of Academic Regulations," "Appeal for Review of Grades," "Complaint Procedures," or the process outlined in the "Academic Integrity Policy and Procedures."

Students who believe that the adjudication of their challenges was unfair or not in keeping with the provisions of FERPA may request in writing assistance from the President of the College. Further, students who believe that their rights have been abridged can file complaints with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. concerning the alleged failure of Fulton-Montgomery Community College to comply with FERPA.

ACADEMIC REGULATIONS

The College's Academic Regulations and Policy Manual is available for review on the FM website at www.fmcc.edu/academics/registrars-office and in various offices of the College. The ultimate responsibility for fulfilling graduation requirements rests with the individual student. Students should regularly review their academic programs with their advisors to make certain that requirements for their degrees are being met.

ACADEMIC POLICIES

College in the High School

The concurrent enrollment program, referred to as College in the High School (CHS), consists of college courses taught to qualified high school students at off-campus locations, typically at area high schools. Such courses are held to the same standards as those taught on campus.

The add/drop and course withdrawal dates for these courses are defined below:

Students must enroll in a College in the High School course within the first month the course meets. A student enrolled in a fall-semester or full-year College in the High School course may drop the course with a full cancellation of tuition through October 1st. A student enrolled in a spring-semester CHS course may drop the course with a full cancellation of tuition through March 1st.*

Concurrent enrollment courses have varying end dates that fall outside the traditional fifteen-week semester. Nevertheless, individual course withdrawal deadlines will follow a uniform schedule according to the length of the term. Students may withdraw from a fall-semester CHS course through December 1st. Students may withdraw from a spring-semester or full-year CHS course through May 1st. * A grade of "W" is automatically assigned for course withdrawals and no refunds are issued. A student may not withdraw from a CHS course with a grade of "W" after the withdrawal deadline except in the case of special circumstances that are verified and approved by the Provost and Vice-President for Academic Affairs.

* If these dates fall on a weekend or holiday, requests for drops or course withdrawals will be honored through the first day that classes meet after the deadline.

Advisement and Registration

Students are responsible for selecting their courses and programs. In order to assist in their individualized and proper placement in courses within the chosen curriculum, students are expected to attend an advisement and registration session prior to the beginning of classes. This affords the student an opportunity to sit with one of the College's academic advisors, to clarify the educational options based on interests and abilities. Although self-guided advisement is possible for part-time students, all students are urged to meet with an advisor.
A non-refundable tuition deposit is required prior to Advisement and Registration by all first-time students and/or students who have not been enrolled the previous semester.

When a student has paid the tuition deposit and completed the registration process, that student is considered registered for the semester and, as such, has assumed responsibility for payment of all tuition and fees for the semester.

Students who register and decide not to attend the College once classes have begun, must follow the withdrawal procedures as outlined in the "Adjustment in Tuition and Fees" section. Students who register and do not attend classes are liable for all tuition and fee charges unless they officially withdraw during the periods described in that section.

Students are urged to read and understand the "Tuition and Fees" and "Adjustment in Tuition and Fees" section of this catalog once they have registered for study.

Course Load Advisement

The normal, full-time course load for a student is 12-18 semester hours, including physical education. A student who wishes to carry more than the normal load must have approval from an advisor and the Academic Dean. Such approval will be granted only to those students who have demonstrated superior ability to do college work and have legitimate reasons for carrying the extra load. Students going into their last semester that need to carry one additional course in order to meet graduation requirements can seek permission to do so by petitioning the Provost and Vice President for Academic Affairs or the Academic Dean.

Enrollment in Distance Learning Courses

Fulton-Montgomery Community College offers a number of distance learning opportunities to students. The College currently offers three degree programs that may be completed entirely online. The three online degrees are Business Administration, A.S., Business Administration, A.A.S. and Liberal Arts and Sciences: General Studies, A.A. In addition, the College has selected certain courses, credit and non-credit, for delivery via the World Wide Web and other electronic means. By taking advantage of these offerings, students may engage in higher education and lifelong learning from the comfort of their homes on a schedule that offers them the ability to accommodate the competing demands of work, family and other commitments.

Fulton-Montgomery Community College is a member of the SUNY Learning Network which provides a high-quality infrastructure and consistent online environment for these courses. The College also provides electronic tutoring services via eTutoring. eTutoring gives distance learners access to real time tutors, as well as, asynchronous tutoring for discipline-specific questions and online writing labs.

Students interested in more information about the College's distance learning opportunities should contact the Admissions office.

Enrollment in distance learning courses is restricted to students with the academic preparation needed to be successful in online study. The following guidelines govern registration in distance learning courses: Students

enrolled in distance learning courses should be academically prepared for college-level English. Students taking developmental English may take blended courses but are encouraged to confer with an academic advisor to determine suitability. Early Admit and College in the High School students may enroll in distance learning courses that are not required for high school graduation. Students on academic warning/probation must meet with their retention advisor to determine suitability of distance learning or blended courses. Fully online students who drop below a 2.00 must obtain permission from the Academic Dean to enroll in more than 12 online credits the following semester. Students requesting enrollment in distance learning courses after a semester has begun will require permission of both the instructor and Academic Dean. Matriculated students must register for web-based and blended courses through the Student Development Center.

Student-Initiated Schedule Changes

Student-initiated schedule changes may be made prior to the start of the semester and through the first week of classes. For any course(s) dropped or withdrawn before the first day of the College semester, the student is released from the obligation to pay tuition and fees for that particular course(s). Adjustment of tuition and fees will be made for course(s) added/dropped during the first week of classes only. Please note changes in a student's enrollment status may affect eligibility for financial aid. Students should consult with the Financial Aid Office prior to changing enrollment status.

Curriculum Change. All curriculum changes should be made in consultation with an advisor. The required form must be completed by the student, approved by an Advisor, and turned into the Registrar's Office to be processed.

Course Add/Drop. Students may initiate the adding or dropping of a course(s) through the first week of a class. To add a course, an Add/Drop Form must be completed by the student, approved by an advisor, signed by the instructor, and turned in to the Registrar's Office or Student Development Center to be processed. A course may be dropped during the first week of a class through the same procedure except that the instructor's signature is not required. An add/drop fee will be charged to the student's account. During the second week of a class, an add-drop may be initiated by the College for reasons of inappropriate placement (over placement or under placement) in a course. Approval must be obtained from the Academic Dean, the advisor, the instructor, and the student for such an administrative add-drop.

Refer to the "College in the High School" section for procedures pertaining to that program.

Course Withdrawal. After the first week of classes, a student may withdraw from a course during the first two-thirds (2/3) of the class sessions (consult the College's academic calendar for the actual date) and have a "W" grade automatically assigned. Refer to the academic calendar for exact dates for each term. The student must complete and sign the Course Withdrawal Form available at the Student Development Center; obtain a signature (first from an advisor and then from the instructor of the course) and submit the form to the Registrar's Office during the first two-thirds (2/3) of the course. In the absence of the instructor's signature, the Academic Dean may sign the course withdrawal form. It is the student's responsibility to make sure that the whole process of withdrawal is completed within the assigned periods. With administrative approval, a student may be

assigned the "W" grade after the first two- thirds (2/3) of a course for verified, special circumstances such as death in the family, prolonged illness, relocation out of the area or termination of enrollment. Further information may be obtained from the Registrar, the Director of Advising or the Academic Dean.

Refer to the "College in the High School" section for procedures pertaining to that program.

Withdrawal From College

Enrolled students who decide to leave the College during a semester or term must complete the student withdrawal procedure. They must report to the Student Development Center to complete the FM Withdrawal From College Form and then follow the procedures outlined on the form to be sure their obligations to the College have been met. Students who have officially terminated enrollment at the College as of the start of classes but prior to the end of the semester will be assigned a non-punitive grade of "W" for each course in which they are registered including those in which a grade has already been assigned for the semester. It is the student's responsibility to make sure that the whole college withdrawal process is completed.

Students who do not complete the withdrawal procedure may be assigned grades of "F" in each course in which they are registered. Students who are receiving financial aid and are contemplating leaving the College should consult with the Financial Aid Office. In compliance with federal financial aid regulations, financial aid recipients who stop attending classes, regardless of whether they follow the college withdraw- al procedures, will have their financial aid awards recalculated according to the last date of attendance reported by their instructors.

Methods of Earning Credit

To earn a degree from Fulton-Montgomery Community College (except under special circumstances) a minimum of 50% of the degree requirements must be completed at FM. In addition to earning credit through enrollment in credit courses at FM, matriculated students may also be awarded credit though transfer from accredited institutions, examination, appropriate learning through career and technical programs at secondary schools and/or New York State Career and Technical Centers, and through evaluation of military experience or life experience. Credit earned through transfer, examination, or evaluation will be recorded on the FM transcript as degree hours earned but the grade earned will not be recorded on the transcript or used in computing the student's grade point average. Credit will only be granted to students who have been admitted to the college.

Transfer Credit: Students who wish to have their previous college work evaluated for transfer credit should refer to the section titled Transfer Admission and Advanced Placement in the Admissions section of this catalog. Current students who wish to enroll in courses at other colleges and universities should consult with an Advisor, Academic Dean, or Registrar to ensure the courses will fulfill graduation requirements. Official pre-approval is recommended through the Transfer Course Approval Form, which must be signed by an advisor, and which is available in the Student Development Center.

Credit by Examination: Matriculated students may earn college credit by examination for individual courses required in their program of study. Credit may be granted for satisfactory performance on externally ad- ministered examinations including, but not limited to, the College Level Examination Program (CLEP), the College Board's Advanced Placement (AP) Program, and comparable proficiency programs. The student is responsible for having their official test scores mailed to the Registrar for evaluation. The Director of Academic Support Services shall be responsible for such evaluation. In cases of questionable value of content, the evaluation will be made by the Provost and Vice President for Academic Affairs in consultation with the Academic Dean and appropriate faculty member. Current students are advised to consult with an academic advisor prior to registering for examinations in order to select examinations that meet course requirements within their major. The student is responsible for having their official test scores mailed to the Registrar for evaluation.

Articulated Credit through Career and Technical Programs at Secondary Institutions: Fulton-Montgomery Community College has written articulation agreements with a number of NYS Career and Technical Centers and secondary schools that enable students enrolled in career and technical programs to transfer to FM and earn college credit. The final decision on awarding of articulated credit will be made by the Academic Dean consistent with the articulation agreement or in consultation with the instructor in the program concerned subject to the following conditions:

1. The school district, from which the student has graduated, has a signed course articulation agreement with FM
2. The school district/high school instructor has recommended articulation credit by submitting an articulation validation application to the appropriate FM department.
3. The student has enrolled at FM in a certificate, or degree program related to the secondary program of study within eighteen (18) months following high school.
4. Articulation credit will not be granted if the student has an equivalent or comparable college course on his/her college transcript.
5. Only those courses equivalent to FM courses will be recorded on the transcript.
6. The maximum number of credits for all types of prior learning in the high school is determined by program area and the courses will be specified in the articulation agreement.
7. High school articulation credit will be granted as per the articulation agreement in effect at the time the student graduated from high school.
8. Students must have received a grade of "B" (85 or above) or better in the program to be articulated, been recommended by the high school instructor, and have completed competencies identified for the college level course. Applications from students who are from schools that do not have the grade equivalent of 85 will be reviewed on a case-by-case basis.

Credits for articulated high school courses will be recorded on the college transcript by the FM equivalent course title, catalog number, and credit hours with a grade designation of "APC". The grade and credits will not be used in computing the student's GPA. There is no charge for articulated credit awarded.

Credit for Courses Taken in the Armed Services: Students desiring credit for courses taken in the armed services should obtain an official record of their military education and job experience with descriptions from the appropriate military organization. Students may contact the FM Registrar to determine which organization to contact to obtain the appropriate records. Examples of military education transcripts include AARTS. Credit for courses taken in the armed services will be evaluated on an individual basis in relationship to the requirements of the student's academic program. College credit recommendations from the American Council on Education will be considered; however, the Director of Academic Support Services will determine final evaluation of college credit in consultation with the Academic Dean.

Experiential Learning: Experiential Learning Credit may be awarded for non-collegiate life experience. Students interested in exploring possible credit for experiential learning should contact the Academic Dean by the mid-term of the semester previous to the one in which credit will be granted to obtain the application form and procedures. Experiences that are educationally relevant and/or suggest equivalency to course content will be assessed according to specific criteria. Students will be responsible for documenting the experience and what was learned from such experience in a comprehensive portfolio and application for experiential learning. A faculty member, the Academic Dean, and the Provost and Vice-President for Academic Affairs will evaluate the student's portfolio. A non-refundable deposit will be required prior to the review. A fee will be required upon completion of the review and the awarding of credit. The deposit will be applied to the fee.

Substitutions and Waivers of Requirements

With administrative approval, an equivalent or higher-level course may be substituted for a required course or a specific course may be waived by using uncredited advanced placement. However, the total distribution requirements for any degree cannot be altered. A waived course does not decrease the number of credit hours required for graduation. To apply for a course substitution or waiver, the student must complete and sign the Course Substitution and/or Waiver Form, obtain the signature of an advisor, and submit it to the Academic Dean for approval.

Physical Education Waiver

A student may request a waiver of the physical education requirements for documented medical reasons. Physical education waiver forms, located in the Student Development Center, must be submitted to the Academic Dean with supporting documentation from a physician. Wellness Education courses are offered as an alternative to Physical Education courses.

Appeal for Academic Regulations

When special circumstances warrant, students have the option of appealing any academic regulation. The first step in appealing is to write a letter to the Provost and Vice President for Academic Affairs stating the case and providing any supporting documentation in the possession of the student. Receipt of the letter of appeal will be acknowledged by the Vice President within a week of receipt of the letter. The Vice President shall collect all the pertinent information on the case, determine the outcome of the appeal and respond in writing to the student's appeal within thirty days. At his or her discretion, the Vice President may establish an ad-hoc committee to review the student's case.

Definition of Grading System Grade Points

A	Superior Achievement	4.0	IP	Course in Progress	*
A-		3.7	S	Satisfactory	*
B+		3.3	U	Unsatisfactory	*
B	Above Average Achievement	3.0	AU	Audit	*
B-		2.7	N	Non-Attendance	
C+		2.3		(Mid-Semester Grade Only)	*
C	Average Achievement	2.0	NE	No Evaluation has been	
D	Minimal Passing	1.0		made at this time	
F	Below Minimal Passing	0		(Mid-Semester Grade Only)	*
W	Withdrawal	*	#	Institutional (non-degree) credits	*
I	Incomplete	*			

*Special Grades. No grade points assigned. Not computed in cumulative grade point average.

Explanation of Special Grades

"W" Withdrawal Grade. A course in which the "W" grade is recorded is not computed in any grade point index (semester or cumulative) even though it is recorded on the student transcript. All courses with grades of "W" are evaluated for satisfactory academic progress (see Academic Standards section) regardless of withdrawal status.

"I" Grade. At the discretion of the instructor, the "I" (Incomplete) grade may be assigned to a student who, at the end of the course, has not completed the requirements of the course due to special circumstances. The instructor is responsible for completing the Incomplete Grade Report, which specifies the reason for the Incomplete, the action required by the student to remove the Incomplete, and the date by which the work must be completed. Students must complete all required work by the date designated by the instructor which shall be no later than three (3) weeks prior to the end of the following regular semester. However, in cases judged to be special by the instructor, the time for completion of requirements may be extended by notifying the Registrar in writing. If no extension is granted or if no other grade is submitted by the instructor, failure to remove the "I" grade three (3) weeks prior to the end of the following regular semester will cause the grade to become an "F".

S/U" System of Grading. Students may enroll in one or more courses with a grade option of "S" (Satisfactory) or "U" (Unsatisfactory) under the conditions explained below:
a. Some courses may be designated as "S/U" courses.
b. A student may elect to take courses (other than those designated as "S/U" courses) up to a maximum of eight (8) credit hours toward the Associate Degree on an "S/U" grading basis. (Students in one-year certificate programs may take a maximum of five (5) credit hours under the "S/U" option. Those who are working toward a second Associate Degrees may take a maximum of twelve (12) credit hours under the "S/U" option.) No more than one course can be taken in a single discipline. Program requirements with the approval of the College Senate may exclude the use of the "S/U" option. The intent of this option is to permit a student to explore areas of study that are less familiar to him/her without weakening standards of evaluation or masking a record of poor performance. To use this option, the following conditions apply:

1. The student must complete and sign the "S/U" Grading Option form available at the Student Development Center, obtain signatures first from an advisor and then from the instructor of the course to indicate his/her awareness of the "S/U" option having been selected and submit the form to the Registrar's Office. Students must opt for the "S/U" grading option during the add/drop period. The declared intent of the student to take a course on "S/U" option cannot be rescinded.
2. The credit hours of a course that a student opted to receive "S/U" grading will be computed toward the maximum eight (8) credit hours allowed whether the student receives the "S" or the "U" grade.
3. In accordance with the traditional grading system, an "S" grade would range from "A" to "D" and a "U" grade would be at the same level as "F". "S" and "U" grades are assigned no grade points and hence will not affect a student's index. However, an "S" grade will receive credit toward the degree.
4. Once a course has been taken under the "S/U" option, it can only be repeated for a letter grade. This does not apply to courses that are designated as "S/U". A student who took a course under the regular letter grades cannot repeat it under the "S/U" option.
5. Students are cautioned that "S" and "U" grades in any area, especially in their major area, may jeopardize their financial aid eligibility, athletic eligibility and/or chances for transfer to other colleges or career placement.

Institutional Credit Courses. Institutional Credit courses are courses designated by course numbers below 100. Institutional Credit courses will not be counted in the semester credits earned in the Grade Point Average. These courses will not be used to fulfill degree or certificate requirements. The # symbol is used after the mid-term and final grade to designate an Institutional Credit course.

Credit-Equivalent Hours (CE). Credit-equivalent hours are for remedial, non-degree coursework such as ESL preparatory courses. Fifteen hours of instruction is equal to one, credit-equivalent hour. These courses may not be used as electives toward graduation and may not be substituted for any English requirement of any curricula. The letter "E" is used after the final grade to designate a Credit-Equivalent course.

"N" Grade (Mid-Semester Grade Only). The instructor may assign the "N" (Non-Attendance) grade, at mid semester, to a student whose attendance is judged to be unsatisfactory by the instructor. The Registrar will attempt to notify every student who receives the "N" grade of the available options: a) withdrawal from the course, b) meeting with the instructor to discuss the possibility of completing the course, or c) acceptance of "F" as the final grade if no action is taken by the student.

"NE" Grade (Mid-Semester Grade Only). The instructor may assign the "NE" grade (No evaluation at this time) when an evaluation cannot be made at mid-semester. This designator does not imply a negative evaluation.

"IP" Grade (In Progress). Indicates that the course is in progress at the grade reporting time.

"AU" Grade (Audit). Students may use the option of taking courses for an audit grade by completion of the Audit Option Form and receive the grade "AU" on their transcript in place of credit grades. No credit is granted for an audited course unless the student re-registers for the course and receives a passing grade.

Mid-Term Grades. The purpose of mid-term grades is to give students an evaluation of their academic progress at mid-semester. Mid-term grades are not recorded on academic transcripts.

Responsibility for Grading. During the semester the instructor may use any marking system, for example: percentage, letters, or numbers; but only the grades of A, A-, B+, B, B-, C+, C, D, F, W, I, S, U, AU, and IP shall be used for reporting final course grades. Grades are assigned at the sole discretion of the instructor who teaches the course, but the special grades of W, I, S, U, AU, and IP shall be assigned only under the proper conditions outlined above. Detailed grades must be recorded for each student using the existing web application. Sufficient detail should be included to allow recalculation of the final grade for each student.

Change of Grades. After a grade (other than the "I" or "IP" grade) has been reported to the Registrar's Office it may be changed only if an error has been made in computation or recording. Any error detected in grading should be reported immediately by the instructor to the Vice President using the Change in Grade form available at the Registrar's Office. The report must include the reason for the change in grade.

Appeal for Review of Grades

In any course, assignment of grades is the fundamental right of the instructor who teaches the course. The instructor also has the responsibility to inform the students, in writing, at the beginning of each course of the criteria that will be used for grading. A student who, at the end of the course, feels that the instructor did not apply the grading criteria fairly and thus received an unfair final grade should, before the end of the next semester, take the following steps in the sequence presented here if interested in a review of the specific final course grade:

Speak with the instructor
If still dissatisfied, the student may speak with the Dean of Academic Affairs. The Dean of Academic Affairs will attempt to clarify the situation and bring it to closure to the mutual satisfaction of the student and the instructor.

If still dissatisfied, the student may request the Provost and Vice President for Academic Affairs to review the case with qualified members of the faculty. The Vice President will attempt to bring the case to closure to the mutual satisfaction of the student and the instructor.

If still dissatisfied, the student may appeal to the Curriculum Committee through the procedures stated under

"Appeal of Academic Regulations." The committee will consider only those cases in which the student appears to have met the criteria set by the instructor for a given grade, but has received a lower grade. The Committee will not re-evaluate test papers or other methods of evaluation used by the instructor. The Committee will conduct appropriate meetings with persons concerned and issue an advisory statement regarding the grade in question.

Dean's List

A student will be placed on the Dean's List in recognition of superior achievement if he/she attains a semester index of 3.20 or higher for any semester with a minimum of six credit hours earned excluding grades of "S", "U", "AU", "W", "I", AND "IP". In computing the cumulative index while preparing the Dean's List, "I" and "IP" grades will be assigned an index of 0.00. Institutional Credit courses will not be included in the Dean's list computation.

Repeating Courses

Any course may be repeated regardless of the previous grade earned. The highest grade will be used in computation of the cumulative index, except for honors, high honors, and highest honors. Please refer to the S/U System of Grading section of the catalog for guidelines on repeating courses previously taken under the S/U Grade Option. When repeating courses where prior credit was earned, consult the Financial Aid Office if financial aid is to be used.

Curriculum Index / Grade Option

Current students have the option of applying to the Academic Dean to have unsatisfactory grades ("D's" and "F's") which are five years or older, omitted from the computation of their cumulative index. Courses so treated will not be applicable toward credit for a degree. With the Dean's approval, these unsatisfactory grades will remain on the transcript, but will be designated by a symbol, and it will be noted on the record that those grades were not counted in calculating the final cumulative index. Students may apply for this consideration one time only. There is no guarantee this policy will be recognized by any other institution of higher learning. Additionally, financial aid eligibility may be affected. Students wishing to investigate this option should consult with an academic advisor.

Audit Policy

Students who register in a course for audit are expected to have the necessary prerequisites. In this respect, students are encouraged to make full use of the College's advising services, but the ultimate decision on whether to enroll for audit shall be the student's responsibility. The Audit Option form must be submitted to the Registrar's Office during the add/drop period. The decision to audit a course is an irrevocable one. Full-time students may audit courses with no additional tuition charge. For part-time students the regular tuition schedule applies. Lab fees may apply.

New York State residents who are 60 years of age or older may audit credit courses without charge on a space available basis.

Attendance Policy

Students are expected to be present and on time for all scheduled classes and laboratories. In cases where a student is tardy or absent, the student is responsible for materials or assignments presented in his/her absence. The degree to which attendance affects a student's final grade will be determined by the individual instructor and stated in the course syllabus.

GRADUATION REQUIREMENTS

To be eligible to receive an Associate Degree or certificate, students must successfully complete the appropriate course of study prescribed in the college catalog and maintain a cumulative grade point average of 2.00 or above. At least 50% of the semester hours must be completed at FM. To satisfy the requirements of a second degree, a student will be allowed to use credits from the first degree up to 50% of the requirements of the second degree.

To be reviewed for the awarding of a degree or certificate, students must obtain a graduation form available in the Student Development Center and return it to the Registrar's office, indicating the semester in which they intend to complete all degree requirements. The application for graduation should be submitted prior to the last semester in which the work is to be completed or by December for graduation the following May.
The regulations of the Board of Regents of the State of New York require that students complete a four-year high school program or its equivalent prior to receiving a degree. Therefore, students pursuing an Associates Degree must provide documentation of one of the following:

- Possession of a high school diploma (official high school transcript showing graduation date); or
- High school equivalency diploma (GED transcript/diploma); or
- A letter from the superintendent of schools documenting equivalency of instruction to a high school program; or
- A college transcript showing possession of a previous college degree; or
- A college transcript showing completion of 24 semester hours of college coursework (i.e., 6 credits in English/Language Arts, 3 credits in Mathematics, 3 credits in Natural Sciences, 3 credits in Social Sciences, 3 credits in Humanities, and 6 credits in courses within the registered program); or
- Passage of the five Regents examinations or approved alternatives required for a high school diploma.

Commencement and Issuing of Diplomas

Commencement, the College's graduation ceremony, is held once per year at the end of the spring semester in May. Students who attend commencement must purchase a cap and gown from the FM Bookstore.

Diplomas for students who complete graduation requirements in August have a completion and degree conferral date of August. Diplomas will be available no later than September 30. August graduates participate in the

graduation ceremony that follows degree completion unless they meet all the conditions for early participation in commencement by April 15. Students seeking approval for early participation in commencement must be registered for all remaining graduation requirements, scheduled to be completed by August, and shall not exceed six credits in any combination or two courses up to eight credits. Students must file an application for August graduation, submit a form to the Registrar's Office requesting approval for early participation in commencement, and provide written verification of summer enrollment.

December graduates participate in commencement the following May. Diplomas have a completion and degree conferral date of December. Diplomas will be available no later than January 31.
Applicants for May graduation participate in commencement as unverified candidates for graduation. May applicants are eligible to participate in commencement if registered for all remaining graduation requirements when the pre-review process is completed by the Registrar's Office. Final verification of graduation occurs after commencement is held. Diplomas will be available no later than June 30.

Graduation with Honors

A student who meets the degree requirements with a cumulative index of 3.50 – 3.79 shall be awarded the degree with Honors.

A student who meets the degree requirements with a cumulative index of 3.80 – 3.99 shall be awarded the degree with High Honors.

A student who meets the degree requirements with a cumulative index of 4.00 shall be awarded the degree with Highest Honors.

All courses taken at Fulton-Montgomery Community College will count toward the calculation of the cumulative honors index, **including grades previously omitted from the computation of the cumulative index and repeated courses.**

Earning a Second Degree

Students with a prior degree from FM will be allowed to use up to 50% of the credits from the first degree toward the requirements of the second degree. Students must apply for admission to the college as well as complete the Pursuit of Second Degree Approval process in consultation with an academic advisor, selecting the appropriate hours of credit for approval from the Provost and Vice-President for Academic Affairs. Students pursuing a second degree must also meet all other requirements of the degree as stated in the catalog. A second degree will only be awarded as a means of recognizing that the student has competencies in two essentially different areas.

ACADEMIC STANDARDS

In order to maintain matriculated status in a college degree or certificate program and receive all the benefits associated with it including eligibility for financial aid such as grants, loans, scholarships, VA educational benefits, and academic standing in one's chosen major, students must earn a minimum GPA (grade point average) and earn a minimum number of credits as outlined in the chart below. Academic progress is evaluated at the end of the Summer term, Fall and Spring semesters.

After Attempting This Many Credits:	6-11	12-23	24-35	36-47	48-59	60-71	72-83	84-91	92+
Earn At Least This Many Credits:	3	6	12	21	30	42	54	62	62
With a Cumulative GPA of AT LEAST:	0.50	0.50	1.00	1.50	1.75	1.90	2.00	2.00	2.00
COMPLETION RATE:									100%

Evaluation is based on credits attempted, earned, and grade point average. Earned credit includes credit earned at FM, transfer credit, advanced placement credit, experiential credit, and credit awarded through college level examination programs (CLEP).

1. Students not meeting the above chart requirements (based on cumulative data) will further be evaluated for current academic progress from a second evaluation as follows:

   • A **full-time** student (12+ hours) will be considered in good academic standing if the most recent semester average is at least 2.0 and at least 12 hours are passed.
   • A **part-time** student will be considered in good academic standing if the most recent semester average is at least 2.0 and all courses for which the student is registered are passed.

2. Students not meeting academic standards for the first time will be placed on academic warning for the following semester. Students will then have one semester to meet the academic standards. Students will be limited to 12 credits; exceptions will be considered by the Coordinator of Retention in consultation with the Provost and Vice President for Academic Affairs. Students on warning who do not meet the academic standards at the conclusion of their warning semester, will be academically dismissed for two semesters (fall/spring, spring/fall). Students interested in returning to the College after two semesters must apply for admission and submit a request for academic probation.

3. Students who were granted academic probation previously and failed to regain good academic standing will be dismissed for two consecutive semesters (fall/spring, spring/fall). Students interested in returning to the college after two semesters must apply for re-admission and if accepted, will be placed on academic probation.

4. Academic probation is reserved for students with extraordinary and extenuating circumstances and or have stepped out for two semesters (fall/spring, spring/fall). Students who have received a warning or probation semester and who failed to meet standards again will be academically dismissed for two semesters (fall/ spring, spring/fall). Students interested in returning to the College after two semesters must apply for admission and submit a request for academic probation.

Academic Probation Procedures

Probation status is awarded to enable students to demonstrate that they can make academic progress toward their degree requirements. Students placed on academic probation will receive a letter notifying them that they are required to meet with the coordinator of Retention to create an Academic Success Plan. Students will be limited to 12 credits, exceptions will be considered by the Coordinator of Retention in consultation with the Provost and Vice President for Academic Affairs.

Students who are academically dismissed with the ability to document extenuating and extraordinary circumstances impacting their academic performance may file an appeal with the Coordinator of Retention. The academic appeal will then be reviewed by the Satisfactory Academic Progress Committee, whose members are appointed by the Provost and Vice President for Academic Affairs. Students reinstated through this process will have matriculation restored and be placed on academic probation. Student on academic probation may have accompanying conditions placed on their enrollment.

Application Deadlines

Fall Semester – academic probation application and required supporting documentation due August 10th.
Spring Semester – academic probation application and required supporting documentation due January 10th .

Treatment of W, F, I, IP and Repeat Grades in Evaluating Academic Standing

Any course(s) dropped during the Add-Drop period during the first week of classes are not evaluated and do not appear on the academic transcript. Students who withdraw from courses after the Add-Drop period or totally withdraw from college after the start of classes receive “W” grades at the end of the semester. A student who does not attend and fails to officially withdraw from one or more courses is still enrolled in those courses and may be assigned grades of “F” unless the proper withdrawal procedure is followed. All courses with grades of “W” or “F” are evaluated for satisfactory academic progress regardless of withdrawal status. Incomplete grades (“I”) and In-Progress grades (“IP”) are also evaluated for satisfactory academic progress. Once the grade is completed, it will be used to determine satisfactory academic progress for future semesters. Repeat grades count in attempted hours based on multiple attempts; however, only one earned grade will count in the earned credit/GPA calculation. Please refer to the college catalog for more information on FM’s grading system.

Financial Aid Eligibility for Academically Dismissed Students

Students who have been academically dismissed are not eligible for financial aid including grants, loans, scholarships, VA educational benefits, etc. Financial aid eligibility requires that students meet the college's satisfactory academic progress standards and any additional academic standards based on the type of aid they are receiving (State and/or Federal). Please refer to the college catalog for details.

The ultimate responsibility for maintaining the satisfactory academic progress standard rests with the individual student. The College is dedicated to helping all students achieve their educational goals and offers various academic support resources to assist students. Students are advised to make full use of the resources available.

ACADEMIC INTEGRITY POLICY

A. Introduction

At Fulton-Montgomery Community College (FM), we are committed to the academic, civic and ethical development of our community. We strive to create a learning environment that is both challenging and supportive. We are committed to upholding the fundamental values of honesty, respect and individual responsibility. Only through a genuine partnership among students, faculty, staff and administrators can we maintain the commitment necessary to ensure that the highest standards of academic integrity are upheld.

Administration and faculty will support students to understand the standards of academic integrity that govern conduct at FM. Each student will abide by the following principles:

- Submit work that is his/her own
- Identify appropriately the work of others when incorporated into his/her own work, including direct quotations, summaries and paraphrases
- Follow the directions of the instructor with regard to permissible materials in the learning environment at the time of examinations/quizzes or with take-home exams
- Proceed during examinations/quizzes without any assistance and without communicating in any way with others while the examinations/quizzes are being conducted, unless permitted by the instructor
- Refrain from obtaining or distributing the content of any examination/quiz, without the permission of the instructor
- Complete all laboratory observations and reports based solely on his/her own processing of the experiment or demonstration, unless otherwise directed by the instructor
- Submit work, either whole or in part, only once
- Represent data and sources appropriately and honestly

Students are responsible for adhering to these standards. Not being familiar with these standards does not mean that students are not accountable for adherence to them. Furthermore, students are encouraged to report suspected or known violations of the Academic Integrity Policy to appropriate faculty, staff or administration.

B. Violations

Violations of academic integrity include, but are not limited to, the following:

- Plagiarism: The intentional or unintentional representation of another person's work as one's own.
  Examples
  include, but are not limited to, the following:
    * Quoting, paraphrasing or summarizing another's work without appropriately acknowledging the source
    * Using another's content without acknowledging the source
    * Submitting another's work, purchased or otherwise obtained, as one's own
- Cheating on Examinations/Quizzes: Looking at another's work, using or bringing to the learning environment materials that are not permitted by the instructor, communicating with another student, receiving any kind of assistance including, but not limited to, assistance from electronic devices and obtaining or disseminating the content of an examination/quiz without the permission of the instructor

- Multiple Submission: Submitting any work of one's own, either whole or in substantial part, to more than one instructor without the permission of the instructor(s) receiving the work

- Facilitating Academic Dishonesty: Knowingly allowing another student to use one's work or cheat from one's examination/quiz

- Fabrication: Falsifying or fabricating information in any situation, including but not limited to data for a lab or research project

C. Consequences of Violating Academic Integrity:

Consequences at the course level will be at the discretion of the instructor and may include, but are not limited to, one or a combination of the following:

- Verbal or written warning to the student
- A letter, detailing the violation, to be kept on record
- Successful completion by the student of an FM academic integrity tutorial. Failure to complete the tutorial will result in a one of the two penalties listed below.
- Deduction of points, a grade of "F" or zero for the assignment, project or examination/quiz
- Lowering of the course grade or failure of the course, not to be superseded by student withdrawal

Faculty, staff and administration are encouraged to report instances of academic integrity violations to the Provost and Vice President for Academic Affairs to facilitate the collection of data that would be indicative of repeated violations.

The Office of the Provost and Vice President for Academic Affairs is responsible for keeping documentation on reported academic integrity violations. A permanent college record is made of reported violations. Notifica-

tion of a reported violation will be forwarded to the student and the reporting faculty member. A third violation reported to the Office of the Provost and Vice President for Academic Affairs will result in suspension from the College for one calendar year. If another violation occurs after the student has returned to college, the student will be permanently suspended from the College.

D. Academic Grievance Process

If the student wishes to challenge the decision, she/he may initiate the Academic Grievance Process. During the Academic Grievance Process, the student should continue to participate and abide by the course requirements until a final decision has been made.

- Student Pre-Appeal Process Regarding Academic Integrity
  - The student may request a meeting with the notifying faculty member to discuss the infraction and the consequences within five school days of the notification of a violation of any area of the Academic Integrity Policy
  - If a resolution to the issue cannot be found or the student declines to meet with faculty member, the student may request a meeting with the Academic Dean, with or without the notifying faculty member, within five school days to further discuss the violation. The Academic Dean will make a decision regarding the violation

- Student Appeal Process Regarding Academic Integrity
  - Once the student has been notified of the decision, she/he may submit a written request for a hearing with the Academic Grievance Committee to the Provost and Vice President for Academic Affairs
  - The Academic Grievance Committee, along with the Provost and Vice President for Academic Affairs, will meet, make the final decision and notify all parties in writing of that decision
  - All persons involved will maintain confidentiality at all times. The records of the Academic Grievance Committee shall be maintained by the Office of the Provost and Vice President for Academic Affairs.

Academic Regulations

The College's Academic Regulations and Policy manual is available for review on the FM website at www.fmcc.edu/academics/registrars-office/. The ultimate responsibility for fulfilling graduation requirements rests with the individual student. Students should regularly review their academic programs with their advisors to make certain that requirements for their degrees are being met.

COMMUNITY SERVICES

In fulfilling the College's mission to serve as the region's partner for quality, accessible higher education, responsive programs, economic development, and cultural and intellectual enrichment, the College offers the community a variety of opportunities in these areas.

The Evans Library serves the Fulton & Montgomery County communities by providing access to a variety of books, non-print media, and online resources as well as professional librarians who provide reference and research assistance. A valid FM Photo ID is required to utilize resources and services. Additional information can be found at http://fmcc.edu/library or via email: libinfo@fmcc.suny.edu

As a community college campus, facilities and services are available to the residents of the local area for their organizational, non-profit, and recreational use. Use of campus facilities is based on availability and must be in compliance with the College's policies and fees for such purposes as established by the Board of Trustees. The College assists community groups in scheduling of College facilities. For assistance, call (518) 736-FMCC (3622).

Non-Credit Offerings (518) 736-FMCC (3622)

Fulton-Montgomery Community College offers non-credit courses and programs throughout the year. Programs are regularly publicized throughout Fulton and Montgomery counties. Courses are offered on campus and occasionally at off-campus sites. Current courses/programs include:

Certified Nursing Assistant (CNA)/Home Health Aide (HHA) – This 120-hour NYS-approved CNA training course is designed as a first step into the healthcare field. Students are trained to work with hospital and nursing-home patients, and in home care. Students successfully passing the NYS tests are certified as CNAs. In addition, successful completion of a 12-hour course immediately following the CNA course provides the additional Home Health Aide designation.

FM Summer Academy

Different fun and educational one-week, half-day programs are offered over several weeks in July, generally for grades 2 – 8. New camps are offered every year. Past camps have included computer game design, robotics, movie making, forensics, science, art, magic, cooking, sports, and many more topics.

Center For Employer Services

The Center for Employer Services (CES) offers customized training programs for businesses and not-for-profit organizations. A full range of training services is available and includes program development and company-wide workforce skills assessments. The CES has a proven reputation for providing quality training that is effective and affordable. Training programs are specifically tailored to meet the needs of the business or organization and set up to match work schedules. Training can be conducted at an FM location or at a worksite depending on suitable facilities. Training programs include computer applications, supervision, personal leadership, one-on-one

coaching, team building, communication, priority management, performance improvement, Spanish language, technical math, blueprint reading, and many more topics. Grants are occasionally available to fund training expenses. Whenever possible, FM collaborates with local workforce agencies to provide training funding. To develop leadership skills needed in the future, the CES can design individual training paths linking training, certificate, and degree programs. Call (518) 736-FMCC (3622) for more information.

Project LIFT (Living Independently For Tomorrow)

Project LIFT offers career-readiness workshops for individuals from diverse backgrounds both educationally and economically. Training is offered in basic computer skills, self/skills assessment, career area exploration, resumé and cover letter preparation, interviewing skills, job search strategies and goal setting. Job placement services are available to all class participants. Project LIFT is administered by the Schenectady Community Action Program, hosted by FM, and funded by the New York State Department of Labor. For more information on Project LIFT, call (518) 736-FMCC (3622).

COURSE OF STUDY AND CAREER PATHS

Fulton-Montgomery Community College's career and transfer programs offer students the opportunity either to complete studies for many careers or to initiate college studies to enter various professions and career fields.

The following list represents some of the frequently chosen career fields and the corresponding FM program of study.

For a Career In	See FM Program In
Accounting	Accounting (A.A.S.) or Business (A.S.)
Advertising	Business Administration (A.A.S.), Digital Media Technology and Design (A.A.S.) or Communication and Broadcast Media (A.S.)
Anthropology	Liberal Arts and Sciences: Science (A.S.)
Art	Fine Arts (A.S.)
Automation and Robotics	Automation Systems/Mechatronics (Certificate)
Astronomy	Liberal Arts and Sciences: Science (A.S.)
Automotive	General Automotive Services (Certificate)
Banking	Business Administration (A.A.S.)
Biochemistry	Liberal Arts and Sciences: Science (A.S.)
Bioengineering	Liberal Arts and Sciences: Science (A.S.)
Biology	Liberal Arts and Sciences: Science (A.S.)
Botany	Liberal Arts and Sciences: Science (A.S.)
Broadcasting	Communication and Broadcast Media (A.S.)
Business Administration	Business Administration (A.S. or A.A.S.)
Business Education	Business Administration (A.S. or A.A.S.), Accounting (A.A.S.) or Computer Information Systems (A.A.S.)
Cardiovascular Perfusion	Health Science (A.S.)
Carpentry	Construction Technology: Sustainable Building (A.A.S.)
Chemical Engineering	Liberal Arts and Sciences: Science (A.S.)
Chemistry	Liberal Arts and Sciences: Science (A.S.)
Chiropractic	Health Science (A.S.)
Civil Engineering	Liberal Arts and Sciences: Science (A.S.)
Clerk-Typist	Business Applications Specialist (Certificate)
Clinical Laboratory Technologist	Health Science (A.S.)
Communications	Communication and Broadcast Media (A.S.)
Computer-based Training Design	Digital Media Technology and Design (A.A.S.)
Computer Engineering	Computer Science (A.S.)
Computer Information Systems	Computer Information Systems (A.A.S.)
Computer Operator	Computer Technology (A.A.S.)
Computer Science	Computer Science (A.S.)
Construction/Contracting	Construction Technology: Sustainable Building (A.A.S.)
Counseling	Liberal Arts and Sciences: Human Services (A.A.S. or A.A.)
Criminal Justice	Criminal Justice (A.A.S., A.S.)

Diet Technician	Health Studies (A.A.S.)
Dietary Ambassador	Health Studies (A.A.S.)
Dentistry	Liberal Arts and Sciences: Science (A.S.) or Health Sciene (A.S.)
Drama	Liberal Arts and Sciences: General Studies (A.A.) or Theatre Arts (A.S.)
Early Childhood	Early Childhood (A.A.S. or Certificate) or Liberal Arts and Sciences: General Studies (A.A.)
Earth Science	Liberal Arts and Sciences: Science (A.S.)
Ecology	Liberal Arts and Sciences: Science (A.S.)
Economics	Business Administration (A.S.)
EEG Technician	Health Studies (A.A.S.)
Education	Liberal Arts and Sciences: General Studies (A.A.) or Science (A.S.) or Early Childhood (A.A.S.)
EKG Technician	Health Studies (A.A.S.)
Electrical Engineering	Liberal Arts and Sciences: Science (A.S.)
Electrical Technology	Electrical Technology (A.A.S.)
Electrician	Construction Technology: Sustainable Building (A.A.S.)
Electronics Technology	Electrical Technology (A.A.S.)
Elementary Education	Liberal Arts and Sciences: General Studies (A.A.) or Science (A.S.)
Engineering	Liberal Arts and Sciences: Science (A.S.)
English	Liberal Arts and Sciences: General Studies (A.A.)
Environmental Studies	Liberal Arts and Sciences: Science (A.S.)
Estimator	Construction Technology: Sustainable Building (A.A.S.)
Family Counseling	Human Services (A.A.S.)
Film	Liberal Arts and Sciences: General Studies (A.A.)
Finance	Business Administration (A.S. or A.A.S.)
Fine Arts	Fine Arts (A.S.), Liberal Arts and Sciences: General Studies (A.A.)
Foreign Languages	Liberal Arts and Sciences: General Studies (A.A.)
Forensics	Health Science (A.S.)
Forestry	Liberal Arts and Sciences: Science (A.S.)
Game Design (Introductory)	Web and Mobile Applications Development (A.A.S.)
Genetics	Liberal Arts and Sciences: Science (A.S.)
Geology	Liberal Arts and Sciences: Science (A.S.)
Gerontology	Human Services (A.A.S.)
Government	General Studies (A.A.)
Graphic Arts	Digital Media Technology and Design (A.A.S.)
Health	Nursing (A.A.S.), Liberal Arts and Sciences: General Studies (A.A.) Liberal Arts and Sciences (A.S.), or Health Science (A.S.)
Health Counselor	Health Science (A.S.)
Health Policy Analyst	Health Science (A.S.)
Health Science Researcher	Health Science (A.S.)
History	Liberal Arts and Sciences: General Studies (A.A.)
Human Services	Human Services (A.A.S.)
HVAC/R Equipment Testing	Heating, Ventilation, Air Conditioning, and Refrigeration HVAC/R (Certificate)

HVAC/R Maintenance	Heating, Ventilation, Air Conditioning, and Refrigeration HVAC/R (Certificate)
HVAC/R Sales	Heating, Ventilation, Air Conditioning, and Refrigeration HVAC/R (Certificate)
HVAC/R Service	Heating, Ventilation, Air Conditioning, and Refrigeration HVAC/R (Certificate)
Immunology	Liberal Arts and Sciences: Science (A.S.)
Information Science	Computer Information Systems (A.A.S.) or Computer Science (A.S.)
Information Technology	Computer Networking (A.A.S.) or Computer Technology (A.A.S.)
Insurance	Business Administration (A.S. or A.A.S.)
Journalism	Communication and Broadcast Media (A.S.)
Law	Liberal Arts and Sciences: General Studies (A.A.) or Criminal Justice (A.S.)
Law Enforcement	Criminal Justice (A.A.S., A.S.)
Library Service	Liberal Arts and Sciences: General Studies (A.A.)
Management	Business Administration (A.S. or A.A.S.)
Marine Biology	Liberal Arts and Sciences: Science (A.S.)
Marketing	Business Administration (A.S. or A.A.S.)
Mass Media/Communications	Communication and Broadcast Media (A.S.)
Material Science	Liberal Arts and Sciences: Science (A.S.)
Mathematics	Liberal Arts and Sciences: General Studies (A.A.)
Mathematics Education	Liberal Arts and Sciences: General Studies (A.S.)
Mechanical Engineering	Liberal Arts and Sciences: Science (A.S.)
Medical Biotechnology	Health Science (A.S.)
Medical Assistant	Health Studies (A.A.S.)
Medical Imaging	Health Science (A.S.)
Medical Records/Coding	Health Studies (A.A.S.)
Medical Secretary	Medical Administrative Assistant (A.A.S.)
Medicine	Liberal Arts and Sciences: Science (A.S.)
Mental Health	Human Services (A.A.S. or A.A.)
Mental Health Assistant	Health Studies (A.A.S.)
Meteorology	Liberal Arts and Sciences: Science (A.S.)
Microbiology	Liberal Arts and Sciences: Science (A.S.)
Mobile Applications Developer	Web and Mobile Applications Development (A.A.S.)
Multimedia	Digital Media Technology and Design (A.A.S.)
Music	Liberal Arts and Sciences: General Studies (A.A.)
Natural Resources	Liberal Arts and Sciences: Science (A.S.)
Network Technician	Computer Networking (A.A.S.) or Computer Technology (A.A.S.)
Nursery Education	Early Childhood (A.A.S. or Certificate) or Liberal Arts and Sciences: General Studies (A.A.)
Nursing	Nursing (A.A.S.)
Nursing Assistant	Health Studies (A.A.S.)
Nutrition	Liberal Arts and Sciences: Science (A.S.)

Occupational Therapy	Health Science (A.S.)
Oceanology	Liberal Arts and Sciences: Science (A.S.)
Office Administration	Business Applications Specialist (Certificate)
Optometry	Health Science (A.S.)
Pathology	Liberal Arts and Sciences: Science (A.S.)
Patient Care Technician	Health Studies (A.A.S.)
Peer Counselor	Health Studies (A.A.S.)
Personnel	Business Administration (A.S. or A.A.S.)
Pharmacy Technologist	Health Studies (A.A.S.)
Pharmacology	Liberal Arts and Sciences: Science (A.S.), Health Science (A.S.)
Philosophy	Liberal Arts and Sciences: General Studies (A.A.)
Phlebotomist	Health Studies (A.A.S.)
Physical Education	Physical Education and Sport Management (A.A.S.)
Physical Therapy	Liberal Arts and Sciences: Science (A.S.), Health, or Health Science (A.S.)
Physician Assistant	Health Science (A.S.)
Physics	Liberal Arts and Sciences: Science (A.S.)
Plumbing	Construction Technology: Sustainable Building (A.A.S.)
Podiatry	Health Science (A.S.)
Political Science	Liberal Arts and Sciences: General Studies (A.A.)
Printing Technology	Digital Media Technology and Design (A.A.S.)
Project Management	Construction Technology: Sustainable Building (A.A.S.)
Psychology	Liberal Arts and Sciences: General Studies (A.A.)
Public Administration	Liberal Arts and Sciences: General Studies (A.A.)
Public Health	Health Science (A.S.)
Public Relations Assistant	Communication and Broadcast Media (A.S.)
Radio Broadcasting	Communication and Broadcast Media (A.S.)
Radiologic Diagnostic Imaging Asst.	Health Studies (A.A.S.)
Radiologic Technology	Radiologic Technology (A.A.S.)
Recreation	Physical Education and Sport Management (A.A.S.)
Recreational Therapy Aide	Health Studies (A.A.S.)
Respiratory Therapy	Health Science (A.S.)
Retailing	Business Administration (A.A.S. or A.S.)
Robotics	Electrical Technology (A.A.S.) or Automation Systems/Mechatronics (Certificate)
Sales	Business Administration (A.A.S. or A.S.)
Science Education	Liberal Arts and Sciences: Science (A.S.) or Health Science (A.S.),
Science Writer	Health Science (A.S.)
Secondary Education	Liberal Arts and Sciences: General Studies (A.A.) or Science (A.S.)
Secretarial Science	Business Applications Specialist (Certificate)
Semiconductor Manufacturing	Automation Systems/Mechatronics (Certificate)
Social Work	Human Services (A.A.S.)
Sociology	Liberal Arts and Sciences: General Studies (A.A.)
Special Education	Liberal Arts and Sciences: General Studies (A.A.)

Speech	Communication and Broadcast Media (A.S.)
Sport Management	Physical Education and Sport Management (A.A.S.)
Statistics	Liberal Arts and Sciences: General Studies (A.A.)
Substance Abuse Counseling	Human Services (A.A.S. or A.A.)
Systems Analysts	Computer Information Systems (A.A.S.) Computer Science (A.S.)
Telecommunications	Electrical Technology (A.A.S.)
Television Broadcasting	Communication and Broadcast Media (A.S.)
Theater	Liberal Arts and Sciences: General Studies (A.A.)
Urban Studies	Liberal Arts and Sciences: General Studies (A.A.)
Veterinary Medicine	Liberal Arts and Sciences: Science (A.S.), Health Science (A.S.)
Video Production	Communication and Broadcast Media (A.S.)
Web and Mobile Apps. Developer	Web and Mobile Applications Development (A.A.S.)
Web Design	Computer Information Systems (A.A.S.) or Digital Media Technology and Design (A.A.S.), or Web and Mobile Applications Development (A.A.S.)
Wildlife Biology	Liberal Arts and Sciences: Science (A.S.)
Zoology	Liberal Arts and Sciences: Science (A.S.)

Fulton-Montgomery Community College's programs include Liberal Arts and Sciences, Business, Technology, and Health Professions degrees and certificates. These programs are listed here along with the Higher Education General Information Survey (HEGIS) classification and the State University of New York Application Processing Center's (APC) codes. Enrollment in programs that are not registered or otherwise approved may jeopardize a student's eligibility for certain student aid awards.

FULTON-MONTGOMERY COMMUNITY COLLEGE

A.A. DEGREE PROGRAMS	DEGREE	CIP CODE	MAJOR CODE
Liberal Arts and Sciences: General Studies	A.A.	24.0102	0250
Human Services	A.A.	44.0000	1175
A.S. DEGREE PROGRAMS			
Business: Business Administration	A.S.	52.0201	0671
Communication and Broadcast Media	A.S.	09.0101	2322
Computer Science	A.S.	11.0101	0532
Criminal Justice	A.S.	43.0103	1100
Fine Arts	A.S.	50.0701	1648
Health Science	A.S.	51.0000	1821
Liberal Arts and Sciences: Science	A.S.	24.0103	0220
A.A.S. DEGREE PROGRAM—BUSINESS			
Business: Accounting	A.A.S.	52.0302	0630
Business: Business Administration	A.A.S.	52.0201	0632
Medical Administrative Assistant	A.A.S.	51.0716	1176
A.A.S. DEGREE PROGRAM—HEALTH PROFESSIONS			
Health Studies	A.A.S.	51.0000	1731
Nursing	A.A.S.	51.3801	0622
Physical Education and Sport Management	A.A.S.	24.0199	1131
Radiologic Technology	A.A.S.	51.0907	0628
A.A.S. DEGREE PROGRAM—PUBLIC AFFAIRS AND SERVICES			
Criminal Justice	A.A.S.	43.0103	0640
Early Childhood	A.A.S.	19.0708	0605
Human Services	A.A.S.	44.0000	0604

A.A.S. DEGREE PROGRAM—TECHNOLOGIES

Computer Information Systems	A.A.S.	11.0401	0581
Computer Networking	A.A.S.	11.0901	2331
Computer Technology	A.A.S.	15.1201	0559
Construction Technology: Sustainable Building	A.A.S.	15.1001	0857
Digital Media Technology and Design	A.A.S.	10.0305	1939
Electrical Technology	A.A.S.	15.0303	0555
Web and Mobile Applications Development	A.A.S.	11.1004	2622

A.O.S. DEGREE PROGRAMS

Individual Studies	A.O.S.	24.0102	0688

CERTIFICATE PROGRAMS (One Year)

Automation Systems/Mechatronics	Certificate	15.0303	0925
Business Applications Specialist	Certificate	52.0408	1778
Early Childhood	Certificate	19.0708	0968
General Automotive Services	Certificate	47.0604	1733
General Education	Certificate	24.0102	0985
Heating, Ventilation, Air Conditioning, and Refrigeration Technology (HVAC/R)	Certificate	47.0201	0924
Individual Studies	Certificate	24.0102	0987
Teaching Assistant	Certificate	13.1501	1330

Gainful Employment

The Department of Education requires institutions of higher education, who offer one-year certificate programs, to provide information about all non-degree programs, as they pertain to employability. These are programs that prepare students for gainful employment in recognized occupations. Visit FM's website, for more information- http://www.fmcc.edu/academics/gainful-employment/.

In order to receive an A.A. or A.S. degree from Fulton-Montgomery Community College, students are required to fulfill at least 30 credit hours which includes seven (7) of the ten (10) categories of the SUNY General Education requirements. Any SUNY General Education requirement that is not fulfilled at FM must then be completed at the four-year SUNY institution to which you transfer.

The table below lists the ten categories and the FM courses that satisfy each of the requirements. Please see an Academic Advisor for appropriate course selections.

Mathematics (M)	Natural Science (N)		Social Sciences (S)	United States History (U)	Western Civilization (W)	Other World Civilization (O)	Humanities (H)	The Arts (A)	Foreign Language (F)	Basic Communication (C)
MAT 110	BIO 170	SCI 131	ECO 282	HIS 105[3]	HIS 103	ART 106	ENG 150	ART 100	ASL 101[1]	COM 103
MAT 115[5]	BIO 171	SCI 135	ECO 283	HIS 106[3]	HIS 104	HIS 101	ENG 200	ART 101	ASL 102[1]	ENG 103
MAT 120	BIO 215[5]	SCI 136	ENG 140	HIS 287[2]	HIS 296	HIS 102	ENG 210	ART 102	CHI 101	ENG 104
MAT 125	BIO 272[5]	SCI 137	POL 101	HIS 293[2]		IDS 200	ENG 230[5]	ART 103	CHI 102	ENG 128
MAT 130	BIO 273[5]	SCI 139	PSY 101	HIS 295[2]			ENG 231	ART 115	FRE 101	
MAT 140	BIO 276[5]	SCI 143	SOC 101				ENG 232	ART 116	FRE 102	
MAT 170	BIO 282[5]	SCI 144	SOC 200				ENG 233	ART 125	FRE 201	
MAT 175	CHM 173	SCI 145	SOC 210				ENG 234	ART 150	FRE 202	
	CHM 221[5]	SCI 146					ENG 235	ART 160	GER 101	
	CHM 222[5]	SCI 161					ENG 239	ART 175	GER 102	
	CHM 174[4]	SCI 162					ENG 245	ART 225	ITA 101	
	PHY 151	SCI 170					ENG 250	ART 230	ITA 102[4]	
	PHY 152[4]	SCI 181					ENG 252[5]	ART 245	SPA 101	
	PHY 171						HUM 170	MUS 102	SPA 102	
	PHY 172[4]						HUM 171	THR 101	SPA 201	
	PHY 271[5]						HUM 180	THR 102	SPA 202	
							PHI 150	THR 110	SPA 201	
							PHI 258	THR 120		
							PHI 260	THR 201		

1. Only for Early Childhood Education, Human Services and Criminal Justice majors.
2. For students scoring above 84 percent on NYS Regents in American History.
3. For all students.
4. CHM174, ITA102, PHY152, and PHY172 effective Fall 2015.
5. BIO215, BIO272, BIO273, BIO276, BIO282, CHM221, CHM222, ENG230, ENG252, MAT115, and PHY271 effective Fall 2016.

The General Education Curriculum requires students to demonstrate:

a) knowledge and skills in two required areas, Basic Communication (C) and Mathematics (M);
b) knowledge and skills in five to eight of the following areas (depending upon the academic program), Natural Sciences (N), Social Sciences (S), United States History (U), Western Civilization (W), Other World Civilizations (O), Humanities (H), The Arts (A), and Foreign Languages (F); and
c) competency in two required areas, Critical Thinking and Information Management.

SUNY General Education Course Learning Outcomes
Student must demonstrate competency as noted in individual programs SUNY General Education Areas.
Mathematics (M): 1) interpret and draw inferences from mathematical models such as formulas, graphs, tables and schematics 2) represent mathematical information symbolically, visually, numerically and verbally 3) employ quantitative methods i.e., arithmetic, algebra, geometry, statistics to solve problems 4) estimate and check mathematical results for reasonableness 5) recognize the limits of mathematical and statistical methods.
Natural Sciences (N): 1) understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis 2) application of scientific data, concepts, and models in one of the natural (or physical) sciences.
Social Sciences (S): 1) understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis 2) knowledge of major concepts, models and issues of at least one discipline in the social sciences.
United States History (U): 1) knowledge of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society; 2) knowledge of common institutions in American society and how they have affected different groups; and 3) understanding of America's evolving relationship with the rest of the world.
Western Civilization (W): 1) demonstrate knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western civilizations; and 2) relate the development of Western civilization to that of other regions of the world.
Other World Civilizations (O): 1) knowledge of either a broad outline of world history 2) knowledge of the distinctive features of the history, institutions, economy, society, culture, etc., of one non-Western civilization.
Humanities (H): 1) demonstrate knowledge of conventions and methods of at least one of humanities in addition to those encompassed by other knowledge areas required by the General Education program.
The Arts (A): 1) understanding of at least one principal form of artistic expression and the inherent creative process.
Foreign Languages (F): 1) basic proficiency in the understanding and use of a foreign language 2) knowledge of distinctive features of culture(s) associated with the language they are studying.
Basic Communication (C): 1) produce coherent texts within common college-level written forms 2) demonstrate the ability to revise and improve such texts 3) research a topic, develop an argument, and organize supporting details 4) develop proficiency in oral discourse 5) evaluate an oral presentation according to established criteria.

LIBERAL ARTS ELECTIVES

All of the following courses fall within the category of Liberal Arts Electives.

HUMANITIES ELECTIVES:

Art courses	ART 101, ART 102, ART 103, ART 106.
Communication courses	COM 103
English courses	ENG 103, ENG 104, ENG 132, ENG 140, ENG 150, ENG 200, ENG 210, ENG 222, ENG 230, ENG 231, ENG 232, ENG 233, ENG 234, ENG 235, ENG 239, ENG 245, ENG 250, ENG 252, ENG 257.
Foreign Language courses	CHI 101, CHI 102, FRE 101, FRE 102, FRE 201, FRE 202, GER 101, GER 102, ITA 101, ITA 102, SPA 101, SPA 102, SPA 201, SPA 202 (ASL 101 and ASL 102)*
Humanities courses	HUM 170, HUM 171, HUM 180, PHI 150, PHI 258, PHI 260.
Theatre courses	THR 101, THR 102, THR 250.

MATHEMATICS ELECTIVES:	MAT All (except MAT 020, MAT 040, MAT 100).
SCIENCE ELECTIVES:	BIO, CHM, PHY, SCI All
SOCIAL SCIENCE ELECTIVES:	HIS, POL, PSY, SOC All and ECO 180, ECO 282, ECO 283.

All courses must be 100 level or higher and meet program guidelines to earn degree or certificate credit.

*ASL 101 and ASL 102 only meet Foreign Language requirement for Early Childhood Education, Human Services and Criminal Justice majors.

General Automotive Services (Certificate) 103

BUSINESS PROGRAMS:
Business: Accounting (AAS) 104
Business: Business Administration (AAS) 105
Business: Business Administration (AS) 106
Business Applications Specialist (Certificate) 107

Communication and Broadcast Media (AS) 108

COMPUTER PROGRAMS:
Computer Information Systems (AAS) 109
Computer Networking (AAS) 110
Computer Science (AS) 111
Computer Technology (AAS) 112
Web and Mobile Applications Development (AAS) 113

Construction Technology: Sustainable Building (AAS) 114
Heating, Ventilation, Air Conditioning, and Refrigeration Technology (HVAC/R Certificate) 115

Criminal Justice (AAS) 116
Criminal Justice (AS) 117

Digital Media Technology and Design (AAS) 118

Early Childhood (AAS) 119
Early Childhood (Certificate) 120
Teaching Assistant (Certificate) 121

Electrical Technology (AAS) 122
Automation Systems/Mechatronics (Certificate) 123

Fine Arts (AS) 124
General Education (Certificate) 125

Health Science (AS) 126
Health Studies (AAS) 127

Human Services (AAS) 128
Human Services (AA) 129

INDIVIDUAL STUDIES: 130
Collaborative Career Learning (AOS) 131
Collaborative Career Learning (Certificate) 132
Accounting Clerk
Administrative Assistant
Assistant Chef
Banker
Carpenter
Computer Operator
Computer Systems Specialist
Dental Assistant
Desktop Publisher
Electrician's Helper
Entrepreneur
Fitness Specialist
Floral Design/Retail Management
Help Desk Specialist
Insurance Office Assistant
Medical Assistant
Medical Records and Health Information Technician
Pharmacy Technician
Phlebotomist
Photographer
Physical Therapy Aide
Radio Broadcaster
Retail Management
Veterinary Assistant

Liberal Arts and Sciences: General Studies (AA) 133
Liberal Arts and Sciences: Science (AS) 135

Medical Administrative Assistant (AAS) 137

Nursing (AAS) 138

Physical Education and Sport Management (AAS) 140

Radiologic Technology (AAS) 141

GENERAL AUTOMOTIVE SERVICES (Certificate)
APC — 1733

This one-year General Automotive Services Certificate Program is designed to provide students with concentrated skill training, for immediate employment. Credits may also be applied toward an Associate in Applied Science degree in Automotive Technology.

Emphasis is on practical hands-on experience in all aspects of automotive mechanics, including engines, support systems, electrical systems, chassis, and power trains. Customer relations are also stressed. Electronic equipment is used in highly individualized laboratory projects. Advanced placement and credit for prior learning in school and on-the-job are possible.

Students in this program are expected to provide their own safety footwear, tools kits, and the other personal items appropriate for automotive laboratory classes.

PROGRAM LEARNING OUTCOMES

Students will be able to:
1) Demonstrate the ability to document and explain customer service needs and work completed.
2) Demonstrate the ability to identify and apply automotive safety regulations, when performing automotive maintenance and repair.
3) Identify and list career opportunities in the automotive industry, including sales, service, and design of automobile, diesel, motorcycle, aircraft, and watercraft.
4) Demonstrate skills and competencies in maintenance and repair for all automotive systems required for employment (and eventual preparation for the nationally recognized testing and certification organization, ASE, Automotive Society of Engineers).
5) Identify and safely use automotive tools and diagnostic equipment.

ONE-YEAR CERTIFICATE

Fall Semester:

AUT 101 Introduction to Automotive Technology	3
AUT 102 Automotive Engines and Support Systems	3
Restricted Elective[2]	3
Mathematics Elective[1]	3-4
CIS 105 Computer Applications	3
CLC 112 Career Search	1
	16-17

Spring Semester:

AUT 103 Automotive Electrical Systems	3
AUT 104 Automotive Chassis Systems	3
ENG 103 English I	3
INT 292 Internship	2
Restricted Elective[2]	3
	14

[1]Math placement depending upon preparation, competence at level of MAT 100 or higher required (not MAT 110).
[2]Restricted Elective - any HVC, BUS, CIS, or ELT course.

AUT designated courses meet at co-located H-F-M BOCES.

Minimum of 30 credits required to complete this program.

BUSINESS: ACCOUNTING (A.A.S.)
APC — 0630

In today's highly rewarding, yet competitive, job market, the accounting and finance professional is continuously in demand. At FM, our leading-edge Accounting program is designed to provide students with the accounting, bookkeeping and business skills needed to succeed in small or large firms. In addition, students will develop the necessary accounting, related computer software, communication and math skills to succeed in their careers upon graduation from FM. This degree prepares students for jobs in accounts payable, receivable, payroll and overall bookkeeping.

PROGRAM LEARNING OUTCOMES

Students will be able to:
1) Apply effective oral and written communication, quantitative reasoning, and technology competencies to real-world business scenarios.
2) Demonstrate critical thinking, teamwork, collaboration, problem-solving, and decision making skills that optimize business outcomes.
3) Identify how diversity and ethics impact the evolving global business environment.
4) Demonstrate core competencies in Accounting, Taxation, Computerized Accounting Applications, Economics and Business Law.

FIRST YEAR

ENG 103 English I	3	ENG 104 English II	3
BUS 101 Principles of Business	3	ACC 101 Financial Accounting[3]	4
BUS 115 Quantitative Business Applications	3	Business Elective[1]	3
CIS 105 Computer Applications	3	Economics Elective	3
Liberal Arts Elective	3	Mathematics Elective[2]	3-4
	15	Physical Education or Wellness Education	1
			17-18

SECOND YEAR

ACC 102 Managerial Accounting[3]	4	ACC 203 Advanced Bookkeeping	4
ACC 137 Computerized Accounting	4	ACC 218 Federal Income Tax	3
BUS 137 Business Communication	3	Business Elective[1]	3
BUS 207 Business Law I	3	Social Science Elective	3
Science Elective	3-4	Physical Education or Wellness Education	1
	17-18		14

[1]ACC, BUS, ECO.
[2]MAT 110 or higher (MAT 125 strongly recommended).
[3]ACC 101 and ACC 102 MUST NOT be more than seven (7) years old upon the most recent matriculation into the program.

Minimum of 63 credits required to complete this program, which must include 20 credits of Liberal Arts and Sciences, plus two different physical or wellness education courses.

BUSINESS: BUSINESS ADMINISTRATION (A.A.S.)
APC — 0632

The Business Administration Program is designed to prepare students with the core skills necessary to compete and succeed in today's diverse business environment. Required courses include the organizational functions of accounting, marketing, management, human resources, business communications, and business law. Exposure to these concepts provides students with the knowledge they need, while introducing them to potential career paths that they can pursue through their choice of business electives. The flexibility of this program allows for both part-time and full-time study.

The primary goal of this business program is to prepare students for employment upon graduation. In addition, students may decide to continue their studies at four-year institutions and beyond. Students confident that they want to continue on to four-year institutions may want to consider FM's Associate in Science degree in Business Administration. Consultation with an academic advisor is recommended and available to students wishing to pursue higher educational goals.

This degree program is offered fully online.

PROGRAM LEARNING OUTCOMES

Students will be able to:

1) Apply effective oral and written communication, quantitative reasoning, and technology competencies to real-world business scenarios.
2) Demonstrate critical thinking, teamwork, collaboration, problem-solving, and decision making skills that optimize business outcomes.
3) Identify how diversity and ethics impact the evolving global business environment.
4) Demonstrate core competencies in Accounting, Marketing, Economics, Management, Business Law, Information Systems, and Business Applications.

FIRST YEAR

ENG 103 English I	3	ENG 104 English II	3
BUS 101 Principles of Business	3	ACC 101 Financial Accounting[5]	4
BUS 115 Quantitative Business Applications	3	BUS 141 Marketing	3
CIS 105 Computer Applications	3	Economics Elective	3
Liberal Arts Elective	3	Mathematics Elective[1]	3-4
	15	Physical Education or Wellness Education	1
			17-18

SECOND YEAR

ACC 102 Managerial Accounting[5]	4	BUS 151 Human Resource Management	3
BUS 137 Business Communication	3	BUS 203 Introduction to Finance or	
BUS 205 Principles of Management	3	Business Elective[3,4]	3
Business Elective[3,4]	3	BUS 270 Entrepreneurship	3
Science Elective	3-4	Restricted Elective[2,4]	3
Physical Education or Wellness Education	1	Social Science Elective	3
	17-18		15

[1]MAT 110 or higher. MAT 125 Statistics recommended.
[2]ACC, BUS, ECO, BTA 248, DMT 102, CIS 170.
[3]ACC, BUS, ECO.
[4]Recommended classes for students interested in Entrepreneurship: BUS 120, BUS 201, BUS 202 and BUS 204.
[5]ACC 101 and ACC 102 MUST NOT be more than seven (7) years old upon the most recent matriculation into the program.

Minimum of 64 credits required to complete this program, which must include 20 credits of Liberal Arts and Sciences, plus two different physical or wellness education courses.

BUSINESS: BUSINESS ADMINISTRATION (A.S.)
APC — 0671

This program is designed to prepare students to transfer to four-year institutions to complete a Bachelor's degree in Business. The flexibility of this program permits students to meet the requirements of their intended transfer institutions.

Students transferring to four-year institutions may specialize at that institution in a particular field such as accounting, finance, marketing, business management, or business education, and begin that specialization at FM.

This degree program is offered fully online.

PROGRAM LEARNING OUTCOMES

Students will be able to:
1) Apply effective oral and written communication, quantitative reasoning, and technology competencies to real-world business scenarios.
2) Demonstrate critical thinking, teamwork, collaboration, problem-solving, and decision making skills that optimize business outcomes.
3) Identify how diversity and ethics impact the evolving global business environment.
4) Demonstrate core competencies in Accounting, Marketing, Economics, Management, Business Law, Information Systems, and Business Applications.

FIRST YEAR

ENG 103 English I	3	ENG 104 English II	3
ACC 101 Financial Accounting[4]	4	ACC 102 Managerial Accounting[4]	4
ECO 282 Macroeconomics.	3	ECO 283 Microeconomics	3
CIS 105 Computer Applications	3	Accounting or Business Elective[1]	3
Social Science Elective	3	Mathematics Elective[2]	4
	16		17

SECOND YEAR

BUS 207 Business Law I	3	Accounting or Business Elective[1]	3
Liberal Arts Elective[3]	6	Liberal Arts Elective[3]	6
MAT 125 Introduction to Statistics	3	Science Elective	3-4
Elective	3	Physical Education or Wellness Education	1
Physical Education or Wellness Education	1		13-14
	16		

[1]ACC, BUS, ECO, BUS 141 Marketing, BUS 208 Business Law II and BUS 205 Principles of Management recommended.
[2]MAT 140 or higher.
[3]Elective should be used to meet a SUNY General Education requirement.
[4]ACC 101 and ACC 102 MUST NOT be more than seven (7) years old upon the most recent matriculation into the program.

Students are advised to choose electives based on the requirements of their intended transfer institutions.

NOTE: All A.A. and A.S. degree programs require courses that meet 7 of the 10 General Education competencies and a minimum of 30 credits of general education coursework.

Minimum of 62 credits required to complete this program, which must include 30 credits of Liberal Arts and Sciences, plus two different physical or wellness education courses.

BUSINESS APPLICATIONS SPECIALIST (Certificate)
APC — 1778

This program leads to a certificate, after one year of study (two semesters). It is designed to provide students with concentrated skill training, leading to employment in entry level business support positions. Graduates may apply all credits toward the Associate's degree in Business Technology and Applications.

PROGRAM LEARNING OUTCOMES

Students will be able to:
1) Acquire and demonstrate the knowledge and skills necessary to provide administrative assistance in an office.
2) Acquire and demonstrate the oral and written communication skills necessary to provide administrative assistance in an office.
3) Acquire and demonstrate the knowledge and skills necessary to provide specialized administrative assistance in one of the following areas: administrative management, medical, transcription, reception, or desktop publishing/multimedia.
4) Acquire and demonstrate the critical-thinking and problem-solving skills necessary to provide administrative assistance in an office.
5) Demonstrate an understanding of the importance of personal characteristics and behavior on the job when providing administrative assistance.

ONE-YEAR CERTIFICATE

Fall Semester:

ENG 103 English I	3
BTA 134 Information Processing	4
BTA 137 Introduction to Business Technology	3
CIS 105 Computer Applications	3
Restricted Career Elective[1]	3
	16

Spring Semester:

BTA 244 Advanced Microsoft® Word	3
BUS 137 Business Communication	3
BTA 139 Business Systems Applications	3
Restricted Career Elective[1]	3
Restricted Career Elective[1]	3
	15

[1]Restricted career electives may include any course with an ACC, BUS, CIS, DMT, MED prefix and any other BTA non-required course.

Minimum of 31 credits are required to complete this program.

COMMUNICATION AND BROADCAST MEDIA (A.S.)
APC — 2322

Communications is a means to convey information across a variety of integrated media as part of a Transmedia process. This program is designed primarily for students who plan to transfer to four-year programs that lead to a Bachelor's degree in Communication Technology, Communications, Journalism, Public Relations, or other related fields.

PROGRAM LEARNING OUTCOMES

Students will be able to:
1) Understand the history, economics, social impact, and employment opportunities of mass media.
2) Successfully demonstrate basic media skills for print, online, and broadcast.
3) Utilize digital media concepts to communicate effectively.
4) Tell stories across media platforms.
5) Apply creative design concepts across media.

FIRST YEAR

COM 101 Introduction to Mass Media	3	COM 105 Basic Audio Production	3
COM 103 Media Writing	3	COM 107 Digital Television Production	2
DMT 120 Digital Photography/Adobe® Photoshop	3	DMT 102 Introduction to Web Design	3
PSY 101 Introduction to Psychology or		ENG 103 English I	3
SOC 101 Introduction to Sociology	3	ENG 132 Speech	3
Liberal Arts Elective[2]	3	Physical Education or Wellness Education	1
Physical Education or Wellness Education	1		15
	16		

SECOND YEAR

COM 202 Journalism	3	COM 206 New Media	3
COM 204 Advanced Television Production	3	DMT 210 Multimedia Authoring	3
DMT 203 Adobe® After Effects	3	Liberal Arts Electives[2]	9
MAT 120 or Higher[1]	3-4	Science Elective[3]	3-4
ENG 104 English II	3		18-19
	15-16		

[1]Students should check Mathematics requirements of intended transfer institution.
[2]Elective should be used to meet a SUNY General Education requirement.
[3]SCI 129 does not satisfy lab science graduation requirement.

NOTE: All A.A. and A.S. degree programs require courses that meet 7 of the 10 General Education competencies and a minimum of 30 credits of General Education coursework.

Minimum of 64 credits required to complete this program, which includes 30 hours of Liberal Arts and Sciences, plus two different physical or wellness education courses.

COMPUTER INFORMATION SYSTEMS (A.A.S.)
APC — 0581

This curriculum is structured along the lines of career interests and job skills that are required by students who plan to enter the field of computer information systems.

The course work emphasizes practical problem-solving skills, the use of computers, information technology, and written and oral communication skills to achieve a well-rounded computer information systems background.

FM graduates will have a solid foundation in object-oriented programming, dynamic webpages, application software, networked hardware, and project management. They will be able to provide solutions using learned IT knowledge and interpersonal skills and will have the ability to adapt to the ever-changing IT industry.

PROGRAM LEARNING OUTCOMES

Students will be able to:
1) Utilize desktop and internet-based applications to perform advanced end-user tasks.
2) Analyze algorithms, organize data structures, and employ object-oriented and modular programming techniques to successfully code event-driven programs.
3) Design and code dynamic websites using HTML, CSS, and client-side and server-side scripting languages.
4) Configure, troubleshoot and support computers and devices in a networked environment.
5) Maintain professional growth, manage projects, and self-teach within a team environment with appropriate interpersonal skills.

FIRST YEAR

ENG 103 English I	3	ENG 104 English II	3
CIS 110 Spreadsheets & Databases for Professionals	3	CIS 120 Computer Science I	3
CIS 115 Introduction to Programming Logic	3	CIS 160 Database Design & Programming	3
COT 131 Cisco Networking I	4	CIS 170 Web Site Development	3
Mathematics Elective[1]	3-4	CIS 240 Hardware Concepts	3
	16-17		15

SECOND YEAR

CIS 220 Computer Science II	3	CIS 250 Project Management	3
CIS 230 Internet Programming	3	CIS 289 Professional Development Seminar or	
CIS 241 Networking Concepts	3	INT 292 Internship	2
Liberal Arts Elective	3	Liberal Arts Elective	3
Social Science Elective	3	Restricted Elective[2]	3
Physical Education or Wellness Education	1	Science Elective	3-4
	16	Physical Education or Wellness Education	1
			15-16

[1]MAT 120 or higher. Students planning to transfer should work with an academic advisor to select a mathematics course that aligns with the requirements of their intended transfer institutions.
[2]Restricted Electives include: BUS 101, BUS 137, BUS 141, BUS 205 or ENG 132.

Minimum of 62 credits required to complete this program, which must include 20 credits of Liberal Arts and Sciences, plus two different physical or wellness education courses.

COMPUTER NETWORKING (A.A.S.)
APC — 2331

This curriculum is structured along the lines of career interests and job skills that are required by students who plan to enter the field of computer networking.

The course work emphasizes practical problem-solving skills, the use of computers, networking technology, and written and oral communication skills to achieve a well-rounded computer networking background.

FM graduates will have a solid foundation in route and switched networking, networked hardware, basic programming concepts, application software, and project management. They will be able to provide solutions using learned IT knowledge and interpersonal skills and will have the ability to adapt to the ever-changing IT industry.

PROGRAM LEARNING OUTCOMES

Students will be able to:
1) Utilize desktop and internet-based applications to perform advanced end-user tasks.
2) Understand and code basic programs and scripts.
3) Design, build, manage, troubleshoot, and support a route and switched network.
4) Configure, troubleshoot and support computers and devices in a networked environment.
5) Maintain professional growth, manage projects, and self-teach within a team environment with appropriate interpersonal skills.

FIRST YEAR

ENG 103 English I	3	ENG 104 English II	3
CIS 110 Spreadsheets & Databases for Professionals	3	CIS 240 Hardware Concepts	3
CIS 115 Introduction to Programming Logic	3	CIS Elective[2]	3
COT 131 Cisco Networking I	4	COT 132 Cisco Networking II	4
Mathematics Elective[1]	4	Social Science Elective	3
	17		16

SECOND YEAR

CIS 241 Networking Concepts	3	CIS 250 Project Management	3
COT 133 Cisco Networking III	4	CIS 289 Professional Development Seminar or	
Liberal Arts Elective	3	INT 292 Internship	2
Science Elective	3-4	COT 134 Cisco Networking IV	4
Physical Education or Wellness Education	1	Restricted Elective[3]	3
	14-15	Liberal Arts Elective	3
		Physical Education or Wellness Education	1
			16

[1] MAT 120 Intermediate Algebra or higher.
[2] CIS 105 Computer Applications does not apply.
[3] BUS 101, BUS 137, BUS 141, BUS 205, ENG 132.

Minimum of 62 credits required to complete this program, which must include 20 credits of Liberal Arts and Sciences, plus two different physical or wellness education courses.

COMPUTER SCIENCE (A.S.)
APC — 0532

The two-year Computer Science Program is designed for students who plan to transfer and continue their studies in programs leading to a Bachelor's degree. The program emphasizes an understanding of computing, data structures, object-oriented and modular programming techniques, and algorithm analysis.

PROGRAM LEARNING OUTCOMES

Students will be able to:
1) Utilize desktop and internet-based applications to perform advanced end-user tasks.
2) Analyze algorithms, organize data structures, and employ object-oriented and modular programming techniques to successfully code event-driven programs.
3) Maintain professional growth, manage projects, and self-teach within a team environment with appropriate interpersonal skills.

FIRST YEAR

ENG 103 English I	3	ENG 104 English II	3
CIS 110 Spreadsheets & Databases for Professionals	3	CIS 120 Computer Science I	3
CIS 115 Introduction to Programming Logic	3	CIS 160 Database Design & Programming	3
Liberal Arts Elective[2]	3	MAT 170 Calculus I	4
Liberal Arts Elective[2]	3	CIS Elective[1]	3
	15		16

SECOND YEAR

CIS 220 Computer Science II	3	CIS 250 Project Management	3
CIS Elective[1]	3	Elective[2]	3
MAT 173 Discrete Mathematics	4	Liberal Arts Elective[2]	3
Liberal Arts Elective[2]	3	Science Elective[2,3]	3-4
Social Science Elective[2]	3	Physical Education or Wellness Education	1
Physical Education or Wellness Education	1		13-14
	17		

[1]CIS 105 Computer Applications does not apply.
[1]It is suggested that the student follow one of the following two sequences (2nd and 3rd semester):
-CIS 240 Hardware Concepts - CIS 241 Networking Concepts
-CIS 170 Web Site Development - CIS 230 Internet Programming
[2]Elective should be used to meet a SUNY General Education requirement.
[3] Science elective: SCI 129 does not satisfy lab science graduation requirement.

NOTE: All A.A. and A.S. degree programs require courses that meet 7 of the 10 General Education competencies and a minimum of 30 credits of General Education coursework.

Minimum of 61 credits required to complete this program, which must include 30 credits of Liberal Arts and Sciences, plus two different physical or wellness education courses.

COMPUTER TECHNOLOGY (A.A.S.)
APC — 0559

The Computer Technology Program offers students education in data telecommunications, networking, electronics, computer hardware, and software programming areas. The program is designed to allow a graduating student to obtain the important technology skills that are needed for CCNA (Cisco Certified Network Associate) certification and to provide the opportunity for transfer to a four-year institution for further training in Computer Technology/Engineering.

PROGRAM LEARNING OUTCOMES

Students will be able to:
1) Demonstrate fundamental knowledge and hands-on competence in the areas of electricity, electronics, digital electronics, microprocessors, local and wide area networks, and software programming.
2) Conduct experiments and then analyze, interpret, and report results.
3) Demonstrate the proper use of electrical diagnostic test instruments.
4) Demonstrate an ability to work both independently and in teams.

FIRST YEAR

ENG 103 English I	3	ELT 229 Electronics I	4
ELT 125 Electric Circuit Analysis I	4	ENG 104 English II or	
CIS 115 Programming Logic and Design	3	ENG127 Technical/Professional Writing	3
COT 131 Cisco I	4	COT 132 Cisco II	4
Mathematics Elective[1]	4	Mathematics Elective[1]	4
	18		15

SECOND YEAR

COT 133 Cisco III	4	COT 134 Cisco IV	4
ELT 132 Digital Electronics	4	ELT 236 Microcontroller Fundamentals	4
Physics[2]	3-4	Physics[2]	3-4
Social Science Elective	3	CIS 120 Computer Science I	3
	14-15	Social Science Elective	3
			17-18

[1]Two of the following: MAT 120, MAT 140, MAT 170 or MAT 175.
[2]Choose Physics sequence from SCI 161 and SCI 162, PHY 151 and PHY 152, or PHY 171 and PHY 172.

CIS 105 or equivalent experience is a prerequisite for this program.

Students should work closely with an academic advisor and refer to transfer institution requirements when selecting electives. Recommended electives: PHY 171, PHY 172, MAT 170, MAT 175.

Minimum of 64 credits required to complete this program, which must include 20 credits of Liberal Arts and Sciences.

WEB AND MOBILE APPLICATIONS DEVELOPMENT (A.A.S.)
APC — 1526

This curriculum is structured along the lines of career interests and job skills that are required by students who plan to enter the field of web and mobile application development. Topics may include debugging, common-platform development, application deployment, gaming, and integrating with web-based services.

The coursework emphasizes practical problem-solving skills, information technology and written and oral communication skills to achieve a well-rounded technical background.

Students will acquire skills in software application development focusing on solutions for existing devices. Students will be prepared to grow in an ever-changing field. Graduates will be prepared for entry-level positions as a Web and Mobile Applications Developer.

PROGRAM LEARNING OUTCOMES

Students will be able to:
1) Analyze needs and design web and mobile applications across multiple platforms.
2) Evaluate mobile-specific tools that can be used to develop user-friendly and interactive applications.
3) Write, test and debug mobile applications.
4) Integrate web-based services and mobile applications.

FIRST YEAR

ENG 103 English I	3	ENG 104 English II	3
CIS 110 Spreadsheets & Databases for Profess.	3	CIS 120 Computer Science I	3
CIS 115 Intro to Programming Logic	3	CIS 160 Database Design & Programming	3
DMT 120 Digital Photography/Adobe® Photoshop	3	CIS 170 Web Site Development	3
COM 103 Media Writing	3	Mathematics Elective[1]	3-4
	15		15-16

SECOND YEAR

CIS 231 Mobile Apps. Development: Android	3	CIS 232 Mobile Apps. Development: iOS	3
CIS 230 Internet Programming	3	CIS 238 Introduction to Game Design	3
Business Elective[2, 3]	3	CIS 289 Professional Development Seminar or	
Science Elective	3	INT 292 Internship	2
Social Science Elective	3	DMT 210 Multimedia Authoring	3
Liberal Arts Elective	3	BUS[2,3], CIS, or DMT Elective	3
	18	Physical Education or Wellness Education	1
			15

[1] MAT 120 or higher.
[2] ACC 101, BUS 115, BUS 120, BUS 137, BUS 141 or BUS 202.
[3] CIS 250 or INT.

Range of 63-64 credits required to complete this program, which must include 20 credits of Liberal Arts and Sciences.

CONSTRUCTION TECHNOLOGY: SUSTAINABLE BUILDING (A.A.S.)
APC — 0857

The Construction Technology curriculum is designed to provide students with knowledge and skills for successful entry into the building construction field. The program provides students with practical application of the methods, materials, and practices of the residential building industry, with an emphasis on green technologies and sustainable building. With additional field experience, the successful graduate will be prepared for entry-level positions in general contracting, subcontracting, and NYS field inspector positions as well as construction supervision and lab, office, and field positions, with material suppliers, designers, builders, developers, and engineering firms.

In addition to textbooks, students in this program are required to provide some of their own personal protective equipment and a limited number of hand tools, for labs.

PROGRAM LEARNING OUTCOMES

Students will be able to:
1) Identify the wide range of construction career opportunities.
2) Identify and apply safety standards and best practices in the application of skill sets used in the construction trades.
3) Apply construction principles and methods in the selection of materials and processes in the construction of green buildings in both a lab and classroom environment.
4) Demonstrate entry-level construction skills in all areas of the program as they apply to the needs of local employers of residential or light commercial construction.
5) Use computers as well as other appropriate technology in the presentation of a capstone project which encompasses the merits and properties of materials and construction techniques as related to green residential and light commercial construction.

FIRST YEAR

ENG 103 English I	3	ENG 104 English II	3
Mathematics Elective[1]	3-4	CST 104 Blueprint Reading and Estimating	3
CST 102 Introduction to Construction	3	CST 105 Residential Construction	3
CST 103 Site Layout and Preparation	3	CST 128 Building Technology	3
CIS 105 Computer Applications	3	Liberal Arts Elective[2]	6
	15-16		18

SECOND YEAR

CST 207 Commercial Construction	3	CST 231 Solar Applications for Residential Homes	3
CST 230 Environmental Building Systems	3	CST 235 Architectural Draft. & Design Construction	3
ELT 125 Electric Circuit Analysis I	4	SCI 162 Introduction to Physics II	3
SCI 161 Introduction to Physics I	3	Social Science Elective	3
Physical Education or Wellness Education	1	Restrictive Elective[3]	3
	14	Physical Education or Wellness Education	1
			16

[1]Math placement depending upon preparation, competence at level of MAT100 or higher required, excluding MAT110.
[2]SCI 131 is recommended.
[3]Choose from the following: Any HVC course or ACC 101, BUS 115, BUS 120, or CAD 174.

CST Designated courses meet at co-located H-F-M BOCES.

Minimum of 63 credits required to complete this program, which must include 20 credits of Liberal Arts and Sciences, plus two different physical or wellness education courses.

HEATING, VENTILATION, AIR CONDITIONING, AND REFRIGERATION TECHNOLOGY (HVAC/R CERTIFICATE)
APC — 0924

This one-year certificate program will prepare students with entry-level knowledge and skills in heating, ventilating, air conditioning, and refrigeration (HVAC/R). The curriculum emphasizes the development of technical, diagnostic, problem-solving, maintenance, repair, and customer service skills. Students will practice laboratory safety standards and rules consistent with industry practices. This program is designed to provide students with concentrated skill training for employment in this rapidly growing field including maintenance and service of new and existing HVAC/R equipment, sales, and equipment testing for HVAC/R manufacturers.

Students in this program are expected to provide their own safety footwear, limited hand tools, and other personal items appropriate for laboratory classes.

PROGRAM LEARNING OUTCOMES

Students will be able to:
1) Identify HVAC/R equipment and system components, their functions, and their relationship within a system.
2) Describe the fundamentals of electricity and explain its application in HVAC/R equipment.
3) Develop and apply competent wiring skills.
4) Demonstrate competent soldering and brazing techniques.
5) Troubleshoot and diagnose problems and perform service tasks.

ONE-YEAR CERTIFICATE

Fall Semester:

HVC 101 Electricity for HVAC/R	3
HVC 102 Fundamentals of Refrigeration	3
ENG 103 English I	3
Mathematics Elective[1]	3-4
Restricted Elective[3]	3
	15-16

Spring Semester:

HVC 103 Heating Technology	3
HVC 104 Fundamentals of Air Conditioning	3
Restricted Electives[2]	6
CIS 105 Computer Applications	3
	15

[1]Math placement depending upon preparation, competence at level of MAT100 Technical Mathematics or higher required (Not MAT110 or MAT125).
[2]Restricted Elective - any course with an ELT or CST designator, SCI131 or CAD174
[3]Restricted Elective - choose from BUS137 or BUS120

Minimum of 30 credits required to complete this program.

CRIMINAL JUSTICE (A.A.S.)
APC — 0640

This program is designed to prepare students for careers with federal, state, county, and local enforcement organizations. The courses are concerned with fulfilling the educational needs of students and aiding them in becoming efficient and knowledgeable criminal justice personnel. The program is open, as well, to those who are currently employed in law enforcement.

STUDENTS PLEASE NOTE: Many criminal justice agencies require applicants to meet qualifying entrance requirements. Students who are pursuing careers at these agencies should be aware of conditions that may disqualify applicants for employment based on health, physical conditions, or character.

PROGRAM LEARNING OUTCOMES

Students will be able to:
1) Explain the etiology and measurement of crime.
2) Analyze the policy issues in criminal justice.
3) Explain the purpose and role of various agencies in the areas of government, policing, adjudications, and corrections.
4) Explain the context of agencies within the criminal justice system.
5) Be able to identify and explain the problems and issues in applied fieldwork.

FIRST YEAR

ENG 103 English I	3	ENG 104 English II or	
CRJ 101 Introduction to Criminal Justice	3	ENG 127 Technical/Professional Writing	3
CRJ 103 Criminal Law	3	POL 204 Constitutional Law	3
SOC 101 Introduction to Sociology	3	CIS 105 Computer Applications	3
CRJ 121 The Corrections Process	3	PSY 101 Introduction to Psychology	3
	15	Mathematics Elective[1]	3-4
			15-16

SECOND YEAR

ENG 132 Speech	3	CRJ Elective[2]	6
CRJ 112 Organization and Management	3	CRJ 289 Professional Development Seminar	2
CRJ 113 Private Sector Issues	3	CRJ 298 Criminal Justice Internship[4]	3
SOC 209 Criminology	3	SOC 225 Professional Ethics	3
Science Elective[3]	3-4	Physical Education or Wellness Education	1
Physical Education or Wellness Education	1		15
	16-17		

[1] MAT 110 or higher, MAT 120 recommended.
[2] Recommended Electives: CRJ 105, CRJ 107, CRJ 123, CRJ 124, CRJ 260, PSY 270, SOC 208, SOC 212, SOC 214, SOC 215.
[3] Science Electives: SCI 135, SCI 161, SCI 170 recommended. SCI 129 does not satisfy lab science graduation requirement.
[4] CRJ 298-299 requires permission of Instructor and requires a minimum of 2.5 cumulative GPA. Any student who is ineligible. to participate in CRJ 298-299 shall be enrolled in a restricted elective from the following courses: POL 101, POL 211, PSY 220, PSY 240, PSY 250, PSY 270, SOC 137, SOC 200, SOC 208, SOC 210, SOC 212, SOC 214, SOC 215 and SOC 220.

Minimum of 61 credits required to complete this program, which must include 20 credits of Liberal Arts and Sciences, plus two different physical or wellness education courses.

CRIMINAL JUSTICE (A.S.)
APC — 1100

The Associate's degree in Criminal Justice provides a broad foundation for careers in any part of the criminal justice system. It is appropriate for students who have not yet made a specific career choice. This Associate's degree is designed to be used as a stepping stone for a bachelor's degree.

PROGRAM LEARNING OUTCOMES

Students will be able to:
1) Explain the etiology and measurement of crime.
2) Analyze the policy issues in criminal justice.
3) Explain the purpose and role of various agencies in the areas of government, policing, adjudications, and corrections.
4) Explain the context of agencies within the criminal justice system.
5) Be able to identify and explain the problems and issues in applied fieldwork.

FIRST YEAR

ENG 103 English I	3	ENG 104 English II	3
CRJ 101 Introduction to Criminal Justice	3	Criminal Justice Elective[2]	3
CRJ 103 Criminal Law	3	Mathematics Elective[1,3]	3-4
CRJ 121 The Corrections Process	3	POL 204 Constitutional Law	3
SOC 101 Introduction to Sociology	3	PSY 101 Introduction to Psychology	3
	15	Physical Education or Wellness Education	1
			16-17

SECOND YEAR

Criminal Justice Elective[2]	3	Restricted Electives[4]	6
Foreign Language Elective[3]	3	SOC 225 Professional Ethics	3
Science Elective[3]	3-4	General Education Elective[3]	3
SOC 209 Criminology	3	Mathematics[5] or Science Elective[3]	3-4
General Education Elective[3]	3	Physical Education or Wellness Education	1
	15-16		16-17

[1]MAT 120 or higher, (MAT 125 strongly recommended). Students should consult intended transfer institution for specific requirements.
[2]Criminal Justice Electives: CRJ 105, CRJ 107, CRJ 112, CRJ 113, CRJ 123, CRJ 124, CRJ 260, CRJ 298-299 (Requires Permission of Instructor), SOC 214, SOC 215.
[3]Students must choose a General Education Approved Course.
[4]Restricted Electives: POL 101, POL 211, PSY 240, PSY 250, PSY 270, SOC 137, SOC 200, SOC 208, SOC 210, SOC 212, SOC 214, SOC 215, SOC 220.
[5]MAT 125 or higher.

NOTE: All A.A. and A.S. degree programs require courses that meet 7 of the 10 General Education competencies and a minimum of 30 credits of General Education coursework.

Minimum of 62 credits required to complete this program, which must include 30 credits of Liberal Arts and Sciences, plus two different physical or wellness education courses.

DIGITAL MEDIA TECHNOLOGY AND DESIGN (A.A.S.)
APC — 1939

The Digital Communications and Transmedia program is designed for students with a variety of career and transfer goals; some examples are graphic design, digital publishing, web design and animation, television, film, and interactive media. Students will learn to communicate across a variety of media platforms, from traditional graphic communication and design concepts to digital workflows and software tools for social media audiences.

PROGRAM LEARNING OUTCOMES

Students will be able to:
1) Utilize digital media concepts to communicate effectively.
2) Tell stories across media platforms.
3) Develop interactive web-based media.
4) Demonstrate creative design across media.
5) Demonstrate the ability to use media for business environments.

FIRST YEAR

COM 103 Media Writing	3	ENG 103 English I	3
DMT 101 Digital Drawing and Illustration	3	COM 107 Digital Television Production	2
DMT 120 Digital Photography/Adobe® Photoshop	3	DMT 102 Introduction to Web Design	3
ART 150 Two-Dimensional Design	3	DMT 130 Multimedia Applications	3
CIS 105 Computer Applications	3	DMT 140 Digital Publishing	3
	15	Physical Education or Wellness Education	1
			15

SECOND YEAR

ENG 104 English II	3	DMT 208 Studio Photography	3
DMT 203 Adobe® After Effects	3	DMT 210 Multimedia Authoring	3
Restricted Elective[1]	3	DMT 212 Media Design Seminar	3
Liberal Arts Elective	3	Internship or Restricted Elective[1]	3
Mathematics Elective[2]	3-4	Science Elective[3]	3-4
Physical Education or Wellness Education	1	THR 250 Introduction to Film Studies	3
	16-17		18-19

[1]Restricted Electives ART, COM, DMT, INT or BUS 137, BUS 141, or BUS 204.
[2]MAT 110 or higher.
[3]SCI 129 does not satisfy lab science graduation requirement.

Minimum of 64 credits required to complete this program, which must include 20 credits of Liberal Arts and Sciences, plus two different physical or wellness education courses.

EARLY CHILDHOOD (A.A.S.)
APC — 0605

This program is designed for students who plan to seek employment as teacher-caregivers at institutions and agencies serving young children.

In addition to providing for the student's intellectual and personal development, the course work in this program provides a broad understanding of the psychological, emotional, intellectual, and developmental needs of children and the skills necessary for meeting those needs. Graduates may find employment opportunities with various types of institutions and agencies serving young children: Child Care Centers, Nursery Schools, Pre-Kindergarten Programs, Head Start, Day Camps, Recreational Centers, and Social Service agencies.

PROGRAM LEARNING OUTCOMES

Students will be able to:
1) Explore issues related to Early Childhood Education in historical and current events.
2) Demonstrate knowledge of developmentally appropriate practice and embrace an anti-bias curriculum.
3) Demonstrate ability to prepare and present lesson and unit plans, including using arts and literature across the curriculum.
4) Apply theory to practice during two practicum/student teaching experiences.
5) Demonstrate knowledge of the importance of creating a healthy and safe environment for children.

FIRST YEAR

ENG 103 English I	3
EDU 171 Introduction to Early Childhood Education.	3
PSY 101 Introduction to Psychology	3
Mathematics[1]	3-4
Elective[2]	3
Physical Education or Wellness Education	1
	16-17

ENG 104 English II	3
EDU 180 Safety, Health, and Nutrition	3
EDU 185 Early Childhood Curriculum	3
PSY 210 Child Psychology	3
Science[1]	3-4
Physical Education or Wellness Education	1
	16-17

SECOND YEAR

SOC 101 Introduction to Sociology	3
EDU 298 Early Childhood Practicum	4
Education Elective[3]	3
Humanities Elective[2]	3
Elective[2]	3
	16

Education Elective[3]	3
EDU 299 Early Childhood Practicum	4
Humanities or Social Science Elective[2]	3
Mathematics or Science Elective[1]	3-4
Elective[2]	3
	16-17

[1]Must include at least 3 credits of mathematics and at least 3 of science, not MAT 010, MAT 020, MAT 040 or SCI 129.

[2]Recommended electives: Humanities: SPA 101, SPA 102, SPA 201, SPA 202
Social Science: PSY 240, SOC 210
Open electives: HLT 134, HLT 135, HUD 110, HUS 215

[3]EDU Electives: EDU 222, EDU 230, EDU 280

Minimum of 64 credits required to complete this program, which must include 20 credits of Liberal Arts and Sciences, plus two different physical or wellness education courses.

EARLY CHILDHOOD (Certificate)
APC — 0968

The Early Childhood Certificate Program is designed for students who want to learn the skills and develop the perspective needed for entry-level positions at institutions and agencies serving young children and for in-service personnel who want to upgrade their skills but do not want to undertake the academic courses required for the two-year Associate in Applied Science degree in Early Childhood. The program is flexible, so students may choose the courses and field experiences that are most appropriate to their interests and career goals.

PROGRAM LEARNING OUTCOMES

Students will be able to:
1) Explore issues related to Early Childhood Education in historical and current events.
2) Demonstrate knowledge of developmentally appropriate practice and embrace an anti-bias curriculum.
3) Demonstrate ability to prepare and present lesson and unit plans, including using arts and literature across the curriculum.
4) Apply theory to practice during two practicum/student teaching experiences.
5) Demonstrate knowledge of the importance of creating a healthy and safe environment for children.

ONE-YEAR CERTIFICATE

Fall Semester:

ENG 103 English I	3
EDU 171 Introduction to Early Childhood Education	3
EDU 185 Early Childhood Curriculum	3
Education Elective[1]	3
PSY 101 Introduction to Psychology	3
	15

Spring Semester:

EDU 180 Safety, Health and Nutrition in Early Childhood	3
Education Elective[1]	3
EDU 298 Early Childhood Practicum	4
EDU 299 Early Childhood Practicum	4
PSY 210 Childhood Psychology	3
	17

[1]Education Electives: EDU 222, EDU 230, or EDU 280.

Minimum of 32 credits required to complete this program.

TEACHING ASSISTANT (Certificate)
APC — 1330

This program is designed to prepare students to work as Teaching Assistants and to provide them with a core of college-level courses that may be applied to the Associate in Applied Science: Early Childhood Education degree.

PROGRAM LEARNING OUTCOMES

Students will be able to:
1) Fulfill the college credit hour requirement for a New York State Level III Teaching Assistant Certificate through this program.

ONE-YEAR CERTIFICATE

Fall Semester:

CIS 105 Computer Applications	3
EDU 175 Foundations of Education	3
ENG 103 English I	3
Mathematics Elective[1]	3-4
PSY 101 Introduction to Psychology	3
	15-16

Spring Semester:

EDU 201 Introduction to Teaching	1
ENG 104 English II	3
General Education Elective[2]	3
Science Elective[3]	3-4
PSY 210 Childhood Psychology or	
PSY 220 Adolescent Psychology	3
	13-14

[1] MAT 110 or higher; MAT 120 recommended for students intending to pursue further education. Students should choose a Mathematics elective from the Approved General Education course list.
[2] Students must select an Approved General Education Elective from one of the following categories (American History, Arts, Foreign Language, Humanities, Other World Civilizations, or Western Civilization).
[3] Students should select a science elective from the Approved General Education course list.

A minimum of 28 credits are required to complete this program.

ELECTRICAL TECHNOLOGY (A.A.S.)
APC — 0555

This program is designed for students seeking employment in a wide variety of technical fields, including engineering technician, clean-room technician, computer-aided design (CAD) technician, lab assistant, and service technician. The Electrical Technology program introduces students to fundamental electronics, electronic circuit design, digital circuitry, and the circuit fabrication and testing process through a variety of lecture and laboratory experiments. The Electrical Technology program also directly matriculates to various four-year colleges, enabling students to pursue a Bachelor's degree in Electrical Engineering Technology. An interest in electricity, electronics, and computers is an asset.

PROGRAM LEARNING OUTCOMES

Students will be able to:
1) Demonstrate fundamental knowledge and hands-on competence in the areas of electricity, electronics, digital electronics, industrial electronics, microprocessors, fiber optics, semiconductor fabrication, telecommunications, and computer aided design.
2) Conduct experiments and then analyze, interpret, and report results.
3) Demonstrate troubleshooting proficiency and the proper use of electrical diagnostic test instruments.
4) Demonstrate an ability to work independently and in teams.

FIRST YEAR

ELT 125 Electric Circuit Analysis I	4	ENG 103 English I	3
ELT 132 Digital Electronics	4	ELT 126 Electric Circuit Analysis II	3
Mathematics Elective[1]	4	ELT 131 Industrial Automation and Robotics I	3
CIS 105 Computer Applications	3	ELT 229 Electronics I	4
	15	Mathematics Elective[1]	4
			17

SECOND YEAR

CAD 174 Computer Aided Drafting	3	ENG 104 English II or	
ELT 230 Electronics II	3	ENG 127 Technical/Professional Writing	3
ELT 231 Industrial Automation and Robotics II	3	ELT 232 Nanotechnology and Integrated Circuits	3
Physics[2]	3-4	ELT 236 Microcontroller Fundamentals	4
Liberal Arts Elective[3]	3	ELT 234 Telecommunications	3
Physical Education or Wellness Education	1	Physics[2]	3-4
	16-17		16-17

[1]Two of the following: MAT 120, MAT 140, MAT 170 or MAT 175.
[2]Choose Physics sequence from SCI 161 and SCI 162, PHY 151 and PHY 152, or PHY 171 and PHY 172.
[3]Employers strongly recommend one of the following: SCI 170, CHM 173 or MAT 125.

Students planning to transfer should see an advisor and consult their transfer institution for appropriate course selection. The following courses are recommended by most four-year institutions: MAT 170, MAT 175, PHY 171, PHY 172, and Computer Programming as available.

Minimum of 64 credits required to complete this program, which must include 20 credits of Liberal Arts and Sciences, plus one physical or wellness education course.

AUTOMATION SYSTEMS / MECHATRONICS (Certificate)
APC — 0925

This program is designed to provide the technical training that is necessary for entry-level employment in a variety of high-tech fields. Mechanical and electronic topics are combined to provide a systems view of "mechatronic" automation and robotics. It is an excellent path to jobs in advanced manufacturing, including those in the field of semiconductor manufacturing. This also provides a pathway to the two-year Electrical Technology AAS program.

PROGRAM LEARNING OUTCOMES

Students will be able to:
1) Demonstrate a "bottom-up" knowledge and hands-on competence of the fundamentals of electrical, mechanical, pneumatic, and hydraulic devices.
2) Demonstrate a "top-down" hands-on understanding of a multi-disciplined system with various components interacting in unison.
3) Students will be proficient at applying transportable, advanced troubleshooting and problem solving skills to systems they will find in the future.

ONE-YEAR CERTIFICATE

Fall Semester:

CIS 105 Computer Applications	3
ELT 125 Electric Circuit Analysis I	4
ELT 132 Digital Electronics	4
Mathematics Elective[1]	4
	15

Spring Semester:

ELT 131 Industrial Automation and Robotics	3
ELT 229 Electronics I	4
ELT 232 Nanotechnology and Integrated Circuits	3
ELT 236 Microcontroller Fundamentals	4
	14

Summer Semester:

ELT 241 Automation Systems	4
	4

[1]MAT120 Intermediate Algebra, MAT130 College Algebra, MAT140 Pre-Calculus, or higher.

Certificate requires 33 credits to complete this program.

FINE ARTS (A.S.)
APC — 1648

This program is designed for students who wish to transfer and continue their studies in Fine Arts, leading to a bachelor's degree, and for those who are seeking immediate employment. Students develop basic concepts and skills in a wide variety of media, while concentrating on the field of art.

PROGRAM LEARNING OUTCOMES

Students will be able to:
1) Demonstrate functional levels of technical art skills in a variety of media, and skills necessary for professional presentation.
2) Possess and utilize vocabulary that describes established concepts and terms associated with the visual fine arts.
3) Recognize and interpret major works of art, from a diverse global perspective, from prehistory to the present.
4) Demonstrate a working knowledge of the elements and principles of design in pictorial composition.
5) Articulately and critically respond to both familiar and unfamiliar works of art as well as formulate and defend value judgments about art.

FIRST YEAR

ENG 103 English I	3	ENG 104 English II	3
ART 101 Art History I	3	ART 102 Art History II	3
ART 115 Drawing I	3	ART 116 Drawing II	3
ART 150 Two-Dimensional Design	3	ART 160 Three-Dimensional Design	3
Science Elective[1]	3-4	Mathematics Elective[2]	3-4
Physical Education or Wellness Education	1	Physical Education or Wellness Education	1
	16-17		16-17

SECOND YEAR

ART 125 Painting I	3	ART 299 Art Seminar	3
Art Elective[3]	3	Art Elective[3]	3
DMT 112 Digital Design	3	Liberal Arts Elective[4]	3
Humanities Elective	3	Social Science Electives	6
Math[2] or Science Elective[1]	3-4		15
	15-16		

[1]Science elective: SCI 129 does not satisfy lab science graduation requirement.
[2]MAT 110 or higher.
[3]Art electives may be selected from the following: ART 175, ART 200, ART 225, ART 230, ART 245, ART 275, ART 295, DMT 109, DMT 124, DMT 201, DMT 202, DMT 210, PHI 260.
[4]Electives should be selected to meet the program requirements of the intended transfer institution.

NOTE: All A.A. and A.S. degree programs require courses that meet 7 of the 10 General Education competencies and a minimum of 30 credits of General Education coursework.

Minimum of 62 credits required to complete this program, which must include 30 credits of Liberal Arts and Sciences, plus two different physical or wellness education courses.

GENERAL EDUCATION (Certificate)
APC — 0985

The General Education curriculum is a one-year program that leads to a certificate of completion. This program is useful for students who wish to strengthen their academic backgrounds before embarking on programs of study that lead to an associate's degree. It also offers the student with undecided educational goals the opportunity for a year of broadly-based study and exploration.

Students without a TASC previously known as GED or high school diploma are required to enroll in the General Education Certificate Program before enrolling in an associate's degree or other certificate program.

PROGRAM LEARNING OUTCOMES

Students will be able to:
1) Meet the qualifications to apply for a New York State High School Equivalency Diploma based on Earned College Credit.

ONE-YEAR CERTIFICATE

Fall Semester:	
English Elective	3
CLC 110 Career Preparation I or	
CLC 111 Career Success or	
EDR 110 Research for Success	1
Social Science Elective	3
Mathematics Elective	3-4
Elective[1]	3
	13-14

Spring Semester:	
English Elective	3
Science Elective[2]	3-4
Humanities Elective	3
BUS 115 Quantitative Business Applications or	
Elective[3]	3
Elective[3]	3
	15-16

[1]CIS 105 recommended.
[2]SCI 129 does not satisfy lab science graduation requirement.
[3]Free Electives.

A minimum of 28 credits must be completed.

HEALTH SCIENCE (A.S.)
APC – 1821

The Health Science degree A.S. program provides a broad foundation for careers in the healthcare industry. This innovative curriculum is designed to prepare graduating students for transfer to four-year institutions. Career choices such as Cardiovascular Perfusion, Chiropractic, Clinical Laboratory Technologist, Dentistry, Forensics, Health Counselor, Health Policy Analyst, Health Science Researcher, Medical Biotechnology, Medical Imaging, Medicine, Nutrition, Occupational Therapy, Optometry, Pharmacy, Physical Therapy, Physician Assistant, Podiatry, Public Health, Respiratory Therapy, Science writer, and Veterinary Medicine are among the many examples for which this curriculum would satisfy prerequisites. The program is a multidisciplinary approach that is well-rounded in the area of the natural sciences, social sciences, communication, and health.

PROGRAM LEARNING OUTCOMES

Students will be able to:
1) Demonstrate the safe and proper use of scientific instrumentation, measuring devices, chemical reagents, media, and/or tools of science in a laboratory setting.
2) Demonstrate communication, problem solving and critical thinking skills pertinent in the healthcare sector.
3) Understand and utilize the scientific method.
4) Promote health and wellness among members of the college and/or local communities, through service learning.

FIRST YEAR

ENG 103 English I	3
BIO 181 Anatomy and Physiology I or	
BIO 170 General Biology I[1]	4
CHM 173 General Chemistry I or	
PHY 151 General Physics I or	
PHY 171 Analytical Physics I or	
SCI 161 Introduction to Physics I[2]	3-4
HLT 101 Introduction to Allied Health	2
Mathematics Elective[4]	3-4
Physical Education or Wellness Education	1
	16-18

ENG 104 English II	3
BIO 182 Anatomy and Physiology II or	
BIO 171 General Biology II[1]	4
CHM 174 General Chemistry II or	
PHY 152 General Physics II or	
PHY 172 Analytical Physics II or	
SCI 162 Introduction to Physics II[2]	3-4
Mathematics Elective[4]	3-4
Physical Education or Wellness Education	1
	14-16

SECOND YEAR

HLT 201 Health Science Seminar	1
Electives[5]	6-8
Liberal Arts Elective[5]	3
PSY 101 Introduction to Psychology	3
Science Elective[3]	3-4
	16-19

Electives[6]	6-8
Liberal Arts Elective[5]	3
Science Elective[3]	3-4
SOC 101 Introduction to Sociology	3
	15-18

[1] Students must take one (1) of the following two (2) sequences: BIO 170 and BIO 171 or BIO 181 and BIO 182.
[2] Students must take one (1) of the following four (4) sequences: CHM 173 and CHM 174, PHY 151 and PHY 152, PHY 171 and PHY 172, or SCI 161 and SCI 162.
[3] Science Electives may be chosen from a non-required course with the prefix BIO or CHM, or from the following: SCI 129, SCI 170, SCI 181, SCI 295, RAD 130 (previously completed) and RAD 131 (previously completed), or ESC elective.
[4] MAT 125 or higher.
[5] Courses must be selected from the following categories FM Approved General Education list: H-Humanities, U-United States History, W-Western Civilization, O-Other World Civilizations, A-The Arts, F-Foreign Languages.
[6] CIS 105 strongly recommended.

Students are advised to choose electives based on the requirements of their intended transfer institutions.

NOTE: All A.A. and A.S. degree programs require courses that meet 7 of the 10 General Education competencies and a minimum of 30 credits of General Education coursework.

A minimum of 61 credits are required to complete this program, which must include 30 credits of Liberal Arts and Sciences, plus two different physical or wellness education courses.

HEALTH STUDIES (A.A.S.)
APC – 1731

The Health Studies degree program provides students with an opportunity to build a foundation and explore multiple career paths and employment in the growing healthcare industry. This innovative curriculum is designed to prepare students who intend to pursue entry-level healthcare positions and for those current healthcare employees who are looking to upgrade their skills. These include Surgical Technologist, Patient Care Technician, Public Health Assistant, Phlebotomist, Radiologic Diagnostic Imaging Assistant, EKG Technician, EEG Technician, Medical Records/Coding, Medical Assistant, Nursing Assistant, Pharmacy Technologist, Diet Technician, Dietary Ambassador, Mental Health Assistant, Peer Counselor, and Recreational Therapy Aid.

PROGRAM LEARNING OUTCOMES

Students will be able to:
1) Identify the breadth of career options, practices, and trends in the healthcare industry and related health fields.
2) Analyze and discuss the ethical and legal principles in healthcare and related health fields.
3) Demonstrate communication, problem solving, and critical thinking skills pertinent in the healthcare and related health fields.

FIRST YEAR

ENG 103 English I	3
HLT 101 Introduction to Allied Health	2
BIO 181 Anatomy and Physiology I or	
SCI 136 Essentials of Anatomy and Physiology	3-4
PSY 101 Introduction to Psychology	3
Restricted Elective[1,2]	3
Physical Education or Wellness Education	1
	15-16

ENG 104 English II	3
HLT 111 Introduction to Patient Care or	
Restricted Elective[1,2]	1-3
HLT 120 Professional Ethics in Allied Health	3
HLT 138 Health Care Provider CPR	1
Science Elective[2]	3-4
SOC 101 Introduction to Sociology	3
Physical Education or Wellness Education	1
	15-18

SECOND YEAR

CIS 105 Computer Applications	3
CLC 111 Career Success or	
CLC 112 Career Search or	
HLT 201 Health Science Seminar	1
Elective	3
Mathematics Elective[3]	3-4
PSY 200 Lifespan Development	3
Restricted Elective[1,2]	3
	16-17

Science Elective[2]	3-4
Electives	6
Liberal Arts Elective	3
INT Internship or	
Restricted Elective[1,2]	2-3
	14-16

[1] Restricted Electives may be chosen from any Science Elective[2], the following PSY or SOC courses: PSY 210, PSY 220, PSY 240, PSY 250, SOC 137, SOC 200, SOC 210; PED 236, or a non-required course with the following prefix: HLT, HUS, MED, NUR (previously completed, RAD (previously completed).

[2] Science Electives may be chosen from a non-required course with the following prefix: BIO (not BIO 276), CHM, and PHY or from the following: SCI 129, SCI 135, SCI 137, SCI 139, SCI 161, SCI 162, SCI 170, RAD 130 (previously completed) and RAD 131 (previously completed).

[3] MAT 120 or higher.

Students interested in transfer should consult intended transfer institution for specific requirements.

A minimum of 60 credits are required to complete this program, which must include 20 credits of Liberal Arts and Sciences, plus two different physical or wellness education courses.

HUMAN SERVICES (A.A.S.)
APC — 0604

The Human Services Program is designed to prepare students for the helping professions. The program is appropriate for current agency employees who are upgrading their skills and for students who are preparing for future careers as human service workers. The program combines academic course work with human service field experience (through internships). This approach prepares students to move directly into employment upon graduation. The program is flexible, so students may choose courses and field work experience in accordance with their areas of interest and particular career goals.

This program is also appropriate for students who are planning to transfer to four-year human service related programs. Students planning to transfer to a Bachelor's degree program in Social Work, however, may want to consider the A.A. degree program in Social Science.

PROGRAM LEARNING OUTCOMES

The student will be able to:
1) Explain social policies that underlie society's efforts to meet basic human needs.
2) Describe and apply the ethical principles that underlie the field.
3) Describe the impact of pertinent legislation.
4) Describe the stages involved in the helping relationship and the theoretical framework of helping.

FIRST YEAR

ENG 103 English I	3
HUS 100 Introduction to Human Services I	3
PSY 101 Introduction to Psychology	3
SPA 101 Elementary Spanish I	3
Elective[1]	3
Physical Education or Wellness Education	1
	16

ENG 104 English II or ENG 127 Technical/ Professional Writing	3
CIS 105 Computer Applications	3
HUS 101 Human Services Interventions	3
SOC 101 Introduction to Sociology	3
PSY 200 Lifespan Development	3
Physical Education or Wellness Education	1
	16

SECOND YEAR

CLC 111 Career Search	1
CLC 112 Career Success	1
Elective[1]	3
SCI 135 Introductory Biology: Molecules and Cells or SCI 136 Essentials of Anatomy and Physiology or SCI 137 Human Biology	3
Psychology or Sociology Elective[2]	3
Human Services Elective[3]	3
	14

HUS 297 Human Services Seminar	2
HUS 298 Human Services Internship[4]	4
SOC 125 Behavioral Statistics (recommended) or Math Elective[5]	3-4
Human Services Elective[3]	3
SOC 225 Professional Ethics	3
	15-16

[1] Suggested Elective-Foreign Language (Spanish and American Sign Language strongly recommended), Early Childhood Education, Health Education, Criminal Justice.

[2] Two from the following Psychology/Sociology Electives: PSY 210, PSY 240, PSY 250, PSY 260, SOC 200, SOC 210, SOC 220.

[3] Two from the following Human Service Electives: HUS 211, HUS 212, HUS 213, HUS 215.

[4] Prerequisite permission of instructor, and grade of B or better in HUS 100, HUS 101, CLC 111, CLC 112. Students not meeting these criteria will take an approved course to fulfill requirements.

[5] MAT 110 or higher.

Minimum of 61 credits required to complete this program, which must include 20 credits of Liberal Arts and Sciences, plus two different physical or wellness education courses.

HUMAN SERVICES (A.A.)
APC — 1175

The Human Services program parallels the first two years of four-year programs in Human Services/Social Work. This enables graduates of the program to transfer at the junior level to some institutions and continue their studies, leading to Bachelor's degrees in Social Work, Human Services, or related areas. Human Services/Social Work professionals find employment with various types of social agencies, including child protection agencies, senior citizen centers, agencies serving handicapped persons, family counseling centers, hospitals, schools and probation departments.

PROGRAM LEARNING OUTCOMES

Students will be able to:
1) Explain social policies that underlie society's efforts to meet basic human needs..
2) Describe and apply the ethical principles that underlie the field.
3) Describe the impact of pertinent legislation.
4) Describe the stages involved in the helping relationship and the theoretical framework of helping.

FIRST YEAR

ENG 103 English I	3	ENG 104 English II	3
PSY 101 Introduction to Psychology	3	HUS 101 Human Services Interventions	3
SOC 101 Introduction to Sociology	3	PSY 200 Lifespan Development	3
HUS 100 Introduction to Human Services	3	SCI 135 Introductory Biology: Molecules/Cells or	
CIS 105 Computer Applications	3	SCI 136 Essentials of Anatomy and Physiology or	
	15	SCI 137 Human Biology	3
		SOC 200 Diversity in America	3
			15

SECOND YEAR

Human Services Elective[1]	3	HUS 297 Human Service Seminar	2
SOC 210 Sociology of the Family	3	HIS 106 Survey of American History II	3
MAT 125 Introduction to Statistics	3	PSY 250 Social Psychology or	
Humanities Elective[2]	3	SOC 220 Deviant Behavior and Social Control	3
PSY 240 Abnormal Psychology	3	POL 280 Public Policy or	
Physical Education or Wellness Education	1	POL 101 Introduction to American Politics	3
	16	Liberal Arts Elective[3]	3
		Physical Education or Wellness Education	1
			15

[1]Human Services Electives: HUS 211, HUS 212, HUS 213, HUS 214, or HUS 215.
[2]Humanities Electives: PHI 150, PHI 258, SPA 101, SPA 102, SPA 201, or SPA 202 recommended.
[3]Liberal Arts Elective should be used to meet a SUNY General Education requirement.

NOTE: All A.A. and A.S. degree programs require courses that meet 7 of the 10 General Education competencies and a minimum of 30 credits of General Education coursework.

Minimum of 61 credits required to complete this program, which must include 45 credits of Liberal Arts and Sciences, plus two different physical or wellness education courses.

INDIVIDUAL STUDIES:

Individual Studies provides two different options:

- One-Year Certificate (24-36 credits) APC -0987
- Two-Year Degree (A.O.S.) (60-62 credits) APC -0688

Individual Studies will be designed to provide specialized study for students with clearly-identified career goals or special educational needs that cannot be met by existing programs. Specific studies will be developed individually by the student and a faculty mentor committee.

Individual Studies may include regular courses, independent and directed study, fieldwork, prior educational experience, and prior work experience. Distribution of credits in these areas will follow existing College policy. At least half of the credits must be directly related to the student's career goal or special educational needs.

Procedures for the development of Individual Studies include:

- consultation with faculty mentors to review the student's academic background and career and educational goals,
- development of a detailed proposal that describes the individual course of study and its relationship to the student's career goals or special educational needs,
- approval by mentors, and
- approval by the Dean of Academic Affairs.

The purpose of Individual Studies is to provide greater curriculum flexibility, breadth, and depth in response to individual student career objectives or special educational needs that cannot be met by existing programs; to provide an opportunity for students to explore areas of study before making a more definite educational choice; to provide greater advanced placement opportunity; and to provide for articulated study. These options may facilitate a return to college for short-term updating or retraining (during a single semester) or for the specialization provided by the one-year certificate and two-year degree.

INDIVIDUAL STUDIES: Collaborative Career Learning (A.O.S.)
APC – 0688

This two-year degree program is an individualized sequence of study which combines COCAL certificate study with additional study in career-related areas. AOS COCAL cannot duplicate existing business and technology programs. An Associate's degree in Occupational Studies may be achieved upon completion of a minimum of 60 credits.

PROGRAM LEARNING OUTCOMES

Students will be able to:
1) Acquire and demonstrate the knowledge and skills necessary to obtain employment in a designated occupational title. (e.g., medical assistant, phlebotomist, dental assistant, drafter, etc.).
2) Acquire and demonstrate the oral and written communication skills necessary to obtain employment in a designated occupational title. (e.g., electrician's assistant, carpentry, veterinary assistant, plumber's assistant; accounting clerk).
3) Acquire and demonstrate the critical thinking and problem-solving skills necessary to obtain entry-level employment in a designated occupational title. (e.g., patient care associate, floral designer, retail salesperson, surveyor's assistant.
4) Demonstrate an understanding of the importance of attitude and professional ethics on the job.
5) Acquire and demonstrate the knowledge and skills necessary for the career development process.

The following is an example of a COCAL sequence of course requirements:

Individual Studies
Designed for Automotive Technician

FIRST YEAR

AUT 101 Introduction to Automotive Technology	3	AUT 103 Automotive Electrical Systems	3
AUT 102 Automotive Engines and Support Sys.	3	AUT 104 Automotive Chassis Systems	3
MAT 100[1] Technical Mathematics	4	ENG 127 Technical/Professional Writing or	
CIS 105 Computer Applications	3	BUS 137 Business Communication	3
CLC 112 Career Search	1	INT 292 Internship	2
	14	Restricted Elective[2]	3
			14

SECOND YEAR

CLC 101 Collaborative Career Learning I	8	CLC 102 Collaborative Career Learning II	8
BUS 270[3] Entrepreneurship or Business Elective	3	BUS 115 (Recommended) or Business Elective	3
HVC 101 Electricity or HVAC/R or HVC Elective	3	HVC Elective or ELT Elective	3-4
ELT 125 Elec. Circuit Analysis I or ELT Elective	3-4		17-18
	17-18		

[1]Math placement depending upon preparation, competence at level of MAT 100 required.
[2]Restricted Elective - Any HVC, BUS, CIS or ELT course.
[3]Permission of Instructor required.

Minimum of 62 credits required to complete this program.

Related electives must include all applicable recommended electives in the COCAL certificate program and additional business and technology course work as approved by the faculty mentor committee and the Dean of Academic Affairs.

INDIVIDUAL STUDIES: Collaborative Career Learning (Certificate)
APC – 0987

In this innovative approach to career learning, students learn career skills in fields where jobs are locally available. Although similar to cooperative education and internship programs, COCAL requires that students learn basic career skills at job sites without pay. Students learn from practicing professionals, who follow the competency guidelines prescribed by the College and based on O*NET online specifications, national competency catalogs, and employer input. Students combine Collaborative Career Learning with 12-18 credits of related college course work to earn a one-year certificate in Individual Studies.

Students may include dislocated workers, displaced homemakers, high school graduates who are interested in "hands-on" learning and immediate employment, and students who are interested in career exploration prior to committing themselves to two or four years of college. The primary goal of COCAL is employment upon graduation. Enrollment is competitive. Students should contact the COCAL Office for full details.

PROGRAM LEARNING OUTCOMES

Students will be able to:
1) Acquire and demonstrate the knowledge and skills necessary to obtain employment in a designated occupational title. (e.g., medical assistant, phlebotomist, dental assistant, drafter, etc.).
2) Acquire and demonstrate the oral and written communication skills necessary to obtain employment in a designated occupational title. (e.g., electrician's assistant, carpentry, veterinary assistant, plumber's assistant; accounting clerk).
3) Acquire and demonstrate the critical thinking and problem-solving skills necessary to obtain entry-level employment in a designated occupational title. (e.g., patient care associate, floral designer, retail salesperson, surveyor's assistant.
4) Demonstrate an understanding of the importance of attitude and professional ethics on the job.
5) Acquire and demonstrate the knowledge and skills necessary for the career development process.

ONE-YEAR CERTIFICATE

The following is an example of a COCAL sequence of course requirements:

PHLEBOTOMIST

CLC 101 Collaborative Career Learning I	8	CLC 102 Collaborative Career Learning II	8
SCI 136 Essentials of Anatomy and Physiology	3	HLT 135 Personal and Community Health	3
HLT 134 Responding to Emergencies	3	CIS 105 Computer Applications	3
MED 283 Medical Terminology	3	CLC 112 Career Search	1
CLC 111 Career Success	1		15
	18		

Program Total: 33 credits.

A partial listing of Collaborative Career Learning fields which have led to an Individual Studies Certificate and which may change from semester to semester, include but are not limited to:

Accounting Clerk	Desktop Publisher	Medical Records and Health Information Technician
Administrative Assistant	Electrician's Helper	Pharmacy Technician
Assistant Chef	Entrepreneur	Phlebotomist
Banker	Fitness Specialist	Photographer
Carpenter	Floral Design/Retail Management	Physical Therapy Aide
Computer Operator	Help Desk Specialist	Radio Broadcaster
Computer Systems Specialist	Insurance Office Assistant	Retail Management
Dental Assistant	Medical Assistant	Veterinary Assistant

LIBERAL ARTS AND SCIENCES: GENERAL STUDIES (A.A.)
APC — 0250

This is a university-parallel program that is designed for students who intend to transfer to four-year institutions. The program may be used by students who seek flexibility to explore their options or to tailor electives to align with their transfer goals.

This degree program is offered fully online.

PROGRAM LEARNING OUTCOMES

Students will be able to:

1) Basic Communication: Produce coherent texts with common college-level forms, demonstrate the ability to revise and improve such texts, research a topic, develop an argument and organize supporting details.
2) Mathematics: Demonstrate the use of numerical data in a variety of mathematical applications to solve practical problems and interpret information in a day to day setting.
3) Humanities: Knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the General Education program.
4) Natural Science: Understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis; and application of scientific data, concepts, and models in one of the natural sciences.
5) Social Science: Understanding the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis in at least one discipline of the social sciences.

FIRST YEAR

ENG 103 English I	3	ENG 104 English II	3
Social Science Elective[3]	3	Social Science Elective	3
Mathematics Elective[3]	3-4	Science Elective[2,3]	3-4
Liberal Arts Elective[1,3]	3	Liberal Arts Elective[1,3]	3
Elective	3	Elective	3
Physical Education or Wellness Education	1	Physical Education or Wellness Education	1
	16-17		16-17

SECOND YEAR

Humanities Elective[3]	3	Humanities Elective	3
Mathematics or Science Elective[2]	3-4	Social Science Elective	3
Liberal Arts Electives[1,3]	6	Liberal Arts Elective[1]	3
Elective	3	Electives	6
	15-16		15

Mathematics elective should be MAT 110 or higher.

[1]Liberal Arts Electives should be chosen to produce a balance among the areas of Humanities, Social Sciences, and Mathematics/Science.
[2]Science elective: SCI 129 does not satisfy lab science graduation requirement.
[3]Elective should be used to meet a SUNY General Education requirement (see note below).

(Continued on next page.)

Students interested in pursuing a career in Psychology sholud work with an academic advisor to select courses that align with the following SUNY Transfer Path for Psychology:

Required course: PSY 101 Introduction to Psychology. In addition, choose three courses from the following:

- PSY 240, Abnormal Psychology
- PSY 250, Social Psychology
- One of the following three courses:
  - PSY 200, Lifespan Development
  - PSY 220, Adolescent Psychology
  - PSY 210, Childhood Psychology
- Behavioral Statistics with ANOVA (offered as SOC 125 Behavioral Statistics).

NOTE: All A.A. and A.S. degree programs require courses that meet 7 of the 10 General Education competencies and a minimum of 30 credits of General Education coursework.

Minimum of 62 credits, which must include 45 credits of Liberal Arts and Sciences, plus two different physical or wellness education courses.

LIBERAL ARTS AND SCIENCES: SCIENCE (A.S.)
APC — 0220

This program is designed for students who plan to transfer and continue their studies in any branch of science that leads to a bachelor's degree. Preparation for professions in biological sciences, physical sciences, medicine, dentistry, and education, for a career in industry, research, or teaching may be initiated with this program.

PROGRAM LEARNING OUTCOMES

Students will be able to:
1) Utilize scientific methods to explore natural phenomena.

2) Apply critical thinking and/or problem solving in the context of a scientific discipline.

3) Demonstrate the safe and proper use of scientific instrumentation, measuring devices, chemical reagents, media, and/or tools of science in a laboratory or field setting relevant to a specific scientific discipline.

4) Utilize effective communication in one of the scientific disciplines.

5) Choose appropriate scientific knowledge to evaluate current issues in a scientific discipline..

FIRST YEAR

ENG 103 English I	3
Social Science Elective[4]	3
Mathematics Elective[1,4]	3-4
BIO170 General Biology I or CHM173 General Chemistry I or PHY171 Analytical Physics I[5]	4
Science Elective[2,4,6,7]	3-4
	16-18

ENG 104 English II	3
Social Science Elective[4]	3
Mathematics Elective[1]	3-4
BIO171 General Biology II or CHM174 General Chemistry II or PHY172 Analytical Physics II[2]	4
Science Elective[2,6,7]	3-4
	16-18

SECOND YEAR

Mathematics Elective[1] **or** Elective[3]	3-4
Science Elective[2,6,7]	3-4
Elective[3]	3
Humanities Elective[4]	3
Liberal Arts Elective[4]	3
Physical Education **or** Wellness Education	1
	16-18

Mathematics Elective[1] **or** Elective[3]	3-4
Science Elective[2,6,7] **or** Elective[3]	3-4
Humanities Elective[4]	3
Liberal Arts Elective[4]	3
Elective[3]	3
Physical Education **or** Wellness Education	1
	16-18

[1] Math courses must be selected from the following: MAT 125, MAT 165, MAT 170, MAT 175, MAT 210, MAT 215, MAT 220. Four mathematics electives are recommended for students pursuing chemistry or physics.
[2] At least four science courses must be laboratory courses with BIO, CHM, and/or PHY designators.
[3] CIS 105 is recommended for the biology track.
[4] Elective should be used to meet a SUNY General Education requirement (see note below).
[5] Students must take (1) of the following (3) sequences: BIO 170 and BIO 171, CHM 173 and CHM 174, or PHY 171 and PHY 172.
[6] SCI 295 is recommended for all majors.
[7] SCI 129 may not be used as a science elective.

(Continued on next page.)

SUNY Transfer Path for Biology requirements: BIO170, BIO171, CHM173, CHM174, MAT140 or higher, 5 courses from this list: BIO181, BIO182, BIO272, BIO273, BIO282, CHM221, CHM222, PHY151, PHY152, MAT125, MAT170, MAT175.

Recommended courses for the following program tracks

- ***Biochemistry, Cell/Molecular Biology, Microbiology: CHM221, CHM222, MAT170, MAT175***
- ***Organismal Biology/Physiology: BIO276, CHM221, CHM222, MAT170, MAT175***
- ***Ecology/Conservation/Environmental Biology: BIO276, CHM221, MAT170, MAT125***
- ***Pre-Medicine: CHM221, CHM222, MAT125, BIO181 or PSY101 or SOC101***
- ***Biology (BA): CHM221 or PHY151, MAT170, MAT125***

Students are advised to choose electives based on the requirements of their intended transfer institutions. Students are also advised to take additional electives in microcomputer applications courses, as recommended by the Science faculty in their concentration.

NOTE: All A.A. and A.S. degree programs require courses that meet 7 of the 10 General Education competencies and a minimum of 30 credits of General Education coursework.

Minimum of 64 credits required for graduation, which must include 30 credits of Liberal Arts and Sciences, plus two different physical or wellness education courses.

MEDICAL ADMINISTRATIVE ASSISTANT (A.A.S.)
APC — 1176

The Medical Administrative Assistant Program is designed to provide students with the technology and administrative skills necessary to pursue careers in current and emerging positions in the medical field. Students will learn about the practices and procedures that are critical for performing and managing the day-to-day operations of various medical office environments. Course work emphasis is on document preparation, transcription and editing, medical billing and insurance verification, introductory medical coding, report development, office management, and administrative practices.

PROGRAM LEARNING OUTCOMES

Students will be able to:
1) Acquire and demonstrate the knowledge and skills necessary to provide administrative assistance in an office.
2) Acquire and demonstrate the oral and written communication skills necessary to provide administrative assistance in an office.
3) Acquire and demonstrate the knowledge and skills necessary to provide specialized administrative assistance in one of the following areas: administrative management, medical, transcription, reception, or desktop publishing/multimedia.
4) Acquire and demonstrate the critical thinking and problem-solving skills necessary to provide administrative assistance in an office.
5) Demonstrate an understanding of the importance of personal characteristics and behavior on the job, when providing administrative assistance.

FIRST YEAR

ENG 103 English I	3
CIS 105 Computer Applications	3
BTA 134 Information Processing	4
BTA 137 Introduction to Business Technology	3
MED 283 Medical Terminology	3
	16

ENG 104 English II	3
BTA 139 Business Systems Applications	3
BTA 244 Advanced Microsoft® Word	3
MED 284 Medical Insurance	3
SCI 136 Essentials of Anatomy and Physiology	3
Physical Education or Wellness Education	1
	16

SECOND YEAR

BTA 248 Integrated Software Application	3
BUS 137 Business Communication	3
MED 289 Medical Information: Transcription and Editing	3
MED 293 Introduction to Medical Coding	3
Mathematics Elective[1]	3-4
	15-16

Restricted Career Elective[2]	3
Restricted Career Elective[3]	3
Liberal Arts Elective	6
PSY 101 Introduction to Psychology	3
Physical Education or Wellness Education	1
	16

[1] MAT 110 or higher.
[2] MED 291 Medical Transcription and Editing II, MED 294 Medical Coding Essentials II, or BTA 249 Business Systems Practicum.
[3] Restricted career electives may include any course with a BUS (BUS 299 recommended), ACC, CIS, DMT, MED prefix and any other BTA non-required course. CLC 101 may be used (a course substitution form is required).

Minimum of 63 credits required for graduation, which must include 20 hours of Liberal Arts and Sciences, plus two different physical or wellness education courses.

NURSING (A.A.S.)
APC — 0622

The Nursing Program offers a four-semester curriculum, which provides a balance of Liberal Arts, Sciences and Nursing, as illustrated below. The nursing courses assist students in gaining the knowledge, attitudes, and skills essential to nursing practice in a variety of settings. Graduates of this program are prepared to take the NCLEX examination for licensure as a Registered Professional Nurse (R.N.) Successful completion of the licensing examination qualifies the graduate to assume a beginning staff nurse position in a hospital/agency.

PRE-REQUISITES AND ADMISSION REQUIREMENTS FOR THE NURSING PROGRAM

- Proof of graduation from high school or GED
- Successful completion of the following:
  - ~High school Integrated Algebra or its equivalent within the last five years with a grade of "C" or above, or college **MAT 040** Elementary Algebra with a grade of "C" or above, or course equivalency.
  - ~High school Regents Biology within last five years with a grade of "B" or above and Regents exam score of 80% or above or college level biology with a grade of "B" or better (**SCI 135** Introductory to Biology-Molecules/Cells, **SCI 136** Essentials of Anatomy and Physiology or **SCI 137** Human Biology), or course equivalency
  - ~High school Regents Chemistry within last five years with a grade of "B" or above and Regents exam score of 80% or above or college level Chemistry with a grade of "B-" or above (**SCI 170** Introductory Chemistry I), or course equivalency.
  - ~A minimum current high school average of 85% or college GPA of 2.8 is required to be considered for admission.
  - ~Completion of all recommended skills remediation in identified areas.

Students accepted to the Nursing Program must submit proof of American Heart Association adult and pediatric CPR certification and Health form prior to the start of the Nursing Program. In addition to college immunization requirements, a medical examination and additional immunizations are required for students accepted into the Nursing Program. All accepted students must meet the physical and emotional requirements, as stated on the health form.

FM's nursing application, supplemental questionnaire, reference form and specific application instructions are located on the FM website. Please note: Application deadlines do apply to the Nursing Program. Students should contact the Admission's Office for full details. Non-matriculated nursing students are not allowed to register for nursing courses.

There is a required (1 institutional non-degree credit) Nursing Process course for Licensed Practical Nurses accepted with Advanced Placement Credit and for students readmitted or transferring into the Nursing Program. This is a prerequisite for entrance into NUR 106.

Upon admission or readmission to the Nursing Program, prior FM credit or transfer credit will not be granted for college level Anatomy/Physiology I and II, and Microbiology **if the courses were taken more than seven years ago**.

PROGRAM LEARNING OUTCOMES

Students will be able to:

1) Apply concepts from the humanities, arts, and sciences to the art and science of nursing.
2) Utilize critical thinking, through the problem-solving approach of the nursing process to deliver safe and effective care to individuals, families, and communities.
3) Utilize therapeutic communication skills in maintaining relationships with individuals, families, and paraprofessionals.
4) Be a technically competent entry-level practitioner.
5) Demonstrate moral, ethical, and legal principles of professionalism.
6) Function as a beginning level practitioner on an interdisciplinary team to deliver health care to individuals, families, and communities.

(Continued on next page.)

FIRST YEAR

NUR 105 Nursing Science I[1]	7
BIO 181 Anatomy and Physiology I	4
PSY 101 Introduction to Psychology	3
Physical Education **or** Wellness Education	1
	15

ENG 103 English I	3
BIO 182 Anatomy and Physiology II	4
NUR 106 Nursing Science II[1]	7
PSY 200 Lifespan Development	3
	17

SECOND YEAR

BIO 282 Microbiology	4
NUR 207 Pharmacology[2]	3
NUR 205 Nursing Science III[1]	9
	16

ENG 104 English II **or**	
ENG 127 Technical/Professional Writing	3
NUR 206 Nursing Science IV[1]	10
SOC 101 Introduction to Sociology	3
	16

[1] To qualify for the next sequential nursing course, the student must earn a grade of "C" or higher in nursing courses, pass the clinical laboratory portion, and earn a grade of "C" or higher in the following support courses: BIO 181, BIO 182, and BIO 282. Students are expected to provide uniforms to wear in laboratory periods. Clinical hours may vary within clinical courses based on restrictions set by affiliating agencies. Some courses meet at sites other than the main campus. Students must make their own transportation arrangements. All fees for standardized tests taken in the course of study will be the responsibility of the student.

[2] Pharmacology must be taken after completion of NUR 105 and NUR 106 and within 12 months of graduation. A three-week preceptorship is required for graduation and is included in NUR 206.

Minimum of 64 credits required to complete this program, which must include 20 credits of Liberal Arts and Sciences, plus one physical or wellness education course.

The Nursing Program is accredited by the Accreditation Commission for Education in Nursing, Inc. Information regarding ACEN Accreditation may be found at their web site: **www.acenursing.org**. ACEN is located at: Accreditation for Commission for Education in Nursing, Inc., 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, phone: (404) 975-5000.

PHYSICAL EDUCATION AND SPORT MANAGEMENT (A.A.S.)
APC – 1131

This program prepares students for a variety of careers in fitness and sport management. The A.A.S. degree includes a significant portion of general education courses to facilitate future four-year degree completion, if desired. Students interested in occupations such as athletic training/sports medicine, coaching, personal training or teaching may plan to transfer and continue their education in physical education, sport management and related fields.

PROGRAM LEARNING OUTCOMES

Students will be able to:

1) Analyze and discuss the social and ethical issues, trends, and government regulations and how each applies to physical education and sport management careers..
2) Demonstrate a practical application and working knowledge of sports and sports-related activities and the components of fitness and wellness.

FIRST YEAR

ENG 103 English I	3
Liberal Arts Elective[3]	3
PSY 101 Introduction to Psychology	3
HLT 134 Responding to Emergencies	2
CIS 105 Computer Applications	3
Physical Education or Wellness Education	1
	15

ENG 104 English II	3
HLT 135 Personal and Community Health	3
SCI 136 Essentials of Anatomy & Physiology	3
PED 201 Intro to Physical Education and Sport Careers	3
Mathematics Elective[1,3]	3-4
Physical Education or Wellness Education	1
	16-17

SECOND YEAR

Concentration Sequence[2]	3-4
ENG 132 Speech	3
Concentration Elective[4]	3
Liberal Arts Elective[3]	3
Liberal Arts Elective[3]	3
Physical Education **or** Wellness Education	1
	16-17

Concentration Sequence[2]	3-4
Concentration Elective[4]	3
Liberal Arts Elective[3]	6
Physical Education or Wellness Education	1
	13-14

[1]MAT 110 or higher.
[2]Students **must** complete a two-course sequence from the following:
Physical Education-must take BIO181 Anatomy & Physiology I, and BIO182 Anatomy & Physiology II
Sport Management-must take PED202 Intro to Sport Management and BUS141 Marketing
[3]Students considering transfer should choose electives to meet a SUNY General Education requirement. Transfer students should meet 7 of the 10 General Education competencies and a minimum of 30 credits of General Education coursework.
[4]Two concentration electives must be selected from the following based on the student's concentration sequence:

Physical Education- PED236 Intro Care & Prev of Athletic Injuries, HLT137 Intro Personal Training, EDU175 Foundations of Education, SOC137 Human Sexuality, SCI129 Nutrition, PSY210 Childhood Psychology, PSY220 Adolescent Psychology, MAT125 Introduction to Statistics

Sport Management - ACC101 Financial Accounting, HLT137 Intro Personal Training, BUS205 Principles of Management, BUS207 Business Law I, BUS204 Advertising & Promotion, SOC101 Intro Sociology, MAT125 Introduction to Statistics

A minimum of 60 credits are required to complete this program, which must include 20 credits of Liberal Arts and Sciences, plus two different physical or wellness education courses.

RADIOLOGIC TECHNOLOGY (A.A.S.)
APC — 0628

This rigorous program of study provides the student with the essential qualifications for obtaining an Associate's degree in Radiologic Technology. Graduates will be eligible to take the American Registry of Radiologic Technologists examination for certification and New York State licensure.

The program prepares Radiologic Technologists to utilize their knowledge of human anatomy, radiographic procedures, and radiation safety to provide quality diagnostic radiographic films, for the purpose of diagnosis and treatment of injury and disease. Radiologic Technologists work in hospitals, clinics, private imaging centers, and medical physician offices.

Students attend lecture and laboratory classes on campus and practical clinical experience in area hospitals.

PROGRAM LEARNING OUTCOMES

Students will be able to:
1) Develop clinical competency in the performance of basic radiologic procedures.
2) Demonstrate problem-solving and critical thinking skills.
3) Cultivate and promote good communication skills, with patients, staff, and others.
4) Establish a role as a medical imaging professional. Develop moral, ethical, and legal principles of professionalism.

FIRST YEAR

RAD 101 Introduction to Radiologic Technology	2	RAD 102 Patient Care I	2
RAD 110 Radiographic Procedures I	3	RAD 111 Radiograph Procedures II	3
RAD 120 Clinical Experience I	4	RAD 121 Clinical Experience II	4
RAD 130 Radiographic Physics I	3	RAD 131 Radiographic Physics II	3
BIO 181 Anatomy and Physiology I	4	BIO 182 Anatomy & Physiology II	4
	16		16

SUMMER

RAD 122 Clinical Experience III	7

SECOND YEAR

RAD 202 Patient Care II	2	RAD 211 Advanced Radiographic Procedures II	2
RAD 210 Advanced Radiographic Procedures I	2	RAD 212 Sectional Anatomy	1
RAD 220 Clinical Experience IV	6	RAD 221 Clinical Experience V	6
RAD 231 Quality Management	2	RAD 230 Radiologic Health	3
ENG 103 English I	3	SOC 125 Behavioral Statistics	3
PSY 101 Introduction to Psychology	3	ENG 104 English II	3
	18		18

1. Prerequisites: High School Algebra and Intermediate level Algebra, High School Biology and either High School Chemistry or High School Physics with Lab or equivalent. A grade of "B" required for all pre-requisite courses.
2. Students are required to carry their own liability insurance. A medical examination is required annually. All students must meet the physical and emotional requirements as stated on the health form. All students must be certified in American Heart Association adult and pediatric cardiopulmonary resuscitation (CPR) prior to admission to the program.
3. To qualify for the next sequential radiology course, the student must earn a grade of "C" or higher in radiology courses, pass the clinical portion, and earn a grade of "C" or higher in BIO 181 and BIO 182.
4. **Upon admission or readmission to the Radiologic Technology program, prior FM credit or transfer credit will not be granted for college level Anatomy and Physiology I and II if the courses were taken more than seven years ago.**
5. Some courses meet at clinical hospital sites.

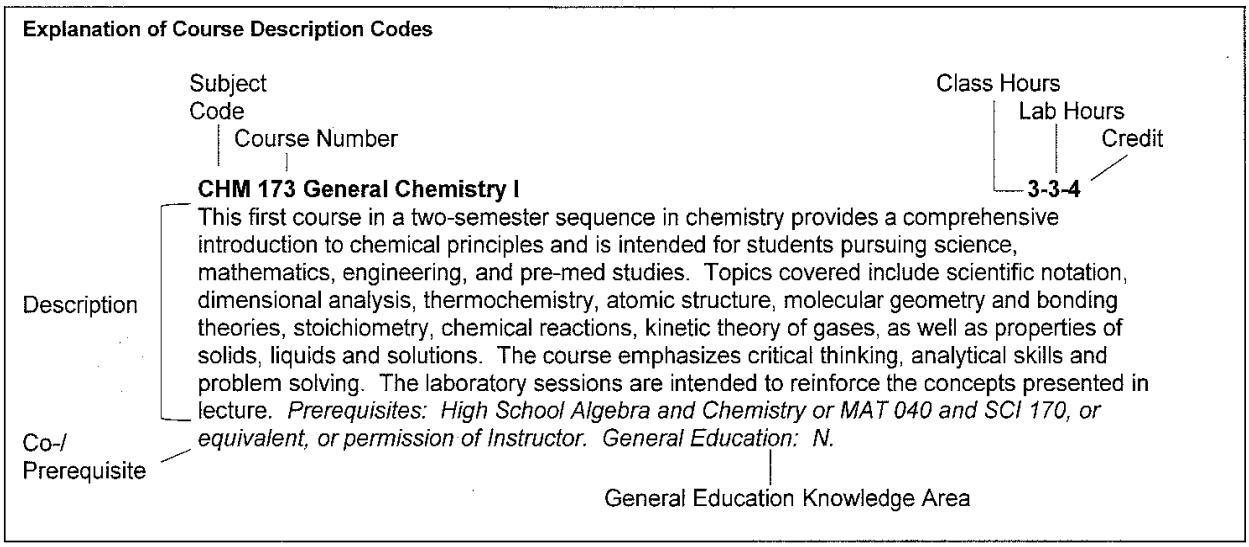
A minimum of 75 credits are required to complete this program, which must include 20 credits of Liberal Arts and Sciences.

How to Read Course Descriptions

The following pages include descriptions of courses regularly offered by the College. Courses that are not listed may also be offered. The College reserves the right to cancel any course when the enrollment is insufficient to support the course. The College also reserves the right not to offer a course if resources become unavailable or the course has been dropped from the curriculum subsequent to the printing of this catalog.

Courses are listed alphabetically by department, and are listed numerically within the department.

The General Education Knowledge areas are listed accordingly: A: Arts; C: Communications; F: Foreign Language; H: Humanities; M: Mathematics; N: Natural Sciences; O: Other World Civilizations; S: Social Sciences; U: United States History; W: Western Civilization.



Class Hours - The number of hours per week that a particular course meets in a classroom situation during a standard semester.

Co-requisite - Any course which must be successfully completed prior to, or taken during the same semester as, the course.

Course Designation and Number - Each course is assigned a three-letter designation, identifying the course subject or department, along with a three-digit number. Higher course numbers are assigned to upper level classes.

Credit-Equivalent Hours (CE) - Credit-equivalent hours are for remedial, non-degree coursework such as ESL preparatory courses. Fifteen hours of instruction is equal to one, credit-equivalent hour. These courses may not be used as electives toward graduation and may not be substituted for any English requirement of any curricula. The letter "E" is used after the final grade to designate a Credit-Equivalent course.

Credits - The number of credits to be awarded to the student who successfully completes the course. If the credits are followed by "IC," the course is an Institutional Credit course and will not be used to fulfill degree or certificate requirements.

Institutional Credit (IC) - Institutional Credit courses are designated by course numbers below 100. Institutional Credit courses will not be counted in the semester credits earned in the Grade Point Average. These courses will not be used to fulfill degree or certificate requirement. The # symbol is used after the mid-term and final grade to designate an Institutional Credit course.

Lab Hours - The number of hours per week that a particular course meets in a laboratory situation during a standard semester. Field work and small group discussions may be included in these hours.

Prerequisite - Any coursework that must be successfully completed before the student is eligible to enroll in the course.

Standard Semester - "Standard Semester" refers to a 15-week Fall or Spring semester. Lectures or labs offered during a Winter, Summer, Modified, or Late-Start semester and/or offered in an online (WB) or blended (BL) format will have adjusted lecture/lab hours to be equivalent to a 15-week semester.

Course Designations

ACC.... Accounting

ART.... Art

ASL.... American Sign Language

AUT ... Automotive Technology

BIO .... Biology

BTA.... Business Technology Applications

BUS ... Business

CAD ... Computer Aided Drafting

CHI .... Chinese

CHM .. Chemistry

CIS .... Computer Information Systems

CLC.... Collaborative Career Learning – COCAL

COE ... Cooperative Education

COM... Media Communication

COT.... Computer Technology

CRJ .... Criminal Justice

CST.... Construction

DMT... Digital Media Technology

DST.... Directed Study

ECO ... Economics

EDR ... Educational Resources

EDU ... Early Childhood and Teacher Education

ELT .... Electrical Technology

ENG ... English

ESC.... Engineering

FRE.... French

GER ... German

HIS .... History

HLT.... Health

HNS ... Honors

HUD... Human Development

HUM .. Humanities

HUS ... Human Services

HVC... Heating, Ventilation, Air Conditioning, and Refrigeration

IND .... Independent Study

INT .... Internships

ITA..... Italian

MAT ... Mathematics

MED... Medical Clerical

MUS .. Music

NUR... Nursing

PED ... Physical Education

PHI .... Philosophy

PHY ... Physics

POL.... Political Science

PRT.... Peer Tutoring

PSY.... Psychology

RAD ... Radiologic Technology

SCI .... Science (Biology, Chemistry, Earth Science, Physics)

SOC ... Sociology

SPA.... Spanish

THR ... Theatre

WEL ... Wellness

ACC 101 Financial Accounting 4-0-4
Financial Accounting introduces the fundamental concepts that comprise financial accounting and generally accepted accounting principles, providing a strong foundation in basic accounting principles and techniques for both general business students and students who intend to pursue an accounting career. Special emphasis is placed on the traditional concepts that comprise a first semester college accounting course, including analysis of business transactions in accordance with accrual basis accounting, the accounting cycle, financial statement preparation and analysis, the hallmarks of internal control, and coverage of accounting elements such as assets, liabilities, equity, and revenue and expenses.

ACC 102 Managerial Accounting 4-0-4
Managerial Accounting emphasizes managerial decision-making and follows ACC 101. Course topics include cost analysis and cost allocations, product pricing and profit analysis, job order and process costing, budgeting concepts and applications, standard costing and the balanced scorecard, manufacturing accounting and incremental analysis. This course will build a solid foundation for both general business students and students who intend to pursue careers in accounting. *Prerequisite: ACC 101.*

ACC 137 Computerized Accounting: Principles and Applications 4-0-4
A hands-on introductory accounting course that provides students with real-world exposure and the use of leading microcomputer accounting solutions. The primary computerized accounting principles that are covered include Receivables, Payables, Inventory, and Payroll, culminating in the generation of end-of-period financial statements in conformity with Generally Accepted Accounting Principles. Additional topics may include Fixed Assets Depreciation, Bond Interest Amortization and Present Value Analysis. *Prerequisites: CIS 105 and ACC 101 or permission of Instructor.*

ACC 203 Advanced Bookkeeping 3-0-3
This course covers the six key subject areas in the field of bookkeeping: adjusting entries, error correction, payroll, depreciation, merchandise inventory, and internal controls and fraud prevention. The subject matter covered within this course will build on the accounting foundations established in ACC 101 Financial Accounting, and enable an individual to handle the technical responsibilities of a bookkkeeper for a small- to middle-sized business. This course may be used to prepare for the American Institute of Professional Bookkeepers (AIPB) certification exam. AIPB certification may provide students an opportunity to advance their careers or enhance previsouly learned skills. *Prerequisite: Grade of "C" or above in ACC 101, or permission of Instructor.*

ACC 218 Federal Income Taxes 3-0-3
This course covers federal tax law and regulations. It emphasizes the tax formula, gross income, exclusions, deductions, tax credits, gains and losses, and the computation of income tax liability. This course also provides practice in the preparation of individual tax returns and the preparation of tax returns for sole proprietorships. *Prerequisite: ACC 101 or permission of Instructor.*

ART 100 Studio Art 4-0-3
A beginner's course, designed to introduce the student to a variety of basic art media and visual aesthetic principles. The course focuses on developing self-expression through the media of design, drawing, painting, printmaking, and sculpture, as well as evaluating art through class critiques. Does not fulfill Fine Arts major requirements. *General Education: A.*

ART 101 Art History I 3-0-3
Introduction to the history of art. A survey of world painting, sculpture, and architecture, from prehistoric times to the Renaissance. The course emphasizes stylistic developments and the appreciation of human aesthetic achievements. Presentation combines lecture, text, and visual materials. *General Education: A.*

ART 102 Art History II 3-0-3
A continuing introductory course to the History of Art. This course surveys world painting, sculpture, and architecture, from the Renaissance to the present. *Prerequisite: None. ART 101 recommended. General Education: A.*

ART 103 Language of Visual Art 3-0-3
This is an art appreciation course for non-majors, covering the functioning and meaning of art in various forms

and purposes. The course explores how and why the arts exist as human invention for sharing experience and how they are created. Such art forms as painting, sculpture, architecture, photography, crafts, and commercial art will be examined in this course. Does not fulfill Fine Arts major requirements. *General Education: A.*

ART 106 Survey of Non-Western Art History 3-0-3
A survey course that focuses on the cultural and historical heritage of selected non-Western societies, from the ancient world to the present day. Students will gain exposure to painting, sculpture, architecture and decorative arts from a variety of cultures, including those of Africa, Asia, Oceania and the Americas, through multimedia presentations and lectures. *General Education: O.*

ART 115 Drawing I 4-0-3
A preliminary course, which concentrates on development of the technical and creative skills necessary to make drawings as expressive visual language. Topics will include visual composition, line, value, gesture, volume. and linear perspective. Drawings will be made from observed and non-observed subjects. *General Education: A.*

ART 116 Drawing II 4-0-3
An exploration of drawing using a wider variety of media, with emphasis on creative personal expression. Topics include the development of expressive composition, content and technique, drawing from both non-observed and observed subjects. *Prerequisite: ART 115 or permission of Instructor. General Education: A.*

ART 125 Painting I 4-0-3
An introduction to painting with water-based acrylic paint, utilizing traditional and contemporary techniques. Topics to be covered are visual composition, application techniques, material use, color theory, value and texture. An emphasis will be placed on seeking personal creative solutions through the exploration of a variety of techniques. Paintings will be made from observed and non-observed subjects. *Prerequisite: None. ART 115 recommended. General Education: A.*

ART 150 Two-Dimensional Design 4-0-3
An introduction to the elements and principles of two-dimensional design. The course focuses on visual design as a language to be explored through aesthetic creative problems. Topics include organization, balance, contrast, rhythm, texture, visual movement, and color theory. *General Education: A.*

ART 160 Three-Dimensional Design 4-0-3
An introduction to the elements and principles of three-dimensional design, as they relate to art, architecture and product design. Form, space, balance, proportion, texture, color, and function will be explored through a series of creative visual problems, for which aesthetic solutions will be sought. The course will also focus on the evaluation and analysis of a designed form. *General Education: A.*

ART 175 Ceramics I 4-0-3
A general course in pottery using a variety of forming techniques, including hand-building, slab, wheel throwing, and ceramic sculpture. It covers concepts relating to clay, glazes, slips, aesthetic and functional form, and firing techniques. Students are required to furnish their own clay. *General Education: A.*

ART 200 Printmaking I 4-0-3
An introduction to basic printmaking techniques. Topics include intaglio printmaking (etching and engraving), the relief print (woodcut and linoleum cut), and mono and collograph printmaking. Students develop the conceptual and technical skills needed to produce original prints. The course stresses the development of appropriate attitudes toward quality, organization, and self-discipline, along with growth in creative expression. *Prerequisite: ART 100 or ART 115.*

ART 225 Painting II 4-0-3
A continuation of the exploration of the aesthetic concepts, composition, techniques, and expressive methods used in painting. The course encourages individuals to further develop technical skill and creativity in the medium of painting. *Prerequisite: ART 125 or permission of Instructor. General Education: A.*

ART 230 Watercolor Painting 4-0-3
An introduction to watercolor painting that focuses on the basic concepts, techniques, and materials needed to produce creative works in a watercolor medium. The course emphasizes developing compositions through the use of expressive design elements, such as movement, value, texture, balance, and color theory. It ex-

plores the creative process through a variety of visual problems derived from both observed and subjective sources. *Prerequisite: None. ART 115 recommended. General Education: A.*

ART 245 Introduction to Sculpture 4-0-3

The study and exploration of the sculpture materials and techniques that are necessary to produce works of art in a three-dimensional form. Basic techniques will include modeling, carving, casting, welding, and wood fabrication methods. Sculpture will be made in a variety of materials and may include clay, stone, wood, metal, and found materials. Forms will be created using both additive and subtractive processes. Topics will include: expressive use of form balance, rhythm, emphasis, texture, and color. A lab fee is required. *Prerequisite: ART 160 or permission of Instructor. Hours of class per week: 4. General Education: A.*

ART 275 Ceramics II 4-0-3

This course explores ceramic materials, processes, and artistic creation in clay. Through studio problems, students will deepen their understanding of the ceramic medium, both technically and expressively. Topics will include fire techniques, material and tool usage, glaze formulation, and historical and contemporary techniques.

ART 299 Fine Arts Seminar 4-0-3

This course affords the student the opportunity to develop professional presentation and career skills for employment, college transfer, and exhibition opportunities. It focuses on the development of aesthetic judgment and familiarization with past and current art trends. Topics include portfolios, resumés, presentations, and business matters of concern to artists.

ASL 101 Elementary American Sign Language I 3-0-3

This course introduces American Sign Language, the visual-gestural language of the deaf and incorporates non-verbal communication techniques, basic sign terminology, basic vocabulary, finger spelling, basic linguistic principles, and conversational skills. Introduces Deaf Culture and the job of the Interpreter. *General Education: F.* (Only for Early Childhood Education, Human Services and Criminal Justice majors.)

ASL 102 Elementary American Sign Language II 3-0-3

This course expands basic skills in American Sign Language. Emphasis is placed on expressive and receptive conversational skills, including vocabulary expansion, master linguistic principles, classifications, sign fluidity, and transliteration. *Prerequisite: ASL 101. General Education: F.* (Only for Early Childhood Education, Human Services and Criminal Justice majors.)

AUT 101 Introduction to Automotive Technology 2-2-3

This course introduces students to automotive technology systems and service maintenance and repair. Consumer relations and automotive service management will be emphasized. Construction, principles of operation, identification of chassis units and support components will also be discussed. Students will receive hands-on instruction related to tool identification, shop safety, methods of operation, use of special tools, and basic arc and oxyacetylene welding.

AUT 102 Automotive Engines and Support Systems 2-2-3

A study of internal combustion engines and engine support systems. Engine fundamentals, types, construction, lubrication, cooling, fuel, basic emissions, and service are covered in this course. Experience is gained in the laboratory, with specialty tools and computerized test equipment. *Corequisite: AUT 101.*

AUT 103 Automotive Electrical Systems 2-2-3

This course provides instruction in the principals of electricity and topics related to the design, operation, service, and repair of automotive electrical starting, lighting, charging and ignition systems. Course topics include electrical current, voltage, resistance, and circuits. *Prerequisites: AUT 101 and AUT 102.*

AUT 104 Automotive Chassis Systems 2-2-3

This course is designed to provide the student with the basic theory, operation, diagnosis, and service of the automotive chassis system. Topics include suspension, steering, mechanical and electronic systems, brakes, computerized alignment systems, tire service, and automotive heating and air conditioning. *Prerequisites: AUT 101 and AUT 102.*

BIO 170 General Biology I: Organismal Biology **3-3-4**

This course serves as an introduction to animals, plants, and fungi. Students will study the major groups of organisms, focusing on type organisms in each group. An emphasis is placed on organs, organ systems, organisms, and ecosystems, all in the context of evolution. Topics include development, morphology, physiology, behavior, ecology, biodiversity, biosystematics and mechanisms of evolution. *General Education: N.*

BIO 171 General Biology II: Molecular and Cell Biology **3-3-4**

A course in general biological principles, relating cell structure to function. Topics discussed include biochemistry, energetics, the molecular basis of cell metabolism, principles of heredity and the genetic control of cell activity, cell division, and the homeostatic regulation of the cell environment for both eukaryotic and prokaryotic cells. Physiological processes at the organismic level are analyzed and correlated with the simpler manifestations at the cell level. The course emphasizes modern research, the nature and philosophy of science, and the art of experimentation, as carried on concurrently in the laboratory portion of the course. *General Education: N.*

BIO 181 Anatomy and Physiology I **3-3-4**

This course provides a systems approach to the study of human anatomy. The course will include the concepts of biology and chemistry that are necessary to the understanding of physiology. The remainder of the course will emphasize the structure and function of the cell, skeletal, muscular, and nervous systems as well as tissues, skin, joints and special senses. Laboratory classes are designed to reinforce the lecture material and include dissections of vertebrate specimens as well as experiments on animal tissue and human subjects.

BIO 182 Anatomy and Physiology II **3-3-4**

This course provides a system approach to the study of human anatomy and physiology, emphasizing cardiovascular, respiratory, digestive, urinary, endocrine, and reproductive systems as well as metabolism, acid-base balance, and electrolytes. Laboratory classes are designed to reinforce the lecture material and include dissections of vertebrate specimens and experiments on animal tissue and human subjects. *Prerequisite: BIO 181 or permission of the Instructor.*

BIO 215 Genetics **3-0-3**

This course introduces the student to the principles underlying the study of genetics from Mendelian inheritance to molecular genetics. Topics include gene transmission, genome structure and function, mechanisms of gene expression and regulation, and applications of genetic technology. Does not satisfy the FM lab science graduation requirement. *Prerequisite: BIO 171 (recommended) or SCI 135 or permission of instructor. General Education: N.*

BIO 272 Plant Biology **3-3-4**

A lecture, lab, and field course that introduces major topics of plant biology. Topics include evolutionary relationships of the major plant groups, from algae to angiosperms, microanatomy, morphology, development, life cycles, physiology, and photosynthesis. Emphasis is on land plants, especially the angiosperms. Included is an introduction to the ecology of major land plant groups. *Prerequisite: BIO 170 or BIO 171 (both recommended) or permission of Instructor. General Education: N.*

BIO 273 Animal Biology **3-3-4**

An evolutionary survey of the animals, from protozoa through chordata. Physiological systems are studied, with a focus on general performance and comparative differences among animal groups. The course examines the roles of ecosystem niches and adaptive potential, so that the student becomes aware of the evolutionary significance of the structures studied. There is also an emphasis on relationships among organisms, with a special focus on the impact on and by humans. *Prerequisite: BIO 170 or BIO 171 (both recommended) or permission of Instructor. General Education: N.*

BIO 276 Ecology **3-0-3**

An introduction to the major ecological concepts and functions that are designed to show interrelationships between organisms and their environments. Topics will include biogeochemical cycles, energy flow, community structure, ecosystem diversity, population dynamics, and relevant environmental issues. *Prerequisite: BIO 170 or permission of Instructor. (MAT 130 strongly recommended). General Education: N.*

BIO 282 Microbiology 3-3-4
An introduction to the biology of microorganisms, with a focus on bacteria. Course topics include biochemistry, cell structure and function, metabolism, microbial ecology, microbial genetics, applied microbiology, microbial control, epidemiology, pathogenesis and microbial disease. Laboratory exercises reinforce those principles discussed in lecture. *Prerequisites: BIO 170 or BIO 171, or SCI 135, or both BIO 181 and BIO 182, or permission of Instructor. General Education: N.*

BTA 134 Information Processing 4-0-4
This course uses a self-paced, individualized method of instruction. The course begins with instruction on proper keyboarding techniques and self-paced practices to assist students in enhancing keyboarding skills. There is emphasis on the use of the touch system in building speed and accuracy, sound ergonomic practices, numeric key pad input, and the composition skills necessary for effective computer keyboarding. Throughout the course speed and accuracy continue to be stressed while the students learn to create business documents using keyboarding skills and basic Microsoft® word processing functions, such as creating, editing, and printing, formatting characters, paragraphs, documents and sections, and multi-page documents, table, outlines, and columns. Students are required to apply these concepts and skills in the production of common office communications, including letters, memos, reports, newsletters, labels and envelopes, and Web pages. Documents include e-mail, memos, letters, and reports. Proofreading and composing at the computer are included.

BTA 137 Introduction to Business Technology 3-0-3
This course is an overview of business office concepts, operations and procedures. Students will study and apply various office procedures and skills and responsibilities that reflect the use of current technology used in the modern business office.

BTA 139 Business Systems & Applications 3-0-3
Students will learn concepts and procedures used in an electronic business office. Topics include use of electronic mail, scheduling and task management (Microsoft® Outlook), records management, Internet research and reference procedures, business presentation technology (Microsoft® PowerPoint), business office network systems and telecommunication systems, and office machines. Lab exercises are completed on a personal computer in an updated Business Technology Lab.

BTA 244 Advanced Microsoft® Word 3-0-3
Advanced office output applications are taught on personal computers using Microsoft® Word software. Students learn expert-level concepts and skills. Topics begin with a review of basic Word skills, such as creating, editing, formatting, multi-page documents, tables, outline columns, templates and wizards, autotext, manipulating tabs and text within and between documents, help tools, borders, images and drawing, creating Web pages and hyperlinks, and sharing documents, using comments, tracking changes, and comparing and merging documents. After this direct review, more advanced topics include: footnotes and endnotes, merging, sorting and selecting, hyphenation, finding and replacing special characters, auto summarizing, line numbering, objects and images, watermarks and dropped caps, WordArt, styles, macros, custom dictionaries, master documents and subdocuments, index, table of figures, table of authorities, forms, shared documents, including creating multiple versions, protecting documents, customizing documents properties, sharing data between documents, and XML. Students are required to apply these concepts and skills in the production of office documents and communications, such as long reports, merged letters, and flyers. *Prerequisite: CIS 105 or permission of Instructor.*

BTA 248 Integrated Software Applications 3-0-3
This course provides experience using an integrated software suite. Microsoft® Office applications are used to complete advanced word processing functions to prepare documents that integrate files from various suite applications and the Internet. Topics include Word, Excel, PowerPoint, Publisher, and Access. This course uses these concepts and applications to solve realistic business problems. The project-based, real-world applications give students hands-on knowledge of these applications in the workplace. Use of language skills,

decision making, and working without direct supervision will be emphasized. *Prerequisite: CIS 105 or BTA 139 or equivalent. Additional hours are required in the Business Technology Lab.*

BTA 249 Business Systems Practicum 2-3-3
This is a capstone course for Business Technology and Applications students and is a restrictive elective option for Medical Administrative Assistant students. It offers an experiential learning component completed on campus in the model office center. Students will complete actual work projects for area non-profit agencies and FMCC departments. Additional simulated business or medical office projects may be included. Students are required to attend a two hour weekly seminar that includes professional development activities, client meetings, and work project planning. In addition, students must complete 45 hours during the semester working in the Model Office Lab on scheduled projects. *Prerequisites: BTA 244 and BTA 248.*

BUS 101 Principles of Business 3-0-3
Principles of Business introduces students to the exciting world of business. Students will learn the language of business, multiple areas of study, and career opportunities that are available to business majors. The course covers topics including, but not limited to: entrepreneurship, marketing, management, human resources, economics, global business, accounting and finance. Additionally, this course is designed to introduce students to systems, techniques and best practices that will help students be successful in business courses and their careers.

BUS 115 Quantitative Business Applications 3-0-3
Quantitative Business Applications is designed to equip students with the fundamental mathematical analytical problems solving skills and basic quantitative accounting concepts needed for success in college-level business and accounting courses. Students taking Quantitative Business Applications will learn to use financial calculators and spreadsheets to analyze and solve challenging everyday problems faced by business managers and owners, including but not limited to: amortization schedules, computation of simple and compound interest, inventory cost-flow assumptions, financial and tax based-depreciation reporting, time value of money, and payroll compliance. Required Supplies: Texas Instruments Business Analyst II or any financial calculator with Time Value of Money functions keys. *Prerequisite: CIS 105 or concurrent registration.*

BUS 117 Hospitality Management 3-0-3
This course will introduce students to the various segments of the hospitality industry including lodging, tourism, restaurants, and resorts. Students will explore the history, development, current trends, and career opportunities in this dynamic industry. The fundamental principles of the industry will be introduced, with a focus on management and operations activities.

BUS 118 Bar and Beverage Management 3-0-3
Bar and Beverage Management is a course designed to introduce students to all facets of managing a full-service bar. Students will learn responsible alcohol service, legal responsibilities, and repercussions of alcohol's effect on the body. Students will also study the history, preparation, mixology, and proper service of beer, wine, and spirits. This course will cover all areas of management, as it relates to bars, including, but not limited to, job descriptions, interviewing, hiring, and training for the various positions. Students will also learn about marketing, inventory management, and cost control in the beverage industry.

BUS 120 Essentials of Entrepreneurship 3-0-3
This course is designed for students who are considering becoming an entrepreneur or working for a small business. The course will emphasize: exploring opportunities, the business plan process, and the challenges of entrepreneurship. It will include an overview of the following business concepts: sales, marketing, building customer relationships, accounting and management.

BUS 137 Business Communication 3-0-3
Emphasis is on composing various types of business communications in a clear and concise manner, while maintaining the readers' goodwill. The course also includes a review of grammar and the mechanics of writing, spelling, and some public speaking.

BUS 141 Marketing 3-0-3
Introduction to the basic principles and terminology that are used in the marketing field. Focus will be on gaining familiarity with the variety of environmental factors that

influence marketing decisions and understanding the importance of a customer-oriented philosophy of doing business. Topics covered include determining marketing opportunities, environmental analysis, consumer buying behavior, and product planning, promotion, distribution, and pricing. The importance of market research is also discussed.

BUS 151 Human Resources Management 3-0-3
Introduction to the basic principles, techniques, and terminology used in the human resources field. Topics covered: human resource planning; job analysis and design; equal opportunity laws; employee selection, orientation and training; performance appraisals; and wages, incentives and benefits. Unions and collective bargaining are also discussed.

BUS 201 Principles of Global Business 3-0-3
A study of the basic concepts pertaining to global business and communication, including the cultural, economic, political, legal, and geographic aspects of developed and developing countries. The course addresses global marketing, management, financing, production, sourcing, communication, and ethics. *Prerequisites: Any BUS or ECO elective or permission of instructor.*

BUS 202 Internet Marketing & E-Commerce 3-0-3
This course is designed for business students who are interested in marketing using the Internet, social media and E-Commerce. The course will emphasize the business side of Internet marketing and the integration of online media to meet B2C & B2B marketing objectives. Students will understand the value of research and the use of global data in making marketing decisions. The course will highlight the value of creating and posting content-rich blogs and the development of an Internet value chain. Students will present an online marketing campaign and learn how to evaluate online marketing performance and marketing opportunities. *Prerequisites: BUS 141, or BUS 137, or permission of Instructor.*

BUS 203 Introduction to Finance 3-0-3
This course introduces the student to the role of finance in modern business operations, providing a survey of both internal and external financial requirements and transactions that are handled primarily by mid-management personnel. *Prerequisite: ACC 101.*

BUS 204 Advertising and Promotion 3-0-3
This course explores the theory and application of advertising, promotions and social media in the business environment. This course is designed for students to learn how small and large organizations build brands and effectively communicate with their intended target markets. *Prerequisite: BUS 141 or permission of Instructor.*

BUS 205 Principles of Management 3-0-3
This course deals with the basic principles of management, with applications to entry-level and management positions. It covers principles, such as the nature and role of the manager, the decision-making process, and the traditional management functions of planning, organizing, leading, and controlling.

BUS 207 Business Law I 3-0-3
This course is designed to introduce students to the substantive legal areas of constitutional law, crimes, torts, common law contracts, sales contracts, and commercial paper, as they apply to their personal lives and the business environment. The interaction of business ethics and the law is also examined.

BUS 208 Business Law II 3-0-3
This course provides in-depth treatment of the substantive legal areas of agency law, partnership law, corporation law, employment law, and government regulation of business. The interaction of business ethics and law is also examined. *Prerequisite: None. BUS 207 recommended.*

BUS 262 Fundamentals of Investments 3-0-3
In today's challenging economic environment, mastering the fundamentals of investments has become one key to financial security. Students taking this course will be introduced to the basics of stocks, mutual funds, bonds, and key investing principles, such as diversification, asset allocation, and the risk/reward trade off. With the purchase of the new, required textbook for this course, students will receive a subscription to an online investment trading simulation tool, which will be integrated throughout the course.

BUS 270 Entrepreneurship 3-0-3
This capstone course is designed for students to apply the concepts they have learned in other courses to

develop a comprehensive business plan. Students will develop a business plan for either a new business or to expand an already established business. *Prerequisite: BUS 141; Corequisite: ACC 102.*

BUS 298-299 Business Internship (3-8)-0-(3-8)
The Business Internship serves as a structure for awarding credit for prearranged academically-applicable work experiences. Students who have satisfactorily completed relevant business courses may be placed with an approved agency, on a part-time basis. Participation requires the approval of a Business Instructor and the appropriate Academic Dean. Evaluation of the student's performance is the responsibility of the instructor. A maximum of eight credits may be earned by any one student. *Prerequisites: Previous business relevant coursework and approval of Instructor and Academic Dean.*

CAD 174 Computer Aided Drafting: Auto CAD 2-2-3
This course teaches the basics of computer aided drafting, using the AutoCAD software package, as applied to engineering type drawings. Topics include geometric construction basics, object properties, polar and delta positioning, orthographic views, dimensioning and auxiliary and sectional views. Three-dimensional drawing and solid modeling will be introduced, using the AutoDesk Inventor software.

CHI 101 Elementary Chinese I 3-0-3
This is the first half of a foundation to the Chinese language vocabulary and structure. It is for students with little or no previous knowledge of the language. Included are the fundamentals of speaking, listening, reading and writing, as well as culture relating to the Chinese-speaking world. Grammatical concepts will include the present-tense verbs and basic sentence syntax. This course is not open to Native or Heritage speakers of Chinese. *General Education: F.*

CHI 102 Elementary Chinese II 3-0-3
This is the second half of a foundation course to the Chinese language vocabulary and structure. It is a continuation of Elementary Chinese I. Included are additional fundamentals of speaking, listening, reading and writing as well as culture relating to the Chinese-speaking world. Grammatical concepts will include both preterit and imperfect past-tense verb forms. This course is not open to Native or Heritage speakers of Chinese. *General Education: F.*

CHM 173 General Chemistry I 3-3-4
This first course, in a two-semester sequence in chemistry, provides a comprehensive introduction to chemical principles and is intended for students who are pursuing science, mathematics, engineering, and pre-med studies. Topics covered include scientific notation, dimensional analysis, thermochemistry, atomic structure, molecular geometry and bonding theories, stoichiometry, chemical reactions, kinetic theory of gases, as well as properties of solids, liquids and solutions. The course emphasizes critical thinking, analytical skills and problem-solving. The laboratory sessions are intended to reinforce the concepts presented in lecture. *Prerequisites: High School Algebra and Chemistry, or MAT 040 and SCI 170, or equivalent, or permission of Instructor. General Education: N.*

CHM 174 General Chemistry II 3-3-4
A continuation of CHM 173, this course stresses concepts designed for students pursuing mathematics, physics, chemistry, engineering, and pre-med studies. Topics covered include kinetics, equilibrium, thermodynamics, acids and bases, solubility, electrochemistry and descriptive chemistry. *Prerequisites: High School Algebra and Chemistry, or MAT 040 and SCI 170, or equivalent, or permission of Instructor. General Education: N.*

CHM 221 Organic Chemistry I 3-4-4
This first course, in a two-semester sequence in organic chemistry, provides a comprehensive introduction to organic chemistry principles and is intended for students who are pursuing science, mathematics, engineering, and pre-med studies. Valance bond theory is used to describe and explain the ramifications of covalent bonding in organic molecules, as well as to rationalize fundamental noncovalent associations. The 3-dimensional nature of organic molecules is discussed. Modern mechanistic theory of organic chemi-

cal reactions is developed in the context of acid-based, nucleophilic substitution, elimination, free-radical, and electrophilic addition reactions. Contemporary instrumental techniques for the assignment of molecular structure are a focus. The laboratory sessions are intended to reinforce the concepts presented in lecture. *Prerequisite: CHM 174. General Education: N.*

CHM 222 Organic Chemistry II 3-4-4

This second course, in a two-semester sequence in organic chemistry, provides a comprehensive introduction to organic chemistry principles and is intended for students who are pursuing science, mathematics, engineering, and pre-med studies. Reviews reactions and properties of arenes, organometallic compounds, aldehydes and ketones, carboxylic acids and amines. Introduces the topic of spectroscopy and the chemistry of natural products including carbohydrates, lipids, amino acids and proteins. Further development of the theoretical concepts of organic chemistry and helps students to develop an ability to propose plausible synthetic pathways to organic molecules. Particular focus is on nucleophilic addition, nucleophilic substitution, and electrophilic substitution reactions of arenes, aldehydes and ketones, carboxylic acids and amines. The course emphasizes critical thinking, analytical skills and problem-solving. The laboratory sessions are intended to reinforce the concepts presented in lecture. *Prerequisite: CHM 221. General Education: N.*

CIS 105 Computer Applications 3-0-3

This course provides an introduction to microcomputers and end-user system/application software. The personal computer is demonstrated as a tool to support other academic or professional disciplines. Topics include basic computer hardware, operating systems, the Internet, word processing software, spreadsheet software, and presentation graphics software. The course emphasizes familiarization with computer components and the operation of the overall computer system.

CIS110 Spreadsheets and Databases for Professionals 3-0-3

Designed for students who have prior hands-on experience with computers and software such as Windows, word processing applications, and presentation/slideshow applications, this course explores the power of spreadsheet and database productivity software. Specific course topics may include basic spreadsheet concepts, formulas, advanced functions, data analysis, large workbooks, macros, VBA, PivotTables, and PivotChart reports as well as basic database concepts, tables, forms, queries, and reports. Students are required to use the microcomputer lab to complete various projects assigned. *Prerequisite: Non majors must have permission of the Instructor.*

CIS 115 Programming Logic and Design 3-0-3

This course uses a language-independent approach to teach the basic concepts of problem-solving and programming logic. This course will cover the fundamental concepts and terminology used by programmers. By using pseudocode, flowcharts, and other tools, students will learn how to develop the logic of a program without focusing on program language syntax. Students will acquire skills that allow them to create rudimentary computer programs. Fundamental topics, including variables, constants, data types, operators, arguments, control structures, and arrays, will be covered. Other topics include GUI (Graphical User Interface) applications and event-driven programming. This course assumes no previous programming knowledge or experience. *Corequisites: CIS 105 or CIS 110.*

CIS 120 Computer Science I 2-2-3

This course will cover introduction to computers and Java programming fundamentals. Students will code program flow and control statements to implement selection/decision logic and looping to develop solutions to problems. Students will be required to use Java methods (modularization) and system classes to process files, execute basic GUI applications (ex. JOptionPane), arrays, and ArrayLists. Non-system class creation will be used to expand Object Oriented Programming techniques, such as composition, inheritance, and method overriding, involving base/super classes and derived/sub classes. Other topics include exception handling for number format exceptions. The Java Platform, Standard Edition Development Kit (JDK) will be used for hands-on exercises and projects. This course expands on the concepts covered in CIS 115. This course uses Java programming language to teach the prerequisite skills needed for the advanced programming course: CIS 220. *Prerequisite: CIS 115.*

CIS 160 Database Design and Programming 3-0-3
This course expands on introductory database concepts and explores more powerful applications of database design and management. Students design relational tables, queries, forms and reports, using database software and maintain data dictionaries. Students will apply entity relationships and data normalization. Students will create programs in Structured Query Language (SQL), create stored procedures, and implement Open and Object Linked and Embedded Database Connectivity. Through hands-on experience, students master concepts in data mining, report generation and presentation through a front end application, such as Crystal Reports. Students will write server-side scripts in either PHP or ASP to connect with MySQL and SQL servers. Students will perform database backups on the server. *Prerequisite: CIS 115 or permission of Instructor. Additional computer hours, as needed.*

CIS 170 Web Site Development 3-0-3
Students will develop and manage integrated Web pages, using HTML/XHTML and Web page developing tools. Students will utilize graphics-processing software to incorporate images. Students will construct Web pages using HTML to incorporate text, lists, tables, frames, and hyperlinks and publish to a server in a multi-browser compatible format. There will be an emphasis on writing client-side scripts (JavaScript) and Cascading Style Sheets (CSS). Advanced topics include incorporating multi-media files, processing user requests and generating dynamic Web pages. Other topics include Web server implementation, and ADA compliance. *Prerequisite: CIS 105 or permission of Instructor. Additional computer hours, as needed.*

CIS 220 Computer Science II 2-2-3
This course will cover a selection of data structures and advanced Java programming techniques. Topics may include file and exception handling, sorting and searching of arrays, algorithm analysis, recursion, lists, stacks, queues, trees, collections, generics, GUI components, and multithreading techniques. Laboratory work will be done to reinforce concepts. It is assumed that the student has functional knowledge of material taught in Computer Science I. *Prerequisite: CIS 120. Corequisite: MAT 173 or permission of Instructor.*

CIS 230 Internet Programming 3-0-3
This course will cover client and server-side programming concepts and multi-tier architecture that allow students to produce effective, interactive Web applications. Students will create and access MySQL databases, through PHP server-side scripting and SQL SERVER databases through Active Server Pages. Students will demonstrate functional ability with HTML/XHTML, JavaScript and Cascading Style Sheets. Additional topics include object-oriented programming, authenticating users, and programming automated tasks. *Prerequisites: CIS 160 and CIS 170 or permission of Instructor. Additional computer hours, as needed.*

CIS 231 Mobile Apps Development: Android 3-0-3
This course is designed for students who have some programming logic experience and want to move into the exciting world of developing applications (apps) for Android mobile devices on a Windows computer. Using an open source development environment and emulator, students will develop mobile applications (apps) that will operate on Android-based devices such as a smartphone, mini-tablet, or tablet. *Prerequisite: CIS 120.*

CIS 232 Mobile Apps Development: iOS 3-0-3
This course is designed for students who have some programming logic experience and want to move into the exciting world of developing applications (apps) for iOS Apple mobile devices on a Macintosh computer. Using an Xcode development environment and emulator, students will develop mobile apps that will operate on Apple-based devices such as iPod, iPhone, and iPad. *Prerequisite: CIS 120.*

CIS 238 Introduction to Game Design 3-0-3
This course serves as an introduction to designing games and concepts of game prototyping. The course will consist of history and theory-based lectures and discussions, as well as a hand prototype and a game-creation project. Course material will cover the strategy, implementation and nuances of game design and some of the history that has led to where the industry is now. The course expands on the concepts covered in CIS 115 and CIS 120. *Prerequisite: CIS 120.*

CIS 240 Hardware Concepts 2-2-3
This course provides a hands-on introduction to personal computer hardware setup. Students will install, configure, upgrade, diagnose and troubleshoot desktop personal computers. Students will disassemble and reassemble personal computers, perform preventive maintenance procedures, and maintain safety in a lab environment, and interact with others in a professional manner. Topics include hardware/software concepts, boot process, command prompts, memory, hard drive configuration, expansion cards, fundamentals of prompts, memory, hard drive configuration, expansion cards, fundamentals of installing/supporting operating systems, and using firmware and diagnostic software. *Additional computer hours, as needed.*

CIS 241 Networking Concepts 2-2-3
This course enables students to recognize networking media and topology. Students will identify protocols and Open Systems Interconnections (OSI) models. Students will identify hardware and software problems of a network and provide network support. Installing and configuring the hardware and software on a local area network of computers is an integral part of the course. Students will install and use proprietary and open-source network operating systems. *Additional computer hours, as needed.*

CIS 250 Project Management 3-0-3
This course will provide information on how good project management skills and effective use of technology can help you manage projects from an information technology perspective. Students will have an understanding of the ten project management knowledge areas including project integration, scope, time, cost, quality, human resource, communications, risk, procurement, and stakeholder management as well as all five process groups which include initiating, planning, executing, monitoring and controlling, and closing. Project management software will be introduced and used throughout the course. *Prerequisite: CIS 110 or permission of Instructor.*

CIS 289 Professional Development Seminar 2-0-2
This capstone course surveys the current and anticipated opportunities of a career in Computer Information Systems, through a variety of methods that may include guest lectures, on-site experiences, field surveys, professional publications, and trade shows. Through documented self-assessment, students identify educational strengths and weaknesses and determine formal and informal methods for further professional growth and development. Students are expected to work in an internship and provide feedback on the internship for discussion. *Additional computer hours, as needed.*

CLC 101 Collaborative Career Learning I 12*-0-8
CLC 102 Collaborative Career Learning II 12*-0-8
These courses provide a structured approach to specialized individual career orientation, training, and development. Competency objectives are identified as a basis for learning. Local business and industry sites are used as classroom/laboratories. The COCAL Director monitors and evaluates students, with input from industry personnel. Areas of career study are limited to those areas not offered by the College in traditional curricula. *Prerequisite: Enrollment in Collaborative Career Learning. Corequisite: Six to nine credits of on-campus study, related to career area.*
**Hours per week at business and industry site: 12.*

CLC 103 Collaborative Career Learning III 12*-0-8
CLC 104 Collaborative Career Learning IV 12*-0-8
These courses are designed for students who, because of changes in the job market or individual career goals, need "re-careering" in a structured environment. Competency objectives are identified as a basis for learning. Local business and industry sites are used as classroom/laboratories. The COCAL Director monitors and evaluates students, with input from industry personnel. Areas of career study are limited to those areas not offered by the College in traditional curricula. *Prerequisites: CLC 101 and CLC 102, enrollment in Collaborative Career Learning Program. Corequisite: Six to nine credits of on-campus study, related to career area.*
**Hours per week at business and industry site: 12.*

CLC 110 Career Exploration 3-0-1
Students are provided with instruction in the career decision-making process. Through self-assessment inventories, students identify their interests, skills, work-related values, and experiences. Careers are explored by researching occupations, career paths, and organizations. Emphasis is on employment fields that are appropriate to the background and preparation for the students' COCAL training experience.

CLC 111 Career Success 3-0-1
Designed for students who are enrolled in COCAL, internships, Work Study, co-ops, or other forms of experiential learning, or for those who are about to graduate and enter the job market. Students are presented with material that relates work ethic, workplace relationships, workplace diversity, and workplace communication skills to career development.

CLC 112 Career Search 3-0-1
Students are presented with material that provides a better understanding of successful career preparation and job searching. Emphasis is on employment for students who are training in fields where entry-level job skills have been identified locally. Content includes practical aspects of the job search and human relations skills, as they relate to career development.

COE 291-299 Co-operative Education Experience (3-45)-0-(1-8)
This course provides a structured experience that integrates classroom education with supervised employment. Students in good academic standing are eligible to apply for admission to this course. Students must receive approval of their proposed employment, based on well-developed educational objectives. Students are paid entry-level wages and are assigned the same responsibilities as other entry-level employees. Experience will vary from 3-45 work hours per week depending upon credit. *Prerequisites: "B" average in major, 70% of Business courses completed.*

COM 101 Introduction to Mass Media 3-0-3
This general survey course covers the eight mass media: books, magazines, newspapers, movies, radio, television, records, and computers. Students study the history, economics, employment opportunities, and societal impact. Lecture, guest speakers, videos, and the Internet are all used in this course.

COM 103 Media Writing 3-0-3
This course will expose students to a wide variety of media forms. Students will learn to make critical evaluations of information for accuracy and bias. Students will explore and gain experience preparing written communication for various mass and social media, as well as for industries that rely on the mass media for information distribution. *General Education: C.*

COM 105 Basic Audio Production 3-0-3
This course will provide instruction in the theory and practice of audio production. While the course is radio production, the theory and skills taught are the basis for audio production for television and online. Students will study the aesthetics and techniques of production, including scripting and editing.

COM 107 Digital Television Production 2-1-2
This course provides an introduction to the basics of television production. Students learn the basics of linear and non-linear editing and audio production.

COM 202 Journalism 3-0-3
A study of the principles and practices of journalism, this course places special emphasis on print journalism. The course examines critically the question of what constitutes the news, the techniques of newsgathering, news and feature writing, news editing, and ethical questions faced by journalists. *Prerequisite: COM 103 or permission of Instructor.*

COM 204 Advanced Television Production 3-0-3
Course content focuses on field production, news reporting, scripting, taping, and post-production, using non-linear editing techniques. This course incorporates audio production skills. *Prerequisite: COM 107.*

COM 206 New Media 3-0-3
This course will stress how to conceive and create media documents for the Internet. The major emphasis of this course will be on interactive thinking and other skills that journalists need to use online media effectively. Trends in social media usage are covered in this course. Students produce a campus online newspaper. *Prerequisite: COM 202.*

COT 131 Cisco Networking I 3-3-4
This course is the first in a four-course series on Cisco networking. Using a combination of instructor-led, web-based, and hands-on lab materials, students begin to learn how to design, install, and maintain internetworks. Topics include the OSI Model, Internetworking Devices, IP Addressing, LAN Media and Topologies,

Structured Cabling, PC hardware and software, patch cables, installation of structured cabling, cable management techniques, and the use of test equipment. In the course, students will maintain an engineering journal, work in engineering teams, and learn to manage networking projects.

COT 132 Cisco Networking II 3-3-4
This course is the second in a four-course series on Cisco networking. Using a combination of instructor-led, web-based, and hands-on lab materials, students continue to learn how to design, install, and maintain internetworks. Topics include the OSI Mosel Layers 1-7, WANs, routing, using a router, and routing components, router startup and setup, router configurations, IOS, TCP/IP, IP addressing, and routing protocols. Students will continue to maintain an engineering journal, work in engineering teams, and learn to manage networking projects. *Prerequisite: COT 131.*

COT 133 Cisco Networking III 3-3-4
This course is the third in a four-course series on Cisco networking. Using a combination of instructor-led, web-based, and hands-on lab materials, students continue to learn how to design, install, and maintain internetworks. Topics include a review of past material, LAN switching, VLANs, LAN Design, IGRP, Access Lists, and IPX. Threaded Case Studies (TCSs) are used extensively in this course, as students continue working in engineering teams and learn to design, install and manage networking projects. *Prerequisite: COT 132.*

COT 134 Cisco Networking IV 3-3-4
This course is the fourth in a four-course series on Cisco networking. Using a combination of instructor-led, web based, and hands-on lab materials, students continue to learn how to design, install, and maintain internetworks. Topics include a review of past material, WANs, WAN Design, PPP, ISDN, Frame Relay, and review for the Cisco CCNA Exam. Students continue to use Threaded Case Studies (TCSs) and work in teams designing, installing and managing networking projects. *Prerequisite: COT 133.*

CRJ 101 Introduction to Criminal Justice 3-0-3
This course examines all three segments of the criminal justice system: law enforcement, courts, and corrections, including study of their evolution, structure, agencies, career opportunities and requirements, responsibilities, and ethics. The Role of Constitution and state and federal laws, and the current problems of each are also covered.

CRJ 103 Criminal Law 3-0-3
A survey of the history and philosophy of criminal law, the scope, purpose, definition and classification of modern criminal law, offenses against the person, property offenses, and a discussion of the relationship between the Constitutional rights of the individual and the protection of society.

CRJ 105 Principles of Criminal Investigation 3-0-3
An analysis of the nature and purpose of criminal investigation. Discussion includes various methods of investigation, the interview, the interrogation of witnesses and suspects, collection and preservation of evidence, the use of informants, techniques of surveillance and special investigation methods used in police science laboratories, ballistics, documents, serology, photography, and related forensic services. *Prerequisite: CRJ 103.*

CRJ 107 Police-Community Relations 3-0-3
Survey of the numerous and complex factors that are involved in the area of human rights. Topics covered include controlling racial prejudice in the community, the role of police as professionals, and examination of prejudice and discrimination and their effects and implications for police in a changing society. The course surveys the history and development of civil rights and liberties.

CRJ 112 Organization and Management 3-0-3
The principles of administration and management, as they apply to criminal justice agencies. A study of organizational structures, responsibilities, and inter-relationships, and an analysis of staff-line relationships and functions, within the context of the criminal justice field. Analysis of the functions within criminal justice organizations, including planning and research, operations, internal affairs, and public relations. Discussion of the principles of personnel management and supervision, labor relations, consideration of alternative and comparative models of criminal justice organizations.

CRJ 113 Private Sector Issues 3-0-3
This course is designed to familiarize the student with the legal and historical aspects of private sector police. Special attention will be given to the differences between public- and private-sector police. Principles and practices related to internal loss prevention will be covered. The course will consider the legal and ethical responsibilities of private-sector police, in relation to issues of safety and health.

CRJ 121 The Corrections Process 3-0-3
This course covers the history and evolution of corrections, the social organization of prisons, differences between adult and juvenile correction, and probation and parole practices and alternatives to incarceration.

CRJ 123 Probation, Parole, and Community Corrections 3-0-3
This course will engage an examination of Probation, Parole and Community Corrections, using the methodology of the social sciences. This course will present an overview of the history and philosophical foundations of probation and parole in the United States. There will be a critical examination of the efficacy of probation and parole agencies, as extensively-utilized tools of the American justice system. The course will engage a review and evaluation of the continuum of correctional options, from probation, through prisons, to parole and community-based re-entry services. An examination of the legal issues in probation and parole will be considered. Special focus will be applied to the study of the roles of probation and parole officers, along with a review of programs that have been developed for offenders with special needs and public risk mitigation.

CRJ 124 Crime Scene Investigation 3-0-3
This course is designed to provide the student with an understanding of advanced crime scene techniques. This course is intended to build upon the knowledge gained in CRJ 105 Principles of Criminal Investigation, and to assist students in advancing their basic skills in the examination of major crime scenes. The latest research and application of new crime scene techniques will be among the topics for discussion. The course includes an overview of how to approach and examine major crime scenes, along with hands-on training and the opportunity to present the physical evidence recovered from mock scenes in a courtroom setting. All advanced instructional techniques will be illustrated with actual case scenarios. *Prerequisites: CRJ 105 or permission of Instructor.*

CRJ 260 Criminal Prosecution Seminar 3-0-3
A practical, realistic, simulated prosecution of a hypothetical criminal case, from investigation through arrest, arraignment, pre-trial hearings, trial, and appeal. Students are required to engage in the same discretionary decision-making as practiced by Police, Prosecutors, and the Courts. The class prepares documents used in the prosecutorial process, including search warrants and their supporting affidavits, arrest and charging documents, pre-trial motions and answering papers, and basic appellate arguments. Students engage in courtroom testimony and presentation of evidence, through role-playing in simulated hearings. *Prerequisites: CRJ 103, POL 204 and CRJ 105 or permission of Instructor.*

CRJ 289 Professional Development Seminar 2-0-2
This capstone course surveys the current and anticipated opportunities for a career in the Criminal Justice field, through a variety of methods that may include on-site experiences, field surveys, professional publications, speakers, and symposiums. Through documented self-assessment, students will identify their educational strengths and weaknesses and determine formal and informal methods for further professional growth and development. Students are expected to investigate and present a professional topic review.

CRJ 298-CRJ 299 Criminal Justice Internship 3-0-3
The Criminal Justice Internship serves as a structure for awarding credit for prearranged academically-applicable work experiences. Students who have satisfactorily completed relevant criminal justice courses may be placed with an approved agency, on a part-time basis. Evaluation of the student's performance is the responsibility of the Criminal Justice faculty. A maximum of eight (8) semester hours of credit may be earned by any one student. *Prerequisites: Registration in Criminal*

Justice A.S. (1100) or Criminal Justice A.A.S. (0640) program, minimum cumulative GPA of 2.5, Corequisite: CRJ 289 Professional Development Seminar and permission of the Criminal Justice Internship Coordinator. Criminal Justice A.A.S. (0640) program students who do not meet the prerequisites, shall be enrolled in a restricted elective as an alternative. Hours of class per week: To be determined.

CST 102 Introduction to Construction 3-0-3
This course focuses on an overview of the CST program as well as an overview of the construction process as a whole. The relationship between the steps involved in building residential and light commercial structures will be explored and the student will begin the process of understanding the scope and sequence of each step. The interaction and relationship between the owner, designer, general contractor and sub-contractors as well as material suppliers and inspection agencies will be addressed. All of the major trades involved will be discussed with particular emphasis placed on scheduling them on a project. An overview discussion of the larger groupings of material used in construction will be had including, but not limited to: soil, masonry, wood framing, metal framing, finishes, insulation, and mechanical systems. The role safety plays on a job site and what a safe site looks like is another area of discussion. The paperwork associated with a project such as plans, permits, bonds, contracts and change orders will be discussed. In addition, an overview discussion of the changes occurring in the industry as related to green building will be the culminating event.

CST 103 Site Layout and Preparation 2-1-3
The student will learn the relationship between residential civil plans and the as-built conditions on a site, with an emphasis on site measurement. Upon completion of the class, the student will have learned to use surveying equipment to determine elevation and horizontal layout as well as angular measurement and linear measurement in common methodologies that are associated with civil design. Additionally, the student will become knowledgeable about the characteristics of soils, as they relate to site work and structural design.

CST 104 Blueprint Reading and Estimating 3-0-3
The student will learn entry-level techniques for obtaining trade information required to complete structures, based on working drawings, blueprints, specification books, and material statics. Parts of a blueprint, scale, architectural scales, azimuth, alphabet of lines, symbols, construction math and terminology are discussed. Additionally, the student will apply the quantity takeoff method of estimating and Excel to create an estimate spread sheet of one or more projects assigned by the instructor. *Prerequisites: None. Knowledge of Excel is helpful.*

CST 105 Residential Construction 2-2-3
The student will learn the basics of the major phases of construction involved in residential and light commercial building. Each phase from foundation to paint will be covered with an emphasis on green technology where appropriate. Foundations and site work, structural framing, weather-tight systems, interior and exterior finishes, interior trim packages, and mechanical systems will all be covered. Where applicable, the student will learn to operate common construction tools like power saws, hammers, levels, and screw guns. In the lab, the student will demonstrate safe operation and procedures associated with construction tools.

CST 128 Building Technology 3-0-3
The student will learn the relationship between the structural components, with emphasis on the static properties of those components, and construction techniques and energy consumption, in light commercial and residential construction. Emphasis will be paced on measurement techniques and mitigation measures for existing structures. Heat loss, energy usage, and air exchange rates will be discussed and measured. Modulus of elasticity, compression, tension, and shear, as applied to structural components, will be discussed, with emphasis on materials selection for specific applications.

CST 207 Commercial Construction 2-2-3
Through lecture, reading and lab activity the student will learn the basics of concrete and masonry construction. Additionally, the student will learn the steps and processes associated with low-rise commercial construction using wood, precast concrete, and steel structural components. Many of the lab sessions will be spent touring and discussing structures on the HFM and FMCC campuses. The stat-

ics of steel and concrete will be discussed and the issues relative to using them in conjunction with each other will be explored. *Prerequisites: CST 102, CST 103, CST 104, CST 105, CST 128.*

CST 230 Environmental Building Systems 2-1-3

This course builds on and expands the information covered in CST 128. The student will learn to incorporate "green" energy-saving concepts into a variety of residential construction techniques, methods and systems. Students will discuss earth berm structures, straw bale and adobe homes, and be encouraged to introduce other green building ideas into the class. Additionally, students will perform energy audits, calculate building airflow standards, calculate and determine a structure's compliance with the energy code and develop plans for mitigating energy use. The wrap-up activity for this course consists of establishing a mitigation plan for a structure that is assigned by the Instructor. *Prerequisites: CST 102, CST 103, CST 105, CST 128.*

CST 231 Solar Applications for Residential Homes 2-2-3

A course that allows students the opportunity to explore the practical application for solar energy in the residential housing market. Application for both solar thermal and photovoltaic systems are presented. Students will learn how to conduct site assessments, sizing and design of systems, mounting and installation of different systems, maintenance and trouble shooting. This course emphasizes the design and installation of both photovoltaic and solar thermal, with a concentration on residential application, codes, practices, terminology, and equipment. Extensive use of hands-on lab time will reinforce reading assignments and lecture.

CST 235 Architectural Drafting & Design for Construction 2-2-3

The student shall learn to draw and manipulate plans for residential and light commercial buildings, including floor plans, elevations, architectural renderings and presentation drawings using an architectural designer software package provided on campus computers. In addition, students will prepare a specifications book for the project being designed. Emphasis will be placed on project completion and functional design criteria as well as demonstration by the student of applied knowledge from all prerequisite courses. This course is a project-based, capstone experience. Students are expected to present their completed project to the class and visiting dignitaries. *Prerequisites: CST 102, CST 103, CST 104, CST 105, CST 128 and CST 230.*

DMT 101 Digital Drawing and Illustration 2-3-3

This course is an introduction to the development of basic skills and knowledge necessary to begin a successful digital communications and transmedia career. Course topics include generating creative ideas and concepts across digital media, creative thinking, and introduction to advertising campaigns, brand ideas, copywriting concepts and storytelling. Basic digital drawing techniques and digital software applications are taught to engage students to apply digital design concepts to cross-media advertisements. Students learn how to draw and create images using digital drawing tablets. Computer software foundation skills are taught to include an overview of the Apple® OSX operating system and related applications. Labs are structured and equipped for teaching basic and advanced software skills. Software training is focused on Corel® Painter 12 and Adobe Illustrator® CS6.

DMT 102 Introduction to Web Design 3-0-3

Introduction to web design introduces students to web tools, design insight and technical training focused on creating web pages. Students learn page-authoring software to build and preview text in browsers, create CSS style sheets, optimize images and create page links. Students learn how to apply standard HTML formatted templates to create their own web page. Basic flatbed scanning techniques are taught to convert original artwork and photos into graphic file formats acceptable for viewing on the World Wide Web. Adobe® Dreamweaver software is used with Adobe® image editing software to create a smooth web page workflow. Apple® OSX and Windows® knowledge (recommended) or Instructor's approval.

DMT 120 Digital Photography/ Adobe Photoshop® 4-0-3

This course introduces students to digital SLR cameras, ISO, memory, white balance, aperture priority, shutter priority, lenses, DNG, RAW files and manual camera settings. It includes photography fundamentals such

as light, motion, depth of field, composition and exposure. Students learn how to use digital photography as a way to think visually to communicate and craft photo themes that tell a story. Visual creativity is emphasized to enhance and stimulate original thought processes for technical and aesthetic qualities found in digital photography. Adobe Photoshop® is introduced as a powerful pixel-based image editing application. The application features a wide range of image editing tools for enhancing photos and artwork. Students learn file management through Adobe® Bridge and learn creative and technical digital workflows. Adobe Photoshop® is an essential application used to apply color correction and retouching techniques to photos. Photoshop® is a versatile application used by graphic designers, digital photographers, web designers and videographers. This course is for beginners to intermediate users who want to become familiar with digital SLR cameras, photo editing applications and tools. Techniques are taught using the Apple® OSX system. A digital SLR camera is required for this course. Apple® or Windows® experience (recommended).

DMT 130 Multimedia Applications 4-0-3

This course provides an introduction to multimedia applications and digital technologies. Definitions of terms and concepts as well as trends in the development and use of multimedia content will be covered. There is a special focus on the tools used to create digital content including: digital images, digital sound, digital video, 2-D animation and introductory multimedia authoring concepts.

DMT 140 Digital Publishing 2-3-3

This course is an intermediate approach to digital publishing and graphic design using Adobe® InDesign CS software. This course builds on software and technical skills previously learned. Special emphasis is placed on creative thinking, graphic design principles and visual storytelling to craft successful designs for marketing and promoting business brands. Students' compare and contrast brand concepts, strategies, audiences and construct design approaches through case studies and discussion. Students learn practical team building skills for brand processes and brand identity. Students create cross media solutions for an advertising campaign using print media, interactive media and packaging design. Apple® OSX computer systems and related software applications are taught. *Prerequisite: DMT 101 or DMT 120 or permission of Instructor.*

DMT 203 Adobe® After Effects 4-0-3

This course provides hands-on, interactive instruction for those who are looking to learn more about creating motion graphics and compositing using the industry standards Adobe® After Effects. How to animate, alter and composite media in 2-D and 3-D space with various built-in tools and third party plug-ins is the primary focus of this course. The integration with other Adobe® titles such as Photoshop, Premier Pro and Flash will also be covered.

DMT 208 Studio Photography 4-0-3

The emphasis of this course is to build student experiences using studio lighting equipment. Students photograph objects and subjects in a studio environment and work with the complexities of artificial lighting. Special emphasis is focused on digital cameras in the studio, light sources, light modifiers, lighting sets, measuring and controlling light. Students are also engaged in learning Adobe® professional software to manage digital photos, TIFF, JPEG, and RAW camera files. Original photographic images are used to present a visual story related to a photographic theme. Adobe® software is used as a tool to craft studio images into creative advertisements for promoting and marketing products. In addition, students will have an opportunity to prepare photographic images and interactive media for entry into the FM Annual Juried Student Art Show. *Prerequisites: DMT 120, DMT 140 and Macintosh® PC experience or permission of Instructor. Students must have their own digital SLR camera.*

DMT 210 Multimedia Authoring 4-0-3

This course focuses on creating and viewing "multimedia rich" content for distribution on the web and mobile devices using the timeline-based authoring tool Adobe® Flash. Adobe® Flash is the industry standard for the creation of interactive multimedia titles, games and animations. In this couse students will learn interface design techniques, the tools and concepts of the Flash application, including digital illustration, animation, digital sound effects, and basic Action Script coding. *Prerequisite: DMT 102 or higher, CIS 110 or higher, COM 107 or permission of Instructor.*

DMT 212 Media Design Seminar 1-3-3
This course emphasizes a capstone approach to digital and traditional portfolio design. Students plan their own design agency and corporate identity from conceptual stages to the final presentation. Students create pdf print media brochures, digital ads, marketing materials, publishing and interactive media using Adobe® CS applications. Students research college transfer requirements and employment opportunities. The course also emphasizes the concepts and basic principles of building a free-lance media business. Topics include studio layout, the DBA, the sole proprietor, partnerships, corporations, equipment costing, leasing and copyright issues. In addition, students will have an opportunity to prepare graphic designs and interactive media for entry into the FM Annual Juried Student Art Show. *Prerequisites: DMT 101, DMT 102, DMT 120, DMT 130, and DMT 140 or permission of Instructor.*

DST 291-294 Directed Study (1-4)-0-(1-4)
Directed Study affords students the opportunity to study a course already listed in the College catalog but not scheduled during a particular semester. Participation requires the sponsorship of an appropriate instructor and approval of the Academic Dean. A student taking the Directed Study is expected to confer regularly with the instructor and meet all course requirements. *Hours of class per week: To be arranged.*

ECO 180 Introduction to Economics 3-0-3
A course designed around topics and problems that emphasize the individual's participation in the economy, both as consumer and supplier of productive resources, and the private and public institutions through which economizing is accomplished. Basic economic concepts are introduced where necessary to explain economic activity. Special attention in discussion sessions is given to topics such as employment and unemployment, poverty and affluence, education and opportunities, incomes and costs of living.

ECO 282 Macroeconomics 3-0-3
An introductory course which views the behavior of the economy as a whole and the problems of economic organization. Students will explore the fluctuations of output and prices. Problems and measurement of economic growth, inflation, unemployment and income will be discussed. Money, credit and financial institutions will be analyzed, as well as their impact on fiscal policies and international trade. *General Education: S.*

ECO 283 Microeconomics 3-0-3
This course provides an analysis of the basic market forces of demand and supply, and economic outcomes under different market structures such as competitive, imperfectly competitive and monopolistic markets. The labor and capital markets are also analyzed. In addition, the economics of the public sector emphasizes tax policy, externalities, monopoly power and the provision of public goods. The course examines contemporary social issues such as income distribution, poverty and the welfare system as well as global issues such as international trade and protectionism. *General Education: S.*

EDR 110 Research for Success 1-0-1
This introductory course is designed for students who have not yet successfully completed ENG103. Utilizing active learning strategies with direct application of theory and concepts, students will construct sound research strategies allowing for the access and evaluation of information from a variety of sources. The skills introduced and developed in this course serve as a bridge to any college-level research assignment or life-long information literacy skills. This course may also be offered in a blended or web-based format.

EDR 114 Introduction to Online Learning 1-0-1
This course provides an introduction to the practices, expectations, and tools characteristic of online learning, using the College's online course management system. Students will assess their skills and abilities as online learners and determine their preference for successfully completing online coursework. Instruction and practice of effective learning strategies, use of online technology and resources, online communication, and common learning methods will be emphasized.

EDU 171 Introduction to Early Childhood Education 3-0-3
This course presents information and theory regarding developmentally appropriate practice for children from birth to eight years. It emphasizes developing the student's understanding of the importance of creating an effective learning environment, advancing physical

and intellectual competence, supporting social and emotional development, establishing relationships with families and maintaining a commitment to professionalism. Attention is given to the skills that are needed in a variety of program settings, including Head Start, child care, pre-kindergarten, nursery schools, and first through third grades.

EDU 175 Foundations of Education 3-0-3
This course is designed as a comprehensive introduction to the historical, sociological, and philosophical foundations of education. Students examine the social purposes of education in historical and contemporary contexts; explore the study of education through the academic disciplines of sociology, history, and philosophy; examine the significance of social differences (class, culture, race/ethnicity, gender, sexual orientation, religion) for education; develop and express a personal philosophy of education; and examine the relationship of schooling to democratic practices and principles.

EDU 180 Safety, Health and Nutrition in Early Childhood 3-0-3
This course addresses basic issues of safety, health, and nutrition in early childhood. It covers such topics as maintaining a safe and healthy environment, appropriate immunizations, recognizing signs of illness, and controlling communicable diseases in early childhood settings. The course includes documenting and reporting child abuse and maltreatment, and it stresses policy development that supports safe and healthy practices in early childhood programs. The course also addresses factors that help promote and maintain the health and well-being of the individual who works with young children.

EDU 185 Early Childhood Curriculum 3-0-3
This course introduces the theories and methods of planning, preparing, and delivering developmentally appropriate curriculum for young children. Students will focus on the role of the teacher in developing a curriculum across content areas that addresses the whole child. Students will create lessons that enhance a child's cognitive, physical, social and emotional development. *Prerequisite: Grade of "C" or above in EDU 171 or permission of Instructor.*

EDU 201 Introduction to Teaching 1-0-1
This course will include the following topics: professionalism, observation techniques, behavior management, time management, placement preparation, a code of ethics, portfolio preparation, and career exploration. It is anticipated that students will achieve the Child Abuse Recognition and Reporting certification requirement, while in this class. *Prerequisites: EDU 171 or EDU 175, and PSY 101 (may be taken concurrently.)*

EDU 222 Children's Literature 3-0-3
A survey of all forms of children's literature and the study of a variety of materials relating to the development of literacy in children. Students carry out critical study and evaluation of many children's books in the areas of fiction, non-fiction, and poetry. The course examines criteria for the selection of children's books for pleasure, enrichment of curriculum areas, and child development. It also examines appropriate presentation techniques. *Prerequisites: ENG 103 and ENG 104 or permission of Instructor.*

EDU 230 Creative Arts for Early Childhood 3-0-3
This course offers a hands-on approach utilizing materials and techniques for promoting artistic development in young children. Students will explore a variety of art, music, and movement activities that are essential components to child development. Students will gain an understanding of how to encourage individual expression, and its value to the curriculum. Concepts related to creativity, curriculum development, and awareness of cultural diversity in the arts will be explored through developmentally appropriate practice.

EDU 280 Introduction to Young Children with Special Needs 3-0-3
An introductory course designed to meet the needs of pre-professionals and professionals who work with special needs children in the early childhood field. The course presents a practical approach to the identification of special-needs children, strategies, and practices—to facilitate inclusion in formal and informal settings—and a review of the resources available to professionals and parents. *Prerequisite: None. PSY 210 recommended.*

EDU 298-EDU 299 Early Childhood Practicum **4-0-4**

The Early Childhood practicum is designed to provide work and learning experience in the field of early childhood education. Individual field experience is developed with community agencies and institutions. Practicum students also spend one hour per week in a seminar session, where they reflect on their field experiences and integrate the insights they have achieved in their fieldwork. *Prerequisites: EDU 171, EDU 185, and permission of Instructor and Academic Dean. Additional hours to be arranged. Course enrollment restricted to Early Childhood Education Majors.*

ELT 125 Electric Circuit Analysis I **3-2-4**

The first course offered in both the Electrical and Computer Technology curriculums. The course investigates the fundamental concepts of voltage, current, and power, as applied to both DC and AC circuits, and introduces superposition and Thevenin's Theorem. The course investigates the nature of resistance, inductance, capacitance, magnetism, and electromagnetism. The course also develops competencies in electronic tests, measurement methods, and troubleshooting techniques.

ELT 126 Electric Circuit Analysis II **2-2-3**

A continuation of ELT 125, where transient circuits containing inductors, capacitors, and resistors are studied. Complex numbers are applied to AC circuit analysis. The course studies concepts of power factor, power factor correction, and maximum power transfer. It uses computer simulation, using software to model circuits and understand circuit transient response and to measure the effects of component tolerance variation and frequency change. Mesh and nodal analysis and Thevenin's and Norton's theorems are applied to DC circuits. It presents many laboratory investigations into resonant circuits and basic filter circuits. *Prerequisite: ELT 125 or permission of Instructor.*

ELT 131 Industrial Automation and Robotics I **2-3-3**

Students study the theory and operation of devices and systems that are used in industrial controls, including fundamentals and applications of automation and robotics. Students become familiar with and are able to troubleshoot and repair systems that contain devices such as photoelectric sensors, inductive and capacitive proximity sensors, timing circuits, relays, pneumatic and hydraulic solenoids, and basic controls. Students will understand and work with systems incorporating instrumentation, pneumatics, and hydraulics. *Prerequisite: ELT 125 or permission of Instructor.*

ELT 132 Digital Electronics **3-3-4**

The course introduces Boolean logic and the devices that are necessary to produce digital computing circuitry. This course covers such fundamentals as AND, OR, NOT, NAND, and NOR logic through more complex devices, such as flip-flops and one-shots. Digital circuits studied include ALUs, counters, shift registers, and state machines. The course uses analytical techniques and software to design efficient combinational and sequential circuits and places strong emphasis on design skills. Standard logic and FPGAs are used to construct circuitry.

ELT 229 Electronics I **3-3-4**

An introduction to the theory, design and application of the circuits used in the electronics field. Specific areas of study include diodes, rectifiers, filters, regulators, FET and BJT transistor characteristics, transistor bias, small and large signal amplifiers. *Prerequisite: ELT 125 or permission of Instructor.*

ELT 230 Electronics II **2-3-3**

The course delves deeper into the material developed in ELT 229 and investigates additional circuit concepts. It studies the high and low frequency response of amplifiers, using Bode diagrams. Other topics include op amp theory and use, feedback, oscillators, linear and switching circuits. In addition, waveform analysis using the frequency domain is introduced. *Prerequisite: ELT 229 or permission of Instructor.*

ELT 231 Industrial Automation and Robotics II **2-3-3**

Students build on ELT131's study of sensors and actuators by studying the theory, programming, and operation of devices and systems that are used in industrial controls, including closed loop control, PID control, PLC's using ladder logic, robotics, HMI's, and SCADA systems. They become familiar with and are able to

troubleshoot and repair systems containing various motor types including DC and AC motor controls, servo systems, and coordinated motion control systems. Understanding and troubleshooting systems (electrical, pneumatic, and hydraulic), with the use of schematics and SPC (Statistical Process Control) analysis, are covered. *Prerequisite: ELT 131 or permission of Instructor.*

ELT 232 Nanotechnology and Integrated Circuits 2-2-3

This course introduces nanotechnology concepts and characteristics of structures at the nanoscale. The course describes the fabrication process that is involved in producing integrated circuits and semiconductor devices. Various analytical instruments, such as scanning electron microscopes (SEM) and atomic force microscopes (AFM), are used to analyze micro- and nano-sized structures. Students are introduced to the steps in the design, fabrication, and testing of integrated circuits and will become familiar with the technologies used in silicon wafer manufacturing. Students will follow proper cleanroom protocols as they work in a cleanroom environment. *Prerequisite: ELT 229 or permission of Instructor.*

ELT 234 Telecommunications 2-2-3

The course introduces the theory governing electronic communication elements and discusses the various systems used to accomplish communication tasks. Theories covered include radio wave propagation, antennas, transmission lines, frequency and time division multiplexing, and modulation techniques. Systems studied include AM, FM, telephone, Ethernet and data communications. *Prerequisite: ELT 125 or permission of Instructor.*

ELT 236 Microcontroller Fundamentals 3-3-4

This course provides an understanding of microcontroller computer architecture. Students learn the hardware and programming details of a microcontroller system, using industry recognized development systems. Topics include microcontroller system organization, registers, memory, addressing, machine language programming, interrupts and interfacing. Additional topics include memory technologies, memory system interfacing and programmable logic devices (PLDs). *Prerequisite: ELT 132 or permission of Instructor.*

ELT 241 Automation Systems 3-3-4

Students build on ELT131's study of sensors and actuators by studying the theory, programming, and operation of devices and systems that are used in industrial controls, including closed loop control, PID control, PLC's using ladder logic, robotics, HMI's, and SCADA systems. They become familiar with and are able to troubleshoot and repair systems containing various motor types including DC and AC motor controls, servo systems, and coordinated motion control systems. Advanced troubleshooting techniques are used on systems (electrical, pneumatic, and hydraulic). System prints/schematics are studied. Manufacturing systems and quality initiatives are covered. *Prerequisite: ELT 131 or permission of Instructor.*

ENG 020 Improving College Reading Skills 3-0-3 I.C.*

This course teaches strategies for successful college reading and lays the groundwork for future success in college reading comprehension, listening, and note-taking across the curriculum. In addition, the reading skills in this course serve as fundamental principles of sentence structure, effective organization and transitions, and main point development. The course may, for some students, serve as a prerequisite for study of composition. **3 Institutional (non-degree) credits.*

ENG 040 Introduction to Writing 3-0-3 I.C.*

This course includes a review of grammar components and paragraph development, followed by intensive work in the development of short essays. It emphasizes the writing process, paying special attention to methods of organizing, revising, and editing. *Prerequisite: Grade of "C" or above in ENG 020 or results of Writing Assessment. Based on the student's academic background, completion of this course may be necessary preparation for enrollment in courses required for graduation in some academic programs. *3 Institutional (non-degree) credits.*

ENG 103 English I 3-0-3

This course is designed to improve effective college-level communication in writing and oral presentations. Assignments include argument development and analysis and current research techniques and procedures for documenting sources. Students plan, draft, and re-

vise original texts and oral presentations. *Prerequisite: Grade of "C" or above in ENG 040 or result of assessment. General Education: C.*

ENG 104 English II 3-0-3
This course expands on the written and oral communication skills learned in ENG 103. Assignments focus on students' understanding, research, and interpretation of such literary genres as short stories, poetry, and drama. *Prerequisite: ENG 103. General Education: C.*

ENG 127 Technical/Professional Writing 3-0-3
This course applies the principles of effective writing to specific forms of technical and professional writing. The course focuses on the skills required to communicate in industrial, business, and technical settings, implementing basic forms of technical writing, including correspondence, résumés, detailed memos, descriptive documents, manuals, and proposals. The emphasis is on instruction and practice in handling real situations outside of the classroom. *Prerequisite: ENG 103.*

ENG 132 Speech 3-0-3
This course aims to enrich the student's ability to communicate. Students are introduced to the forms of public speaking and afforded the opportunity to practice both the formal and informal deliveries of speech while maintaining individual expression and creativity.

ENG 140 Introduction to Linguistics 3-0-3
This course is an introduction to the cognitive science of Linguistics, a field of study that examines the phenomena of human communication. The course will look at how language is produced, how it is examined and explained by linguists, and how it functions in human communities. Topics covered will include semantics, morphology, phonology, syntax, socio-linguistics, historical linguistics and language obsolescence. *Prerequisite: ENG 103. General Education: S.*

ENG 150 Reading and Writing Poetry 3-0-3
This course explores the poetic tradition through creative writing, analytical writing, and close critical reading of published poems and unpublished student poems. Special attention is given to studying poetic forms and traditions. *Prerequisite: Grade of "C" or above in ENG 103 or permission of Instructor. General Education: H.*

ENG 200 Short Story 3-0-3
This course surveys the development of the short story, from its origins in the oral tradition to its present form. Through reading and discussion of a wide variety of 19th- and 20th-century short stories, the course emphasizes the artistic development of this literary genre. Course work includes critical papers and group presentations. *Prerequisites: ENG 103 and ENG 104 or permission of Instructor. General Education: H.*

ENG 210 Popular Literature 3-0-3
This course is a close study of popular literature written by various authors working in the traditional five pop genres: detective (crime), romance, adventure, horror and science fiction. Using the historical, psychological, and mythological theories that can help shape our understanding of these texts, students will analyze and compare selections representative of and important to each genre. Special attention is given to the study of the patterns and traditions that have developed in each genre. *Prerequisites: ENG 103 and ENG 104. General Education: H.*

ENG 230 Literature and Identity 3-0-3
This course examines how identity is represented in the literature of a particular demographic group. Individual semesters may focus on race, economic class, sexuality, gender, ethnicity and ability/disability, among other areas. Topics vary with instructor. *Prerequisites: ENG 103 and ENG 104, or permission of Instructor. General Education: H.*

ENG 231 Masterpieces of World Literature I 3-0-3
This course surveys world literature from the Greek and Roman classics through the Renaissance. Readings include such representative authors as Homer, Sophocles, Plato, Virgil, Dante, and Chaucer. *Prerequisites: ENG 103 and ENG 104 or permission of Instructor. General Education: H.*

ENG 232 Masterpieces of World Literature II 3-0-3
This course surveys world literature from the 17th century to the present. Readings include such representative authors as Voltaire, Flaubert, Tolstoy, Woolf, Mann, and Achebe. *Prerequisites: ENG 103 and ENG 104 or permission of Instructor. General Education: H.*

ENG 233 American Literature I 3-0-3
A survey of the literatures of the United States, from pre-Colonial times through the Civil War, with an emphasis on representative figures and movements. Discussions stress the cultural-historical contexts of the readings, emergence of American myths and values, and formation of an identifiable American style. *Prerequisites: ENG 103 and ENG 104 or permission of Instructor. General Education: H.*

ENG 234 American Literature II 3-0-3
A survey of the literature of the United States, from the Civil War through the present, with an emphasis on representative figures and movements. Analysis includes the general movements of thought, literary techniques, and themes that are revealed in the works of representative writers. *Prerequisites: ENG 103 and ENG 104 or permission of Instructor. General Education: H.*

ENG 235 Modern Drama 3-0-3
An introduction to modern drama as literature, emphasizing such movements as naturalism, expressionism, and theater of the absurd. Readings include such representative European authors as Ibsen, Strindberg, Chekhov, Pirandello, Lorca, and Ionesco as well as American playwrights, such as O'Neill, Miller, and Williams. Some attention is also paid to non-Western dramas. The course develops appreciation of the theater, through class discussion and a required critical writing paper. Students observe a current dramatic production. *Prerequisites: ENG 103 and ENG 104 or permission of Instructor. General Education: H.*

ENG 239 Modern Novel 3-0-3
This course explores the evolution of the novel as a genre, from the late 19th through the 20th centuries. It considers the significant cultural, historical, and aesthetic developments of this period, paying special attention to the formal, stylistic, and thematic innovations of the major modern and postmodern authors. Selected novelists include Conrad, Joyce, Woolf, Fitzgerald, Faulkner, Ellison, Waugh, Greene, O'Connor, and Pynchon. *Prerequisites: ENG 103 and ENG 104 or permission of Instructor. General Education: H.*

ENG 245 World Drama 3-0-3
An examination of major dramas, from the Greeks to the late nineteenth century, in light of their literary, theatrical, and socio-cultural values. Readings include representative plays from the following periods and movements: Classical Greece and Rome, the Middle Ages, the Renaissance, Neo-Classicism, the Restoration, Romanticism, and Realism. Genres include tragedy, comedy, melodrama, farce, and various hybrids. *Prerequisites: ENG 103 and ENG 104 or permission of Instructor. General Education: H.*

ENG 250 The Graphic Novel 3-0-3
This course surveys the graphic novel in its contemporary form and analyzes its aesthetic and cultural conventions, inventions, and themes. In addition to studying the graphic novel's history and emergence from a pulp and adolescent medium to a complex artistic and literary medium, this course examines the relationship between visual and textual art in the graphic novel. *Prerequisites: ENG 103 and ENG 104. General Education: H.*

ENG 252 Studies in Major Authors or Genres 3-0-3
This course offers an in-depth examination of a particular genre or specific author. Through reading and discussion, literary and artistic development is emphasized. Students will be assessed through critical papers, research, and presenations. Topics and authors will vary by semester in accordance with instructor interest. *Prerequisites: ENG 103 and ENG 104 or permission of Instructor. General Education: H.*

ENG 257 Creative Writing 3-0-3
Students will explore the genres of nonfiction, short story, poetry, and drama (one-act plays), through creative writing, critical reading, and oral and written analysis. Emphasis will be placed on: the study of literary elements and incorporation of those elements into one's own creative work; the process of creative writing, from the conception of an idea to final editing; and the development of a creative writing porfolio. Students will also be given the opportunity to further develop their work in one of the above genres, based on their particular interests and talents. The course format includes reading, lecture, discussion, in- and out-of-class writing, workshops, and one-on-one conferences. *Prerequisites: ENG 103 and ENG 104.*

FRE 101 Elementary French I 3-0-3
This is the first half of a foundation to the French language vocabulary and structure. It is for students with little or no previous knowledge of the language. Included are the fundamentals of speaking, listening, reading and writing, as well as culture relating to the French-speaking world. Grammatical concepts will include the present-tense verbs and basic sentence syntax. This course is not open to Native or Heritage speakers of French. *General Education: F.*

FRE 102 Elementary French II 3-0-3
This is the second half of a foundation course to the French language vocabulary and structure. It is a continuation of Elementary French I. Included are additional fundamentals of speaking, listening, reading and writing as well as culture relating to the French-speaking world. Grammatical concepts will include both preterit and imperfect past-tense verb forms. This course is not open to Native or Heritage speakers of French. *General Education: F.*

FRE 201 Intermediate French I 3-0-3
This is the first intermediate-level French course. It will expand on improving the listening, reading, writing and speaking skills, as well as culture in the French-speaking world. It provides an overall grammar review with the introduction of more advanced structures which will include an introduction to the subjunctive tense. Ninety percent of this class will be conducted in French. This course is not open to Native or Heritage speakers of French. *General Education: F.*

FRE 202 Intermediate French II 3-0-3
This is the second intermediate-level French course. It provides an overall grammar review that seeks to enhance students' active use of French, especially in the areas of conversation (listening and speaking) and writing. It will include further intermediate-level conversation, composition and readings in French on numerous culturally-significant topics. This class will be conducted entirely in French. Successful completion implies a readiness to enter other language courses conducted entirely in French. *General Education: F.*

GER 101 Elementary German I 3-0-3
This is the first half of a foundation to the German language vocabulary and structure. It is for students with little or no previous knowledge of the language. Included are the fundamentals of speaking, listening, reading and writing, as well as culture relating to the German-speaking world. Grammatical concepts will include the present-tense verbs and basic sentence syntax. This course is not open to Native or Heritage speakers of German. *General Education: F.*

GER 102 Elementary German II 3-0-3
This is the second half of a foundation course to the German language vocabulary and structure. It is a continuation of Elementary German I. Included are additional fundamentals of speaking, listening, reading and writing, as well as culture relating to the German-speaking world. Grammatical concepts will include both preterit and imperfect past-tense verb forms. This course is not open to Native or Heritage speakers of German. *General Education: F.*

HIS 101 World Civilizations I 3-0-3
This course is a survey of the major developments in political, cultural, intellectual, and scientific/technological history in Africa, the Americas, Asia, Europe, and the world, from the dawn of time to 1650. *General Education: O.*

HIS 102 World Civilizations II 3-0-3
This course is a survey of the major developments in political, cultural, intellectual, and scientific/technological history in Africa, the Americas, Asia, Europe, and the world, from 1650 to the present. *General Education: O.*

HIS 103 Western Civilization I 3-0-3
This course is a survey of western civilization, from ancient times until the 18th century. The emphasis is on the major ideas and events that shaped the values and ideas of early Europe. Topics include the rise and fall of the classical civilizations of Greece and Rome, growth of Christianity, Renaissance, and Protestant Reformation. *General Education: W.*

HIS 104 Western Civilization II 3-0-3
This course is a survey of western civilization, from the 18th century until the present. The emphasis is on the development of the nation-state and the rise of modern political, social, economic, and intellectual concepts. Topics include the religious wars, French Revolution,

Industrial Revolution, rise of a middle class, and the two world wars and their ramifications. *General Education: W.*

HIS 105 Survey of American History I 3-0-3
This course examines the history of the United States, from its origins until reconstruction, with emphasis on the development of a constitutional system. Topics studied include the colonial period, the American Revolution, the ratification of the Constitution, Jacksonian Democracy, and the various disputes that led to the Civil War. *General Education: U.*

HIS 106 Survey of American History II 3-0-3
This course examines United States history, from 1865 until the present. The emphasis is on the social, political and economic development of the country. Attention is also given to the relationship between the United States and the rest of the world. Topics studied include reconstruction, westward expansion, the industrial revolution, immigration, the great depression, and the ramifications of the Cold War. *General Education: U.*

HIS 287 America Since 1945 3-0-3
An interdisciplinary study of the U.S. since 1945, using sociology, history, and political science data to examine major changes and trends. The course focuses on four major aspects of this period: 1) cultural - changes in norms, values, and personal behavior; 2) social - changes in the nature and functions of social institutions; 3) political - trends and changes, as reflected in the presidential elections; 4) international - patterns in American social relations. *General Education: U.*

HIS 293 Diplomatic History of the United States Before 1900 3-0-3
This course examines the relations of the United States with foreign nations, from the American Revolution until the Spanish-American War. *General Education: U.*

HIS 296 Israel: Biblical Period to 1948 3-0-3
Major historical, political, social, and military developments, from the time of Abraham to the emergence of the Modern State of Israel in 1948. Areas of concentration include the Biblical Period, Resistance against Greece and Rome, Life in the Diaspora, Rise of Jewish Nationalism, Growth of the Yishuv, Balfour Declaration and the British Mandate, Arab-Jewish Confrontation, Holocaust, Palestine in World War II, War of Independence, and Mass Immigration. *General Education: W.*

HLT 101 Introduction to Allied Health 2-0-2
This course will expose students to a diversity of potential careers in health care and related fields. Students will become familiar with healthcare delivery in the United States. Students will explore employment opportunities and current trends within the industry. Emphasis will be placed on the skills, personal attributes, and academic preparation required for various health related occupations.

HLT 111 Introduction to Patient Care 1-0-1
This course is designed to provide an overview of patient care in Allied Health and related careers. Emphasis is placed on the core traits of a health care provider, the interdisciplinary team approach to the delivery of patient care, professional accountability in the health care setting, communication and etiquette, consumer education, and cultural competence and diversity. Students will examine the changing health care system, the importance of patient satisfaction, professional conduct, and work expectations of employers and patients. *Prerequisite: HLT 101.*

HLT 120 Professional Ethics in Allied Health 3-0-3
This course will examine ethical and legal issues in health occupations. Students will explore current topics relevant to the healthcare industry, including Patient's Bill of Rights, confidentiality, informed consent, and documentation. Emphasis will be placed on defining the moral principles and ethical systems that healthcare practitioners and allied personnel must uphold.

HLT 134 Responding to Emergencies 2-0-2
This American Red Cross course provides a comprehensive set of skills that may enable students to save a life. This course offers certification in both First Aid and CPR/AED, and will prepare students to respond to a variety of emergencies involving infants, children and adults.

HLT 135 Personal and Community Health 3-0-3
An examination of health issues and problems related to individuals and communities. Included is an explo-

ration of wellness/health promotion; factors that impact health such as culture, heritage and socioeconomic level; chronic and communicable disease, including HIV/AIDS; nutrition, weight management and fitness; aging and death; relationships, sexuality, reproduction and birth control; stress management; health care delivery; and alcohol, tobacco and other drugs prevention/intervention.

HLT 137 Introduction to Personal Training 3-0-3
Students will gain essential knowledge and practical skills to become an entry level fitness trainer. The course is based on materials from the American Council on Exercise (ACE) and designed to prepare students for the ACE certification exam as a personal trainer. *Prerequisite: None. SCI 136 highly recommended.*

HLT 138 Health Care Provider CPR 1-0-1
This course is an American Heart Association CPR course which includes infant, child, and adult CPR. It teaches students critical skills needed to respond to and manage a first aid, choking or sudden cardiac arrest emergency in the first few minutes until emergency medical services (EMS) arrives. This course will prepare the student for the Basic Life Support (BLS) for Healthcare Providers Written Test/Practical Skill & Testing to receive certification.

HLT 201 Health Science Seminar 1-0-1
In this course, students will explore a health science related career, through a job shadow experience. Each student will develop a personal plan to achieve their academic and career goals. Students will participate in a service learning project that addresses a need of individuals, organizations, schools, or other entities in the community. *Prerequisite: HLT 101.*

HNS 291 Honors Seminar 3-0-3
An interdisciplinary seminar involving extensive review of course material and in-depth examination of the global, national, and local relevance of the issues under consideration. Emphasis is on general background reading, preparation, and discussions of the topic in philosophical, historical, social, technological, or scientific terms. By this approach, students gain insight into the multi-disciplinary nature of the topic. This format allows close communication and interaction among a small group of students and experienced faculty. *Prerequisites: sophomore status in the Honors Program OR completion of at least 30 credit hours, minimum GPA of 3.2, and approval of the Academic Dean.*

HUD 100 Studies of the Person 3-0-3
This course investigates the concept of the fully functioning person, through the study of theories of psychology and human development and the application of those theories to the self. Topical areas explored include theories of development, models of self-esteem, theories related to the self-actualizing process, stress management, transactional analysis, relationships, and death and loss.

HUD 110 Human Relations and Group Dynamics 3-0-3
A course designed to assist students in acquiring knowledge and skills to enable them to communicate more effectively with other people, individually and in small groups. Learning activities include role-playing and human relations, skill training exercises, and film and lecture presentations on theories of interpersonal communication. Topics include obstacles to communication, attending behavior, listening skills, communication skills, conflict management, systems theory, gender differences, family dynamics, leadership, group roles, and group norms and pressures.

HUM 170 Myth, Story and Symbol 3-0-3
This course will investigate mythology from a variety of world cultures, storytelling and the oral tradition, and symbolism, as they relate to the human experience. Coursework will enlighten students about the powerful connection of the three course topic areas of modern media, societal beliefs, and social mores. Group activities, oral presentations, and a culminating creative project presentation will comprise the bulk of the coursework. *Prerequisite: Grade of "C" or above in ENG 103 or permission of Instructor. General Education: H.*

HUM 171 Comparative Religions 3-0-3
A survey of world religions, major and minor, past and present, from both Eastern and Western cultures. The course traces the historical development of religion through the mythologies of Egypt, Greece, etc. as well as the historical progression of the Semitic religions:

Judaism, Christianity, and Islam. The course emphasizes similarities and differences among the various religions and also deals with the influence of religion on science, art, politics, etc. and their influence on religion. *Prerequisite: Grade of "C" or above in ENG 103 or permission of Instructor. General Education: H.*

HUM 180 Survey of Popular Music in America **3-0-3**

This course will survey a wide range of American popular music, from the middle of the 19th century to the present, in order to illustrate how music influences and reflects cultural, political, economic, and regional issues in the United States. The basic European and non-European origins of popular music in America, prior to the mid-19th century, will be addressed, as will the similarities and differences among popular American music styles, artists, genres, and contexts of popular music, since the middle of the 19th century. Attention will also be given to the impact of technology on American popular music. *Prerequisite: Grade of "C" or above in ENG 103 or permission of Instructor. General Education: H.*

HUS 100 Introduction to Human Services **3-0-3**

This course is designed to give students an understanding and working knowledge of the human services system and the role of the human services professional. Students will be introduced to the philosophy, goals, structure, organization and client population of the human services sector. This course may be substituted for an Introduction to Social Work course at the four-year school and includes elements of the history of social welfare in the United States as well as the values, knowledge, skills, and fields of practice of the social work profession.

HUS 101 Interventions **3-0-3**

This course emphasizes the role of the person in the environment and covers the following topics: the helping relationship, observation skills, reporting and recording procedures, effective interviewing techniques, the transition from interview to counseling, problem-solving techniques, the importance of values and ethical standards, and issues of diversity and culture.

HUS 211 Problems of Addictive Behaviors **3-0-3**

This course introduces students to the field of addictions. Topics will include drugs and alcohol (their use, misuse, and abuse) and other addictions including gambling, Internet, diet, and others. A multi-dimentional approach will review the topic from an historical, societal, legal, biological, pharmacological, and psychological aspect. The course emphasizes the problems that arise from addictive behaviors. Students are encouraged to think critically and examine personal beliefs and values regarding addictions. In addition, attention is given to methods of prevention and treatment. *Prerequisite: PSY 101.*

HUS 212 Mental Health Services **3-0-3**

This course is designed to equip students with the knowledge of the concepts, terms, and structures of the mental health field. A psychosocial approach focuses on individual mental health needs, community mental health providers, and the role of the paraprofessional. Topics include the identification of mental disorders, current therapy approaches, the use of psychotropic medication, legal issues, ethical and cultural considerations, and appropriate attending skills for mental health workers. *Prerequisite: HUS 100. PSY 101 and PSY 240 recommended.*

HUS 213 Gerontology **3-0-3**

This course provides a broad-based introduction to the study of human aging. The elderly are considered from several perspectives, including the biological, psychological, sociological, political, and economic. Students explore historical events and current trends in the graying of America. The course highlights individual activities and community services that enhance and improve the quality of life for the older person. *Prerequisite: PSY 200.*

HUS 214 Family Violence Issues **3-0-3**

This course examines the phenomenon of violence, as it may occur throughout the course of family life. It covers the following topics: child abuse/neglect, including sexual, physical, and emotional abuse; domestic violence or spousal assault; and elder abuse. It also examines reporting considerations and discusses the prevention, assessment, and treatment of violent families, identifying legal and cultural issues. *Prerequisite: SOC 101. PSY 101 and SOC 210 recommended.*

HUS 215 Developmental Disabilities 3-0-3
This course provides an introduction to the nature and assessment of developmental disabilities and the skills necessary for working with them. It includes a study of the psychological needs and adjustments required by those with physical, mental, and emotional handicaps. This course identifies and analyzes resources and services available for the developmentally disabled in our area. *Prerequisites: HUS 100 and PSY 200.*

HUS 297 Human Service Seminar 2-0-2
This course will provide students an opportunity to integrate information from courses in the human services, psychology, sociology and other fields, and to apply that information to existing social programs. *Prerequisites: HUS 100 and HUS 101.*

HUS 298 Human Services Internship 4-0-4
The Human Services Internship is designed to provide individualized work and learning experiences in the field of human services. Interns spend 10 to 12 hours per week over the course of the semester in a community human services agency. In addition, interns spend one hour per week in a seminar session where they reflect on their field experiences and integrate the insights they have gained. These sessions develop helping skills, including sensitivity, empathy, attending, questioning, confrontation, and problem-solving. They also address goal setting, case management, case planning, and client assessment. *Prerequisites: Grade "B" or above in CLC 111, CLC 112, HUS 100, and HUS 101, and the approval of HUS program faculty and the Academic Dean. Additional hours to be arranged.*

HVC 101 Electricity for HVAC/R 2-2-3
This course will provide the student with instruction in the fundamentals of electrical theory including magnetism, transformers, symbols and diagrams, electrical circuits, and motors, with an emphasis on motors and control devices typically found in heating, refrigeration, and air-conditioning equipment.

HVC 102 Fundamentals of Refrigeration 2-3-3
This course emphasizes refrigeration theory, technical operating knowledge, and service and problem-solving skills for refrigeration equipment and systems. It also prepares students for the United States Environmental Protection Agency recovery and handling certification test.

HVC 103 Heating Technology 2-3-3
This course will provide the student with a working knowledge of the basic components of heating systems, with an emphasis on combustion and combustion efficiency, and skills to apply common techniques to identify, diagnose, troubleshoot, service, and commission heating equipment and systems.

HVC 104 Fundamentals of Air Conditioning 2-2-3
This course will provide students with the knowledge and skills to identify and apply the principles and strategies necessary for installing, maintaining, diagnosing, troubleshooting, servicing, and commissioning air-conditioning equipment and systems.

IDS 200 Interdisciplinary Studies (15-90)-0-(1-6)
An international study-abroad course that enhances cross-cultural skills and develops a greater understanding of language skills, and the cultural, historical and political concepts associated with the host country. If the travel experience is part of an existing course being offered by FMCC faculty, then the study abroad experience becomes an enhancement to the material covered in that class that could not be taught in the home classroom. Students will gain exposure to world cultures through on-site lectures, multimedia presentations and site tours. *General Education: 0.*

IND 291-294 Independent Study (1-4)-0-(1-4)
This course affords students the opportunity to investigate in-depth areas not available in existing courses. Provided they obtain the sponsorship of a faculty member and the permission of the Academic Dean, students may submit proposals contracting to undertake from one to four semester hours of independent study in approved areas. Students accepted for independent study are expected to confer regularly with their mentors and demonstrate satisfactory proficiency in the particular area of study they have proposed to investigate.

INT 291-294 Internship (1-4)-0-(1-4)
This course serves as a structure for the awarding of credit for prearranged academically applicable work experiences. Students who have satisfactorily completed relevant courses may be placed with an approved agency, on a part-time basis. Participation requires the approval of a College Instructor and the appropriate Aca-

demic Dean. Evaluation of the student's performance is the responsibility of the Instructor. A maximum of eight (8) semester hours of credit may be earned by any one student. *Prerequisite: Previous relevant course work.*

ITA 101 Elementary Italian I 3-0-3
This is the first half of a foundation to the Italian language vocabulary and structure. It is for students with little or no previous knowledge of the language. Included are the fundamentals of speaking, listening, reading and writing, as well as culture relating to the Italian-speaking world. Grammatical concepts will include the present-tense verbs and basic sentence syntax. This course is not open to Native or Heritage speakers of Italian. *General Education: F.*

ITA 102 Elementary Italian II 3-0-3
This is the second half of a foundation course to the Italian language vocabulary and structure. It is a continuation of Elementary Italian I. Included are additional fundamentals of speaking, listening, reading and writing as well as culture relating to the Italian-speaking world. Grammatical concepts will include perfect, imperfect, and remote past-tense verb forms. This course is not open to Native or Heritage speakers of Italian. *General Education: F.*

MAT 010 Number Sense 2-0-2 I.C.*
A developmental course focused on number sense and arithmetic skills. This course prepares students for a first course in algebra. Topics include the place value system, whole and signed numbers, decimals, fractions, percents, ratios, proportions and measurement systems. ***Course is graded pass/fail. This course does not satisfy graduation requirements. *2 Institutional (non-degree) credits.***

MAT 040 Elementary Algebra 4-0-4 I.C.*
This course is designed for students who have a limited mathematics background. Topics include first-degree equations, first degree inequalities, graphs of linear equations and inequalities in two variables, systems of linear equations, equations of lines, verbal problems, and factoring. *This course does not satisfy graduation requirements. Prerequisite: Successful completion of MAT 010, placement by academic advisor, or permission of Instructor. *4 Institutional (non-degree) credits.*

MAT 100 Technical Mathematics 4-0-4
A first course for most students in Automotive, Construction, and Visual Communications Technologies. Topics include review of signed numbers and operations, exponents, algebraic fractions, calculator usage, the metric system, perimeter/area/volume, triangle trigonometry, law of sines and cosines, surveying applications, and dimensional analysis. *Not credited toward the A.S. or A.A. degree mathematics requirements.*

MAT 110 Survey of Mathematics 3-0-3
An overview of mathematics for the non-transfer student. Topics include problem solving, introductory set theory, topics in algebra, topics in geometry, basic probability and statistics, and consumer mathematics. *Not open to students who have a "B" or better in Algebra 2 and Trigonometry or its equivalent. Not open to students who have taken Pre-Calculus or higher. General Education: M.*

MAT 115 Quantitative Mathematical Applications 3-0-3
This course is designated for students who do not plan to follow a STEM course of study. A course in quantitative literacy intended for students in Liberal Arts, Social Science, and Humanities that provides an overview of quantitative literacy through exploring financial literacy and basic mathematic modeling, with statistics integrated throughout the course. *Not open to students who have a "B" or better in Algebra 2 and Trigonometry or its equivalent. Not open to students who have taken MAT 140 Pre-Calculus or higher. Prerequisite: Successful completion of Algebra I, placement by academic advisor, or permission of Instructor. General Education: M.*

MAT 120 Intermediate Algebra 4-0-4
This course is designed for students who have had a minimum of high school mathematics and wish to enroll later in MAT 130 or MAT 140. Topics include: absolute value equations and inequalities; second degree (quadratic) equations, inequalities, graphs, and applications; relations and functions; rational expressions, equations, inequalities, and applications; radical expressions and equations; and complex numbers. *Not open to students who have a "B" or better in Algebra 2 and Trigonometry or its equivalent. Not open to students who have taken Pre-Calculus or higher. Prerequi-*

site: Grade of "C" or above in MAT 040, placement by academic advisor, or permission of Instructor. General Education: M.

MAT 125 Introduction to Statistics 3-0-3
This course introduces basic concepts of probability, descriptive and inferential statistics including central tendency, variability, correlation, regression, parametric tests. *General Education: M.*

MAT 130 College Algebra 4-0-4
College Algebra covers factoring, rational expressions, solution of equations and inequalities, functions, applications of functions, polynomial, exponential and logarithmic functions, solution of exponential and logarithmic equations. *Prerequisites: Grade of "C" or above in MAT 120, Math 11, Course 3, Math B, or Integrated Algebra 2; placement by academic advisor; or permission of Instructor. General Education: M.*

MAT 135 Trigonometry 2-0-2
This course is a study of trigonometry and its application. Topics include right triangle trigonometry, trigonometric functions and their graphs, trigonometric identities, solving trigonometric equations, and applications. Trigonometry, when paired with College Algebra, will prepare students for MAT170, Calculus I. Not open to students who have credit for MAT140 Pre-Calculus. *Prerequisites: Grade of "C" or above in MAT 120, Math 11, Course 3, Math B, or Integrated Algebra 2; placement by academic advisor; or permission of Instructor.*

MAT 140 Pre-Calculus 4-0-4
This course is designed to prepare a student for Calculus I. Topics include solutions to equations; inequalities; algebraic, exponential, logarithmic, and trigonometric functions. *Prerequisites: Grade of "C" or above on MAT 120, Math 11, Course 3, Math B, or Integrated Algebra 2; placement by academic advisor; or permission of Instructor. General Education: M.*

MAT 165 Survey of Calculus 4-0-4
This course offers a streamlined approach to differentiation and integration of algebraic and transcendental functions. This condensed version, of a traditional calculus course, makes formulas and theorems reasonable and clear using arguments that can be made rigorous, if desired. *Prerequisite: MAT 140 or satisfactory performance on the placement exam. General Education: M.*

MAT 170 Calculus I 4-0-4
The first semester of a multi-semester sequence of differential and integral calculus. Topics include limits, derivatives, considered algebraically, symbolically and graphically; differentials and their use as approximations, the indefinite and definite integrals, inverse functions, logarithmic and exponential functions, symbolic and numeric methods of integration. Appropriate for math majors and students in partner disciplines requiring understanding of fundamental principles of calculus, with emphasis on deductive reasoning and proof. *Prerequisite: Grade of "C" or above in MAT 140 or High School Pre-Calculus, placement by academic advisor, or permission of Instructor. General Education: M.*

MAT 173 Discrete Mathematics 4-0-4
This course is designed for students who plan to major in mathematics or computer science. It introduces students to the non-continuous side of mathematics; methods of proof, logic, sets, relations, functions, and number theory; mathematical induction; counting techniques; and graph theory. *Prerequisite: Grade of "C" or above in MAT 170, or permission of Instructor.*

MAT 175 Calculus II 4-0-4
A continuation of Calculus I. Includes applications of the definite integral to areas, volumes, surface area, arc length, moments and center of mass, separable differential equations and their applications, area accumulation functions; volume; applications such as work and probability; improper integrals and l'hopital's rule; complex numbers; sequences; series; Taylor series; differential equations; parametric equations, polar coordinates and modeling. *Prerequisite: Grade of "C" or above in MAT 170 or High School Calculus or permission of Instructor. General Education: M.*

MAT 210 Calculus III 4-0-4
Multivariable calculus. Geometry of three dimensional space, vector functions in three space, partial differentiation, multiple integrals, functions of several variables, partial differentiation, multiple integration, line integral. Green's theorem, and Stokes' theorem. Applications studied through algorithmic techniques and/or computer usage. *Prerequisite: Grade of "C" or above in MAT 175 or permission of Instructor.*

MAT 215 Ordinary Differential Equations 4-0-4
This course includes a study of methods for solving certain first order linear and nonlinear differential equations, second and higher order linear differential equations, and systems of first order linear differential equations, as well as various applications of such equations. Techniques include series solutions and Laplace transforms. *Prerequisite: Grade of "C" or above in MAT 210 or permission of Instructor.*

MAT 220 Linear Algebra 4-0-4
Systems of Linear Equations. Matrices and matrix algebra. Vectors and vector spaces. Linear Independence. Span of a set of vectors. Basis and dimension of a vector space. Linear transformations of vector spaces. Rank of a matrix and the rank theorem. Determinants and their properties. Eigenvalues and eigenvectors. Diagonalization of matrices. Inner products. Orthogonal basis. Gram-Schmidt Orthogonalization. Orthogonal projection of a vector onto a subspace. *Prerequisite: Grade of "C" or above in MAT 175 or permission of Instructor.*

MED 283 Medical Terminology 3-0-3
Emphasis is on understanding medical terms. The logic behind the formation of medical terms, analysis of words, and interpretive and deductive skills are used. Terms associated with all anatomical systems are covered.

MED 284 Medical Insurance 3-0-3
This course presents standardized basic concepts and brings all reimbursement systems down to a common denominator that simplifies and clarifies medical insurance. The procedures necessary to successfully file medical claims for reimbursement are covered. This course benefits those who are currently practicing medical assistants and students enrolled in medical-related programs. *Prerequisite: MED 283.*

MED 289 Medical Transcription and Editing I 3-0-3
This course begins with an introduction to the use of transcription devices to prepare documents from a recorded voice. The student will master the skill of transcription, and then the course transitions to medical transcription and editing reports, while listening to a dictator. Medical document transcription and editing are emphasized. Terminology, language skills, proofreading and transcription skills are systematically reinforced. Assignments include a variety of medical documents and dictator accents. The Business Technology Lab is used. *Prerequisites: BTA 134 and MED 283, or permission of Instructor.*

MED 291 Medical Transcription and Editing II 3-0-3
This course builds on the material learned in Medical Transcription and Editing I. Specialty areas, such as cardiology, psychiatry, neurology, ob/gyn, and respiratory/pulmonary are included. Terminology, language skills, and transcription skills and editing continue to be systematically reinforced. Emphasis is on accurate transcription and editing of realistic dictation. Assignments include a wide variety of medical documents and dictator accents. Computers and software are utilized. *Prerequisites: MED 289 and CIS 105 or permission of Instructor.*

MED 293 Medical Coding Essentials I 3-0-3
This course provides an introduction and instruction on the indexing of conditions and procedures using the Current Procedural Terminology (CPT) coding system for entry level health information positions in a physician's office, hospital, or other medical facility. It covers how to code from actual medical records and introduces the current prospective payment system(s). *Prerequisite: MED 283. Strongly suggest SCI 136.*

MED 294 Medical Coding Essentials II 3-0-3
This course is designed to expand upon the introduction to coding rules for the CPT, ICD-9-CM, and Level II (HCPCS) coding systems and then apply the rules to code patient services primarily in the Outpatient setting. *Prerequisites: MED 293 and SCI 136, or permission of Instructor.*

MUS 102 Musical Theatre Practicum 4-0-3
An in-depth study of the musical score, lyrics, and text of a particular musical, resulting in its production. These activities involve sixty hours of class and rehearsal time and culminate with the performance of the show. The course may be repeated once for credit.

Prerequisite: Admission is by audition only. General Education: A.

NUR 099 Nursing Process 1-0-1 I.C.*
This course introduces nursing concepts, with emphasis on the use of the nursing process in meeting the basic needs of individuals. Selected nursing content from the core curriculum is discussed. The course is for Licensed Practical Nurses, or transfer students, accepted into the Nursing Program with advanced placement or students readmitted to the Nursing Program. This course must be completed prior to entrance into NUR 106 Nursing Science II. *Prerequisites: BIO 181 and PSY 101. *1 Institutional (non-degree) credit.*

NUR 105 Nursing Science I 5-6-7
This course introduces concepts, skills, and procedures common to the nursing care of all patients, regardless of age or disability. Emphasis is placed on acquiring a body of knowledge that permits the individualization of nursing care, based upon a sound, scientific rationale. The nursing process, the role of the nurse, communication theory, provisions for meeting basic physical needs, nutrition, pharmacology, and the special needs of the aged are included. Practice in basic skills is provided in the College laboratory and through selected patient care assignments, at long-term care facilities. *Prerequisites: Completion of or concurrent registration in BIO 181 and PSY 101.*

NUR 106 Nursing Science II 4-10-7
This course focuses on the commonalties of acute care, including the care of patients who are undergoing diagnostic and surgical treatment. Other topics of study include: care of patients with fluid, electrolyte, and acid-base imbalances; care of patients with mobility problems; care of patients with malignancies; care of patients with communicable diseases; and care of Pediatric patients. Patient care assignments and observational experiences are provided, through affiliations with multiple health care agencies. *Prerequisites: NUR 105, and BIO 182 and PSY 200 (may be taken as corequisites).*

NUR 205 Nursing Science III 5-12-9
This course is divided into three major units. Each instructor assumes complete responsibility for classroom and clinical instruction in a specialty area. Specialty units include: Mental Health; Medical-Surgical, with emphasis on patients with cardiovascular and respiratory dysfunction; and Maternal-Child Health. *Prerequisites: NUR 106 and BIO 282 (may be taken as corequisite.)*

NUR 206 Nursing Science IV 6-11-10
This course stresses the complex health needs of adults. Principles, concepts, and skills introduced in previous courses are further developed and expanded. Professional issues and topics are also discussed. Clinical experiences include advanced Medical-Surgical interventions, medication administration, application of principles of leadership and group management, and a three-week preceptorship. *Prerequisite: NUR 205. In addition, a 3-week preceptorship is required.*

NUR 207 Pharmacology 3-0-3
This course is designed to expand on basic knowledge of pharmacology. Emphasis is placed on current drug therapy and specific nursing responsibilities for the safe administration of drugs, assessing drug effects, intervening to establish the drug regimen, and monitoring the overall patient care plan to prevent medication errors. Emphasis will be placed on basic concepts of pharmacology, groups of therapeutic drugs, commonly-prescribed individual drugs, human responses to drug therapy, applying the nursing process in relation to prescribed drug therapy regimens, and principles of therapy in various circumstances and populations. *Prerequisites: Completion of NUR 105 and NUR 106 within 12 months of graduation.*

PED 031 Intramural Activities 1-0-1
Students are required to participate satisfactorily in supervised sport activities to complete course requirements. The schedule of activities is available from the Physical Education faculty. This course may not be used to satisfy Physical Education activity course requirements but may be repeated for additional elective credit.

PED 111 Jogging 2-0-1
A course designed to instruct individuals in developing cardiovascular fitness through jogging, with an emphasis on monitoring fitness indicators.

PED 115 Hiking **2-0-1**
A course designed to instruct individuals in developing strength and cardiovascular fitness, through hiking. This course will include five day-long hikes. Course will meet at sites other than the main campus. Transportation will be provided.

PED 116 Body Shaping **2-0-1**
This course is designed to instruct individuals to improve cardiorespiratory function, muscle tone, strength, and flexibility, through basic movement exercises.

PED 117 Spinning **2-0-1**
This course is designed to instruct individuals in developing cardiovascular fitness through spinning on a stationary bicycle. Emphasis will be on monitoring fitness indicators such as heart rate.

PED 118 Weight Training and Conditioning **2-0-1**
This course includes instruction in technique and safe use of a variety of strength training equipment. Individual programs are designed to improve fitness levels. Emphasis is on familiarizing students with various systems of training and the benefits of each.

PED 123 Bowling **2-0-1**
Instruction in fundamental bowling skills, rules, etiquette, and selection of equipment. Course meets at sites other than the main campus. Students make their own transportation arrangements and may pay an additional rental fee at off-campus site.

PED 124 Golf **2-0-1**
Beginning-level instruction in fundamental golf skills, rules, etiquette, and selection and care of equipment. Course meets at sites other than the main campus. Students make their own transportation arrangements and may pay an additional rental fee at off-campus site.

PED 125 Zumba Fitness **2-0-1**
Zumba Fitness is a dance-fitness class that combines fast and slow rhythms from Latin and international music. The class adheres to a specific interval pacing formula, maximizing caloric output and body toning using easy steps and high energy music. Option to use weights will also be available for portions of the class. No dance experience necessary.

PED 126 Aerobic Walking **2-0-1**
This course is designed to instruct individuals in developing cardio-vascular fitness through walking. Emphasis will be on monitoring fitness indicators, such as heart rate.

PED 127 Cross-Country Skiing **2-0-1**
A beginning-level course designed to instruct the individual in the traditional techniques of cross-country skiing. Emphasis is on selection of equipment, technique, safety, and fundamentals of travel, on a variety of terrains. Planning and safety on trips are discussed and implemented, on trails in the Adirondack Park. Course meets at sites other than main campus. Students make their own transportation arrangements and may pay an additional rental fee at off-campus site.

PED 128 Aerobic Dance **2-0-1**
A fitness course designed to improve cardio-respiratory function, muscle tone, strength, and flexibility. It emphasizes low-impact activities.

PED 129 Introduction to Judo **2-0-1**
Instruction and practice of basic Judo skills. The course will cover throwing and grappling techniques commonly used in Judo.

PED 130 Step Aerobics **2-0-1**
A high-intensity activity course to promote cardio-respiratory fitness using low-impact steps techniques.

PED 131 Volleyball **2-0-1**
An introduction to the skills, rules and strategies involved in the game of volleyball. A progression begins with basic drills and continues through intermediate play. Special emphasis is on volleyball as a recreational activity.

PED 133 Soccer **2-0-1**
An introduction to the skills, rules, and strategies of soccer. A progression begins with basic drills and continues through intermediate play. The course is designed for all levels of ability.

PED 134 Performance Training **2-0-1**
This course is designed to improve the individual's dynamic strength, cardiovascular endurance and flex-

ibility, through a variety of aerobic and anaerobic training activities. A particular emphasis is placed upon the Cooper Aerobics Institute Standards which are commonly utilized to assess the physical ability of candidates within the Criminal Justice field. This class is open to all majors.

PED 136 Basketball 2-0-1
An introduction to the skills, rules, and strategies of basketball. Both individual and team skills are emphasized, through a variety of drills and game situations.

PED 137 Introduction to Cardiovascular Fitness/Weight Management 2-0-1
A survey of cardiovascular fitness, weight management, and wellness. It has both lecture and lab components. Laboratory sessions present a variety of cardiovascular fitness activities. Course lectures cover the physiological and emotional effects of nutrition, cardiovascular, exercise, weight management techniques, and a variety of wellness issues.

PED 148 Core Stability Training 2-0-1
A course that will enable students to develop core strength, balance, and coordination. Stability balls are the training tools used to execute the course. Students who take this course, will be able to utilize the skills they develop in everyday functional activities.

PED 150 Yoga 2-0-1
Hatha Yoga is the physical aspect of yoga, consisting of postures that help to increase flexibility and overall physical fitness. The fundamentals of proper alignment and body mechanics, while practicing the postures, will be covered in this course. Proper breathing and relaxation techniques will be also explored. ***Students must provide their own Yoga mat.***

PED 151 Racquet Activities 2-0-1
An introduction to basic skills, rules, and strategies of tennis and badminton. Emphasis is on improving skill level and progression to game play.

PED 201 Introduction to Physical Education and Sport Careers 3-0-3
This three-credit lecture course is designed for Health-Physical Education, and Recreation majors. Its objectives are to introduce and explore the broad field of Health, Physical Education and Recreation and to assist the individual student to specifically investigate their chosen path within that field. The format for the course will consist of lecture, group discussions, and out of class student assignments. Some of the specific topics to be covered are: historical background of physical education and sport, student selection of a career pathway, student selection of a transfer college, preparation for a HPER career, current issues in the field of HPER, research within the field, and trends and issues facing the HPER field today.

PED 202 Introduction to Sport Management 3-0-3
This is an introductory course on administrative and management theories and the application of such theories to sport management. Topics such as career opportunities, roles, and competencies of sport managers; public relations in sport; as well as managerial styles and roles will be examined.

PED 236 Introduction to Care and Prevention of Athletic Injuries 3-0-3
This course emphasizes the scientific and clinical foundations of athletic training and sports medicine. It focuses on athletic injury prevention, recognition, and initial care, along with laboratory time for the practice of taping and wrapping techniques. Not credited toward Physical Education activity course requirements.

PHI 150 Introduction to Philosophy 3-0-3
An introduction to fundamental philosophical problems, in some of the basic divisions of philosophy — metaphysics, epistemology, ethics, political philosophy, and philosophy of religion. The course includes the arguments of several major philosophers. It emphasizes the development of critical thinking — i.e., "doing philosophy" — in addition to studying philosophical issues. *Prerequisite: Grade of "C" or above in ENG 103 or permission of Instructor. General Education: H.*

PHI 258 Ethics 3-0-3
An introduction to the basic ethical theories and their applications to human behavior and choices. Students study and compare non-normative theories, such as subjectivism and relativism, and normative theories, such as utilitarianism, deontology, virtue theories, natural law, natural rights, and Platonism. *Prerequisites:*

ENG 103, and any one of the following: ENG 104, any PHI, or permission of Instructor. General Education: H.

PHI 260 Introduction to Philosophy of the Arts 3-0-3

This course confronts issues related to the production, interpretation, critical analysis, and media of art (which includes painting, music, architecture, photography and film, literature, and popular/mass art) within Western culture. This course asks: 1) what is deemed to be art, and by what philosophical, cultural, and historical standards are such determinations made; 2) what can be considered a philosophical study of art; 3) can one objectively interpret art, or is such interpretation always based one's personal beliefs, attitudes, values, and experiences; 4) what are the historical, ethical, and cultural ramifications of art and the philosophical analysis of it; and 5) how has technological advancement, from the alphabet to contemporary forms of "new media," transformed the creation, experience, interpretation, and place of art in Western culture? *Prerequisites: ENG 103 and any one of the following: ART 101, ART 102, ART 106, ENG 104 or any PHI course, or permission of Instructor. General Education: H.*

PHY 151 General Physics I 3-3-4

This first course, in a two-course algebra-based physics sequence, introduces students to mechanics, including kinematics, Newton's Laws, energy conservation, momentum, simple harmonic motion, sound, elasticity, pressure, buoyancy, surface tension, fluid dynamics, and molecular transport phenomena. Designed for students who are pursuing studies in biological sciences, medical and health sciences, environmental science, and general science. The course places major emphasis on helping students develop problem solving skills, deepen conceptual understanding, and increase appreciation of the applications of physics in the health sciences. A laboratory is a required part of the course. *Prerequisities: High School Algebra and Trigonometry or permission of Instructor. General Education: N.*

PHY 152 General Physics II 3-3-4

A continuation of PHY 151 College Physics I, this course introduces students to electricity and magnetism, including such topics as Maxwell's Equations, basic electric circuits, waves, optics, and an introduction to atomic and nuclear physics with emphasis on radiation and health. Designed for students who are pursuing studies in biological sciences, medical and health sciences, environmental science, and general science. The course places major emphasis on helping students develop problem solving skills, deepen conceptual understanding, and increase appreciation of the applications of physics in the health sciences. A laboratory is a required part of the course. *Prerequisites: PHY 151, or High School Algebra and Trigonometry, or permission of Instructor. General Education: N.*

PHY 171 Analytical Physics I 4-3-4

This first course in the calculus-based physics sequence introduces students to mechanics, including kinematics, Newton's Laws, energy conservation, momentum conservation, torque, moment of inertia, angular momentum conservation principle, and oscillatory motion. Designed for students who are pursuing studies in engineering, mathematics, and science. The course places major emphasis on developing the analytical ability and problem-solving skills of the student. A laboratory is a required part of the course. *Prerequisite: Previous or concurrent registration in MAT 170 or permission of Instructor.*

PHY 172 Analytical Physics II 4-3-4

A continuation of calculus-based PHY 171, this course introduces students to electricity and magnetism, including such topics as Maxwell's Equations, basic electric circuits, waves and optics. Designed for students who are pursuing studies in engineering, mathematics, and science. The course places major emphasis on developing the analytical ability and problem-solving skills of the student. A laboratory is a required part of the course. *Prerequisites: PHY 171 and MAT 170 or permission of Instructor. General Education: N.*

PHY 271 Physics III 3-3-4

A course designed for students who are pursuing studies in engineering, mathematics, and physics. Topics covered are Maxwell's equations and electromagnetic waves, special theory of relativity, photoelectric effect, Compton effect, pair production and annihilation, X-Rays, electron diffraction, de Broglie waves, particle in a box, uncertainty principles, Bohr model of the atom, Schrodinger equation, Pauli exclusion principle

and the periodic table, nuclear structure, radioactivity, nuclear fission and fusion reactions, Maxwell-Boltzman distribution, quantum statistics, laser, band theory of solids, and semiconductors. *Prerequisites: PHY 171, PHY 172, MAT 170 and MAT 175. General Education: N.*

POL 101 Introduction to American Politics 3-0-3
This course will introduce students to American democracy and its founding, contemporary governmental institutions and national politics. In addition to historical development of American government, the course will explore citizenship, political parties, interest groups, media, Federalism, Congress, the Presidency, the Supreme Court, and the policy-making that results from their interactions. *General Education: S.*

POL 204 Constitutional Law 3-0-3
This course is a comprehensive analysis of the rules of evidence and criminal procedural law, judicial notice, presumption, real and circumstantial evidence, burden of proof, providence of court and jury, documentary evidence, hearsay, confessions and admissions, laws of arrest, and search and seizure.

POL 211 Public Administration 3-0-3
A study of the theory and basic principles of public administration in the United States, including discussions related to the development, organization, functions, and problems of national, state, and local administration.

PSY 101 Introduction to Psychology 3-0-3
An introduction to research and theory in the scientific study of mind and behavior. Surveys topics in areas such as learning, perception, cognition, biopsychology, development, personality, and abnormal and social psychology. *General Education: S.*

PSY 200 Lifespan Development 3-0-3
Concepts and contemporary theories of human development throughout the life span. Considers biological, intellectual, emotional, and social maturation and typical problems from infancy through adulthood. *Prerequisite: PSY 101 or permission of Instructor.*

PSY 210 Childhood Psychology 3-0-3
A study of the person, from conception to adolescence, including the cognitive, physical, emotional, moral, and social phases of development. *Prerequisite: PSY 101 or permission of Instructor.*

PSY 220 Adolescent Psychology 3-0-3
Focus is on the physical, cognitive, social, and moral developments of adolescents and contemporary adolescent problems and issues. *Prerequisite: PSY 101 or permission of Instructor.*

PSY 230 Ecopsychology 3-0-3
This course is designed to explore the relationship between psychology and the environment within the ecological context in which we live. Students will explore the relationships between mental health, physical health, environmental health, and culture, within a framework of interdependence. Students will examine how our attitudes dictate the way we relate to our world. Students will explore, develop, and implement solutions to these issues on both theoretical and practical levels. *Prerequisites PSY 101 or SOC 101.*

PSY 240 Abnormal Psychology 3-0-3
Theory and description of the major behavioral disorders and the psychopathology of everyday life. Examines both causes and treatment of these disorders. *Prerequisite: PSY 101 or permission of Instructor.*

PSY 250 Social Psychology 3-0-3
An overview of theories and empirical data of the study of the individual in society. Topics include the social self, interpersonal attraction, aggression, obedience and conformity, stereotypes and prejudice, formation and measurement of attitudes, and group processes. *Prerequisite: 3 credit hours of Sociology or Psychology.*

PSY 260 Personality Theories 3-0-3
A study of personality, as a theoretical construct that includes an organized system of structures and processes. Major models, and how they are derived, are used to pursue basic concepts of personality. *Prerequisites: PSY 101, PSY 200, or permission of Instructor.*

PSY 270 Forensic Psychology 3-0-3
The science of psychology, as applied to the legal domain. The course examines the relationship between

psychology, criminality, and the legal context in which forensic psychology is practiced. The course is concerned with the prevention, detection, and reduction of crime. *Prerequisite: PSY 101. PSY 240 recommended.*

RAD 101 Introduction to Radiologic Technology 2-0-2

This course provides the students with a basic understanding of the science of Radiology and Imaging Modalities. Students will explore culturally competent care as it relates to health. Students will learn medical terminology and the role of medical language in allied health studies. The role of a health care provider and radiographer responsibilities will be disucssed. Students will learn about the professional organizations and standards affiliated with Radiologic Technology. Investigation of critical thinking and problem solving strategies, as they relate to clinical education, will be a focus.

RAD 102 Patient Care I 2-0-2

This course offers students a clinical overview of medical imaging as it pertains to patient care. The major topics include: patient education and communication, infection control, patient assessment, medical emergencies, and preparation for imaging examinations. This course will introduce students to various patient equipment, pharmacology, and contrast media. Professional ethics and implication for the radiographer will be examined. This course includes a one-week clinical assignment at an affiliate hospital as well as clinical performance and assessment in aseptic technique, venipuncture, vital signs, and care of medical equipment. *Clinical requirement included.*

RAD 110 Radiographic Procedures I 2-2-3

Students learn to perform the principles of radiographic positioning of the chest, abdomen, extremities, hips and pelvis. Practice in positioning skills will be provided in a lab setting and through designated area hospital's radiology departments. Emphasis will be placed upon the quality of the diagnostic radiograph, the principles of safety, and radiation protection for the patient, technologists and other ancillary staff.

RAD 111 Radiographic Procedures II 2-2-3

Students learn to perform the principles of radiographic positioning for the digestive and urinary tract, spine, ribs, and skull. Practice in positioning skills will be provided in a lab setting and through designated area hospitals radiology departments. Emphasis will be placed upon the quality of the diagnostic radiograph, the principles of safety, and radiation protection for the patient, technologists, and other ancillary staff.

RAD 120 Clinical Experience I 0-16-4

Performance of radiographic procedures in area hospital radiology departments, under the guidance of clinical coordinator or LRT (Licensed Radiologic Technologist). Performance of radiology procedures, as covered in Radiographic Procedures I. Students observe technologists positioning patients for various radiologic examinations. Students will perform radiologic procedures, under direct supervision of an LRT. Students will be evaluated on patient care, principles of safety, and radiation protection for the patient, technologists, and other ancillary staff. Students must adhere to all hospital policies and regulations concerning patients' rights. *This course is designated to be graded on an S/U (satisfactory/unsatisfactory) basis.*

RAD 121 Clinical Experience II 0-16-4

Performance of radiographic procedures in area hospital radiology departments, under the guidance of clinical coordinator or LRT (Licensed Radiologic Technologist). Performance of radiology procedures, as covered in Radiographic Procedures I and II. Students observe technologists positioning patients for various radiologic examinations. Students will perform radiologic procedures, under direct supervision of an LRT. Students will be evaluated on patient care, principles of safety, and radiation protection for the patient, technologists, and other ancillary staff. Students must adhere to all hospital policies and regulations concerning patients' rights. *This course is designated to be graded on an S/U (satisfactory/unsatisfactory) basis.*

RAD 122 Clinical Experience III 0-40-7

Performance of radiographic procedures in area hospital radiology departments, under the guidance of clinical coordinator or LRT (Licensed Radiologic Technologist). Performance of radiology procedures, as covered in Radiographic Procedures I and II. Students observe technologists positioning patients for various radiologic examinations. Students will perform radiologic proce-

dures (deemed competent in), under direct supervision of an LRT. Students will be evaluated on patient care, principles of safety, and radiation protection for the patient, technologists, and other ancillary staff. Students must adhere to all hospital policies and regulations concerning patients' rights. Forty hours per week, for the summer session. *This course is designated to be graded on an S/U (satisfactory/unsatisfactory) basis.*

RAD 130 Radiographic Physics I 3-0-3
This course gives the students a basic knowledge of atomic structure, which will lead directly into the properties of x-rays. The students will learn the nature of radiation and the study of x-ray production. Emphasis will be on the radiographic image, including radiation exposure and radiographic technique. The basics of radiation protection will be covered in this course.

RAD 131 Radiographic Physics II 3-0-3
This course is a continuation of RAD 130, Radiographic Physics I. Fluoroscopic and tomographic equipment requirements and operation will be covered. The study of special x-ray imaging, such as mammography, computed tomography, and digital imaging, will be discussed. Special emphasis will be on quality control, and laboratory focus will be on quality control testing.

RAD 202 Patient Care II 2-0-2
This course is designed to critique and evaluate radiographic images for diagnostic quality as well as pathology compared to normal anatomy. It is in the practice of obtaining high quality diagnostic images that the radiographer employs optimum patient care. This course includes the study of the radiographic appearance associated with common diseases and injuries, which requires alteration of standard radiographic exposure techniques. The study of image quality will incorporate the knowledge of radiographic procedures, as applied to patient positioning as well as varied exposure techniques to achieve optimal diagnostic images. *Prerequisite: Successful completion of RAD 102.*

RAD 210 Advanced Radiographic Procedures I 2-0-2
The students will learn the central nervous system, circulatory system, and cardiac catheterization. This course will provide the students with a basic knowledge of sectional anatomy, as it relates to various computer-generated modalities. Specific emphasis will be focused on angiography, interventional radiology, mobile radiography, surgical radiography, tomography, and computed tomography. The students learn to perform positioning on pediatric and geriatric patients. They will learn the principles of pediatric and geriatric imaging and special patient care that these patients must be provided to achieve quality diagnostic radiographs.

RAD 211 Advanced Radiographic Procedures II 2-0-2
This course gives the students an introduction to other types of imaging available in radiography, that may be of interest as students pursue their careers. Students learn the principles of these imaging modalities, which may include digital angiography, magnetic resonance imaging, diagnostic ultrasound, nuclear medicine, bone densitometry, positron emission testing, and radiation oncology. This course will also teach the basics of pharmacology as it relates to patient care and contrast administration. In addition, this course will survey the entire scope of the student's education with emphasis on quality management, in preparation for The American Registry of Radiologic Technologists (ARRT) Board Examination. Students will prepare for entry into the professional field of diagnostic radiography. *Prerequisite: RAD 210.*

RAD 212 Sectional Anatomy 1-0-1
A study of Human Anatomy, as viewed in the cross-sectional planes of the body, Sagittal, Coronal, Transverse, and Longitudinal. The main focus of the course is to ascertain the physical relevance of anatomic structures in CT and MRI imaging.

RAD 220 Clinical Experience IV 0-24-6
This course, a continuation of RAD 122, will provide the students with an orientation to a new affiliate hospital. Emphasis will be on the performance of radiographic procedures in area hospital radiology departments, under the guidance of a clinical coordinator or LRT (Licensed Radiologic Technologist). Students will perform radiology procedures, as covered in RAD 110, RAD 111, and RAD 210. Students observe technologists positioning patients for various radiologic examinations. Students will perform radiologic procedures

under the direct supervision of an LRT. Students will be evaluated on patient care, principles of safety, and radiation protection for the patient, technologists, and other ancillary staff. Students must adhere to all hospital policies and regulations concerning patients' rights. *This course is designated to be graded on an S/U (satisfactory/unsatisfactory) basis.*

RAD 221 Clinical Experience V 0-24-6
Emphasis will be on the performance of radiographic procedures in area hospital radiology departments, under the guidance of a clinical coordinator or LRT (Licensed Radiologic Technologist). Students will perform radiology procedures as covered in RAD 110, RAD 111, RAD 210, and RAD 211. Students observe technologists positioning patients for various radiologic examinations, including other medical imaging modalities. Students will perform radiologic procedures under the direct supervision of an LRT. Students will be evaluated on patient care, principles of safety, and radiation protection for the patient, technologists, and other ancillary staff. Students must adhere to all hospital policies and regulations concerning patients' rights. *This course is designated to be graded on an S/U (satisfactory/unsatisfactory) basis.*

RAD 230 Radiographic Health 3-0-3
The content of this course is to provide the principles of ionizing radiation and its effects on the human body. Chronic and acute effects of radiation affecting biological response will be presented. The principles of radiation protection for the radiographer, the patient, other personnel, and the general public will be discussed. Focus will be on radiographic protection procedures, radiographic features in equipment, and the requirements of regulatory agencies on radiation health and safety. .

RAD 231 Quality Management 2-0-2
Quality management includes the topics of quality assurance and quality control that are associated with today's medical imaging departments. Each medical imaging department must develop and adhere to standards for the safe operation of the radiographic equipment. These standards are mandated by federal and state regulatory agencies. This course details quality management guidelines for radiographic equipment, both analog and digital, as well as radiographic imaging quality properties. In addition, film analysis and film critique skills are introduced. *Prerequisites: RAD 130 and RAD 131.*

SCI 129 Nutrition 3-0-3
This course includes: the biological roles of energy, protein, vitamins, and minerals; digestion, absorption, and storage of nutrients; the chemical nature of foods and food processing; assessment of nutritional status; interactions of nutrients and disease; food supplementation; and community nutrition. *Does not satisfy the FM lab science graduation requirement.*

SCI 131 Environmental Physics 2-2-3
This course is centered on the contemporary problems: energy, pollution, and depletion of natural resources in our physical environment. Work will include analyzing different forms of energy, energy conservation principles, energy resources, methods of energy conversions and their by-products, the first and second laws of thermodynamics, and the efficiency of current energy usage as well as thermal pollution, air pollution, solid waste, noise pollution, nuclear radiation pollution, and their effects on humans and the environment. The course explores the potential for more efficient use of our natural resources and studies energy sources of the future-breeder reactor, fusion reactor, solar energy, geothermal energy, magnetohydrodynamics, fuel cells, and energy from wastes. *General Education: N.*

SCI 135 Introductory Biology: Molecules and Cells 2-3-3
This course is designed for people with no or minimal background in biology. It prepares students to take upper-level biology courses such as BIO 170, BIO 171 and BIO 282. The course introduces students to the characteristics of life, cellular anatomy and physiology, Mendelian and molecular genetics, and evolution. Laboratory investigations apply the concepts presented in lecture. The course integrates observation, interpretation, and library research, by means of written laboratory reports and investigation into scientific literature. *General Education: N.*

SCI 136 Essentials of Anatomy and Physiology 2-3-3

This course is designed for the study of basic human anatomy and physiology, including anatomical terminology, cells, and the following systems: skeletal, muscular, nervous, endocrine, cardiovascular, respiratory, digestive, urinary, and reproductive. An introduction to common human disease processes, for non-science majors or as preparation for students who intend to take advanced anatomy and physiology courses. *General Education: N.*

SCI 137 Human Biology 2-3-3

This course focuses on how the systems of the human body operate and how various illnesses interfere with that operation. Lectures cover organ systems from a functional aspect and then diseases from a malfunctional perspective, with special attention given to the connection between malfunctions and symptoms. The course also covers how treatment for disease is related (or not) to system malfunction. Labs cover simple internal anatomy, disease-causing organisms, simple diagnostics, and such topics as medical ethics and epidemiology. Laboratory approaches vary from hands-on dissection to group discussion. *General Education: N.*

SCI 139 Introductory Biology: Animals and Plants 2-3-3

A phylogenetic approach to plant and animal groups, both living and extinct, using representative fossils and live specimens, when available. An understanding of the inter-relationships between and among plant and animal species is complemented by topics from comparative anatomy and physiology. The course integrates observation, interpretation, and library research, by means of written laboratory reports and investigation into scientific literature. Included are dissections and micro-anatomy of representative invertebrates, vertebrates, plants, field collection, identification, and the study of plants and animals of biologic interest. *General Education: N.*

SCI 143 Earth Systems 2-2-3

A perspective on the Earth that emphasizes the structure, dynamics, and resources of the planet and examines human use and misuse of finite resources. Major topics: rocks, minerals, and mining soils, from a geologic perspective; surface and underground waters, their movement, origins, use, and abuse; the atmosphere and its pollution; natural geological hazards, such as landslides, earthquakes, and faults; geothermal, tidal, and other sources of energy; landforms and land use; wastes and their treatment; environmental action, and the future. Labs include practical identification of minerals and rocks and topographic maps. *General Education: N.*

SCI 144 The Ancient Earth 2-2-3

A look at the earth's history, ancient environments, and the fossil record. The dimension of time is a unifying theme that links: the history and present state of the oceans; fossil fuels; landscapes and their "evolution"; fossilization and the endangered species of the past; evolution and the fossil record of invertebrates and fishes; dinosaurs, mammals, humans, and glaciers; and the geological history of New York State and the Northeast. Labs include detailed study of the fossil record and nearby sedimentary rock sequences. *General Education: N.*

SCI 146 Our Solar System 2-2-3

A survey of the current state and past evolution of our solar system, the inner planets, the outer planets, and the search for life in the solar system. Stress will be placed on the processes that have shaped the planets and their satellites. *General Education: N.*

SCI 161 Introduction to Physics I 2-3-3

This is the first of a two-course sequence in physics, designed for technology students and other non-science majors. The course uses lecture, supported by laboratory investigation, to achieve a hands-on, practical approach to understanding important concepts and the physical laws of nature. Topics include: quantitative methods for describing motion; Newton's three laws of motion and their applications; Newton's law of gravitation and its applications; work, power, and energy; momentum methods for analysis of collisions and explosions; and torque and rotational motion. *Prerequisites: High School Algebra, MAT 040 or equivalent, or permission of Instructor. General Education: N.*

SCI 162 Introduction to Physics II 2-3-3

This is the second of a two-course sequence in physics, designed for technology students and other non-sci-

ence majors. The course uses lectures, supported by laboratory investigation, to achieve a hands-on, practical approach to understanding important concepts and physical laws of nature. Topics include heat and thermodynamics, vibrations and waves, sound, basic electricity and magnetism, electromagnetic waves, geometric and wave optics, atoms and spectra, and atomic nuclei and nuclear energy. *Prerequisites: High school algebra, MAT 040 or equivalent, or permission of Instructor. SCI 161 recommended. General Education: N.*

SCI 170 Introductory Chemistry I 2-3-3

A course designed for students having little or no chemistry background, who seek entrance into allied health careers. The course will center on topics from organic and biochemistry to the role of chemistry in human health. Course lectures will be augmented by laboratory experimentation and technical report writing. *Prerequisites: High School Algebra, MAT 040 or permission of Instructor. General Education: N.*

SCI 181 Introduction to Environmental Science 2-3-3

This course serves as an introduction to environmental concepts and issues. Topics include issues that span the study of ecology, social sciences, economics, ethics and governmental policy. Emphasis is placed on the scientific tools and techniques needed to understand and analyze environmental topics related to resource depletion, pollution, and waste disposal. *General Education: N.*

SCI 295 Methods of Science Research 2-2-3

This course aims to prepare science, technology, engineering, and mathematics (STEM) students for upper -level scientific courses and summer research internships. The course provides them with in-depth knowledge of the methods scientists use to explore natural phenomena, experimental design, and data analysis and introduces them to the essential components of the scientific research design process. Topics covered include the scientific methods; measurements and data representation; experimental design; identification of dependent, independent and controlled variables in an experiment; mathematical modeling of data; mathematical and physical interpretation of data; proportional relationships; and analogical arguments. In addition, general research skills explored will include literature searches and reviews, developing quantitative research questions, data quality judgment, fundamental data analysis and statistics, documentation of research, the need for collaboration, and scientific presentation. The course places major emphasis on helping students learn how to use technology to collect, analyze, and present data; to develop introductory-level assessment skills for critiquing experimental designs; as well as to develop organization, problem-solving, and research communication skills. *Prerequisite: MAT 130.*

SOC 101 Introduction to Sociology 3-0-3

An introduction to the sociological approach to understanding human behavior and society. Introduces fundamental ideas and concepts of sociology, including culture, norms, status, roles, socialization, organizations, social institutions and social inequalities such as social class, race/ethnicity, and gender. *General Education: S.*

SOC 125 Behavioral Statistics 3-0-3

Quantitative data analysis in psychology and the behavioral sciences. Basic concepts of probability, descriptive, and inferential statistics including central tendency, variability, correlation, analysis of variance, and parametric tests. *Prerequisite: MAT 040.*

SOC 137 Human Sexuality 3-0-3

An examination of sexual development, with a view toward patterns that are self-actualizing. Some of the areas of study are human sexuality as one expression of personality, functions of the anatomy involved in reproduction and sexuality, birth control, family planning, pregnancy and childbirth, STDs, HIV, coercive behavior, courtship, relationship, marriage, parenthood, and sexuality, through the life cycle.

SOC 200 Diversity in America 3-0-3

This course examines the sociological concepts and principles that help determine the nature of intergroup relations, especially the outcomes of dominant-subordinate relationships. These concepts and principles are then applied to the American experiences of ethnic, religious, and racial minority groups. *Prerequisite: None. SOC 101 recommended. General Education: S.*

SOC 208 Juvenile Delinquency 3-0-3
This course considers the methods and philosophy of the juvenile court system, police programs for the prevention and control of juvenile delinquency, and the role of various social work agencies in the care and treatment of juveniles. Special attention is given to the police techniques that are used in handling juveniles, with emphasis on the use of existing community resources. The course examines prevailing professional philosophy, existing law, public policy, and knowledge of current delinquent behavior theories. *Prerequisites: SOC 101 and PSY 101.*

SOC 209 Criminology 3-0-3
A survey of the nature and scope of prevalent forms of criminology. The course considers the major theories of criminal conduct drawn from psychological, social, and cultural modes of explanation. It includes a discussion of various classifications and topologies, the role of crime statistics, and the relevance of these factors for understanding, prevention, control, and prediction. *Prerequisites: SOC 101 and PSY 101.*

SOC 210 The Sociology of Families 3-0-3
An examination and analysis of marriage and family, from an interdisciplinary perspective. The course addresses communication of information, theories and ideas about marriage, and family as a social institution. Issues may include: cross-cultural variations of marital and family types, gender roles, love, mate selection, parenting, the challenges of combining work and marriage, communication in marriage, family crises (such as violence and divorce), and factors behind lasting relationships. Students are encouraged to make connections between the course material and their own experiences. Students are also encouraged to develop their own questions and answers about marriage and family, through assignments and class discussions. *Prerequisite: SOC 101 or permission of Instructor. General Education: S.*

SOC 212 Sociology of Law 3-0-3
A study of the legal order, the creation of norms in simple societies, and the role of laws in contemporary society. The course also examines the creation of formal rules of law, basic principles of criminal law, enforcement of criminal law, the control of the police, and issues of corruption.

SOC 214 Victimology 3-0-3
This course is a study of victims and their relationship to the crime and the offender, which allows the students to explore various typologies of victims and their victimization. Typologies examined include the elderly, inner-city youth, family members, children of criminals, and the victims of random violent offenders. The course also examines the role of the law enforcement officer, victims' advocacy groups, the function of victim impact statements, and the victims' roles and their rights in the prosecution of their cases. *Prerequistes: PSY 101 and SOC 101 or permission of Instructor.*

SOC 215 Comparative Criminal Justice Systems 3-0-3
This course is designed to provide students with a basic understanding of the range and diversity of criminal justice systems and their components and processes throughout the world. The course will identify, analyze and compare the criminal justice systems in the United States with those of other nations. A specific emphasis will be placed upon crime rates, forms of criminality, police, courts, and corrections, and the thematic issues common among nations worldwide. Descriptive material on selected countries will be analyzed and compared along with an insight into the various traditions employed by those nations in administering criminal justice. *Prerequistes: CRJ 101 or permission of Instructor.*

SOC 220 Deviant Behavior and Social Control 3-0-3
The course presents and analyzes a variety of definitions, concepts, and key theoretical perspectives, in an effort to increase student knowledge and understanding of the multiple ways that deviant behavior may be defined, explained, and interpreted. Each perspective also offers suggestions for resolving the "problem" of deviant behavior in society. The course reviews such suggestions and weighs their respective advantages and disadvantages. It also analyzes (and applies these perspectives to) different forms of deviant behavior and conditions. Students are encouraged to develop their own questions and answers about deviance, through as-

signments, class discussions, and presentations. *Prerequisite: SOC 101 or permission of Instructor.*

SOC 225 Professional Ethics 3-0-3
This course is an inquiry into the relationship between morality and the rule of law. A wide range of moral dilemmas, within the fields of applied social sciences and criminal justice, will be examined. This track will familiarize the student with the history and philosophy of the Criminal Justice System as well as the culture and behaviors within its major components: police, court, corrections, and human services personnel. The lessons will examine a variety of ethical controversies associated with the contemporary Criminal Justice System, in order to develop a critical perspective on the nature of justice and the key decision-making processes that individuals face as part of their professional responsibilities. Current ethical issues will be brought into the classroom throughout the semester.

SOC 230 Building Peace: History, Theory and Practice 3-0-3
This course is designed to explore the concept of peace, with emphasis on the rich history, theory, and successful practice of peace through nonviolent action. Students will explore conditions that lead to peace and/or conflict, with a focus on structural violence as well as inequities in economic, political, and social conditions, which contribute to the manifestation of either war or peace. Students will explore and develop solutions to these issues on both theoretical and practical levels.

SOC 285 Gender and Society 3-0-3
This course explores what is seen as feminine and masculine in a contemporary world. The focus is on the social construction of masculinity and femininity (i.e. gender) and how these constructed definitions become institutionalized into culture. The course investigates how gender norms are constructed, maintained, and challenged in language, personal relationships, popular culture, the family, education, work arrangements, and other social institutions. Emphasis is on a sociological analysis of gender issues but also draws upon areas of anthropology, biology, history, and psychology, for a broader perspective. *Prerequisite: SOC 101 or permission of Instructor.*

SPA 101 Elementary Spanish I 3-0-3
This is the first half of a foundation to the Spanish language vocabulary and structure. It is for students with little or no previous knowledge of the language. Included are the fundamentals of speaking, listening, reading and writing, as well as culture relating to the Spanish-speaking world. Grammatical concepts will include the present-tense verbs and basic sentence syntax. This course is not open to Native or Heritage speakers of Spanish. *General Education: F.*

SPA 102 Elementary Spanish II 3-0-3
This is the second half of a foundation course to the Spanish language vocabulary and structure. It is a continuation of Elementary Spanish I. Included are additional fundamentals of speaking, listening, reading and writing, as well as culture relating to the Spanish-speaking world. Grammatical concepts will include both preterit and imperfect past-tense verb forms. This course is not open to Native or Heritage speakers of Spanish. *General Education: F.*

SPA 201 Intermediate Spanish I 3-0-3
This is the first intermediate-level Spanish course. It will expand on improving the listening, reading, writing and speaking skills, as well as culture in the Spanish-speaking world. It provides an overall grammar review with the introduction of more advanced structures which will include an introduction to the subjunctive tense. Ninety percent of this class will be conducted in Spanish. This course is not open to Native or Heritage speakers of Spanish. *General Education: F.*

SPA 202 Intermediate Spanish II 3-0-3
This is the second intermediate-level Spanish course. It provides an overall grammar review that seeks to enhance students' active use of Spanish, especially in the areas of conversation (listening and speaking) and writing. It will include further intermediate-level conversation, composition and readings in Spanish on numerous culturally-significant topics. This class will be conducted entirely in Spanish. Successful completion implies a readiness to enter other language courses conducted entirely in Spanish. *General Education: F.*

THR 101 Introduction to Theatre 3-0-3
The course is intended as a survey to introduce students to theatre as a technique apart from, though closely re-

lated to, literature. Students study acting techniques, stage devices, set design, costuming, and make-up. The student reads significant plays to consider drama as art, audience reactions and needs, methods of expression, and interpretation. The course requires textbooks and provides laboratory experience. *General Education: A.*

THR 102 Theatre History 3-0-3
The course considers the interactions of dramatic art with cultural, political, economic, and scientific forces, and the implications for modern movements in dramatic theory and practice. Students trace the development of the theatre, from its beginnings to the present. The course focuses on European and American theatre, with some attention to non-Western traditions. *General Education: A.*

THR 110 Fundamentals of Acting 3-0-3
The course studies movement and speech as aspects of dramatic art and provides exercises to enrich and discipline the imagination and to develop and control the responses of the body and speech to the imagination. It also entails some preliminary application of the elements of acting to the study of scenes, including analysis of the script for structure, objectives, and style. *General Education: A.*

THR 120 Stagecraft 4-0-4
The course provides students with theory and practice in the visual, aural, and construction facets of theatre, through attention to scenery, sound, and lighting equipment. Workshop is required. *General Education: A.*

THR 201 Theatre Practicum 4-0-4
This course includes rehearsal and participation in an FM theatrical production, under the direction and instruction of a faculty member. Course registration occurs after casting, and all cast members are required to register. May be repeated for credit. *General Education: A.*

THR 210 Acting II 3-0-3
A course designed for students who have completed Acting I or have substantial prior acting experience in productions and/or classes. The course focuses on techniques and theories of acting. Students concentrate on the role of the actor in relation to the play as a whole as well as fundamentals of stage speech, movement, projection, characterization, and interpretation. *Prerequisite: THR 110 or audition.*

THR 230 Directing 3-0-3
An introduction to all aspects of translating a play from script to stage. Students experiment with analysis and interpretation, director's concept, visual composition, and the history and theories of directing. The class consists of the rehearsal and presentation of scenes of varying dramatic styles, in association with some reading and writing assignments about specific directing challenges. The final project is the public performance of a twenty-minute one-act play. *Prerequisite: THR 102 recommended.*

THR 250 Introduction to Film Studies 3-0-3
This course will introduce students to the history and theory of cinema as an art form, examining formative directors, styles of filmmaking, and artistic movements in world cinema. Students will concentrate on close textual analysis of films and will learn, through readings, lectures, class discussion and written assignments, to recognize and analyze film language (editing, cinematography, sound, special effects, etc.) and will be introduced to recent theoretical approaches to cinema. *Prerequisite: ENG 104.*

WEL 109 Weight Management 1-0-1
This course provides students with practical ways to put healthy eating and active lifestyles into practice. Topics such as what, why, where and how you eat; physical activity; food safety; and nutrition throughout one's lifespan will be discussed.

WEL 110 Stress Management 1-0-1
This course is designed to expose students to the principles, theories and skills needed to effectively manage personal stress. Emphasis will be on coping skills and relaxation techniques.

English as a Second Language Intensive Language Program (ESL)

Fulton-Montgomery Community College (FM) offers a full-time non-credit Intensive English as a Second Language (ESL) Program for students who need to improve their language ability before beginning full-time study in a college degree program. The ESL Language Program is also intended for those who want to study English for career or social purposes. Students are given instruction in listening, reading, writing and speaking skills as well as American culture studies. A placement exam is required before enrollment. For more information contact the Office of International Student and ESL Programs.

All ESL courses beginning with the ESL prefix are non-credit/credit-equivalent remedial courses and may be used to meet credit requirements of any athletic, enrollment, financial aid and immigration requirements. However, they may not be used as electives toward graduation and may not be substituted for any English requirement of any curricula. Students seeking to meet these requirements are required to be matriculated into a degree program and have a pre-filed program of study form completed prior to enrollment. Tuition charged for credit-equivalent hour courses are consistent with credit hour charges.

The core courses of the Intensive English Language Program include the following four skill areas: Listening Skills, Reading Skills, Writing Skills, and Speaking Skills. Courses are available in multiple language proficiency levels. Each course has 75 hours of intensive language classroom instruction; 5 credit-equivalent hours. Advice and recommendation of the ESL faculty may also allow students to enroll in credit-bearing courses related to their academic goals.

Listening Skills **5-0-5 C.E.***
Practice in aural comprehension, sound discrimination, vocabulary building, and comprehension of main ideas and inferences. Related reading, writing and note-taking activities. This course may lead to further English language studies at higher levels or be repeated, depending on the progress of the student. **5 credit-equivalent (non-degree) hours.*

Reading Skills **5-0-5 C.E.***
Practice in comprehension of basic written communication, simple descriptive and narrative texts to more advanced academic materials, study skills, and expository writing. Dictionary usage, vocabulary expansion. Related writing and speaking activities. This course may lead to further English language studies at higher levels or be repeated, depending on the progress of the student. **5 credit-equivalent (non-degree) hours.*

Writing Skills **5-0-5 C.E.***
Written reinforcement of grammatical concepts and basic writing tasks and handwriting improvement to the development of written communication skills in preparation for college expository and argumentative composition. Composition from sentence level activities to the paragraph and short essay levels. Integration of related skills. This course may lead to further English language studies at higher levels or be repeated, depending on the progress of the student. **5 credit-equivalent (non-degree) hours.*

Speaking Skills **5-0-5 C.E.***
Development from simple speaking skills to skills for conversational and academic contexts. Practice in exposition, guided discussion and debate. Related listening, reading and writing activities as well as note-taking and academic study skills. This course may lead to further English language studies at higher levels or be repeated, depending on the progress of the student. **5 credit-equivalent (non-degree) hours.*

Orientation to American Culture **5-0-5 C.E.***
Assistance through lecture/workshop/field trip and guest speaker series in adjusting to life and studies at FM and the surrounding community, and in understanding specific and broader aspects of American culture. Mandatory for all incoming full-time international students. **5 credit-equivalent (non-degree) hours.*

Content Based ESL I **5-0-5 C.E.***
Students are taught English language skills while also studying various topics and themes related to a subject matter class. Vocabulary, discussion, and written activities, including note-taking and essay preparation, will center on various academic themes. This course may lead to further English Language Studies at higher levels or be repeated, depending on the progress of the student. **5 credit-equivalent (non-degree) hours.*

Non-Credit Laboratory Courses

The purpose of these labs is to provide supplementary instruction for students who desire it, on a non-credit basis. Fees are covered as part of credit tuition and/or lab fees.

C001 Computer Laboratory **Non-Credit**
This course has been designed to provide supervised hands-on computer experience for those students who are enrolled in data processing and mathematics courses that require understanding of computer operation and use of computer terminals. *Hours vary according to student needs.*

C002 Business Technology Laboratory **Non-Credit**
This course is designed to provide instructional support for those students who are enrolled in office technology and word processing courses and to provide alternate instructional experiences for those who wish to learn independently. *Hours vary according to student needs.*

C003 Nursing Laboratory **Non-Credit**
This course has been designed to provide instructional support for those students who are enrolled in nursing courses and to provide alternate instructional experiences for those who wish to learn independently. *Hours vary according to student needs.*

C004 Mathematics Laboratory **Non-Credit**
This course has been designed to provide remedial assistance in mathematics for students who are planning to enroll or are currently enrolled in any of the traditional mathematics courses offered at the College. *Hours vary according to student needs.*

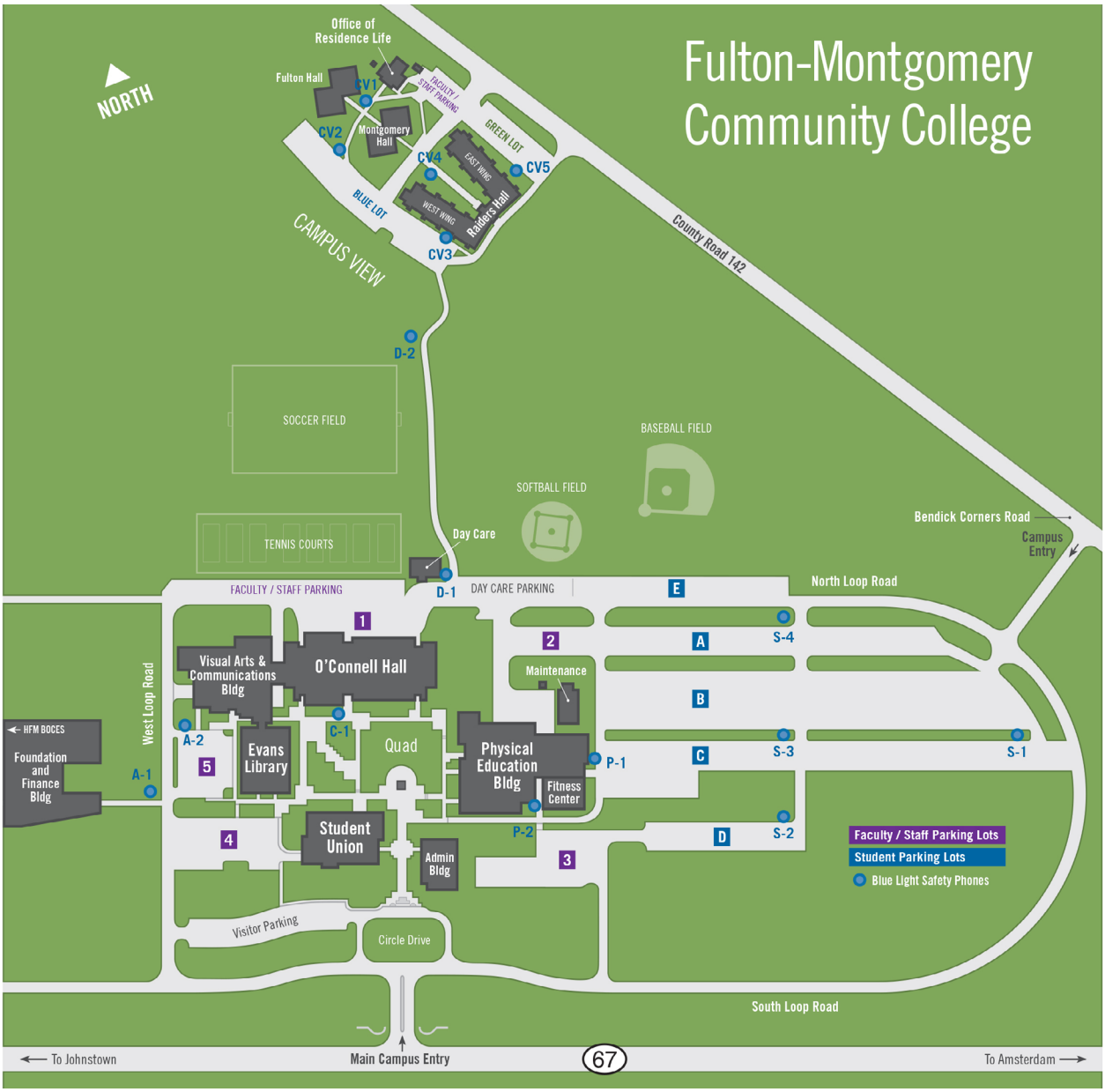
C005 Accounting Laboratory **Non-Credit**
This course has been designed to provide remedial support experiences for those students who are enrolled in traditional accounting courses and to provide alternative experiences for those who wish to learn independently, as they update their vocational skills in accounting. *Hours vary according to student needs.*

C006 Study Skills Laboratory **Non-Credit**
Students work independently under the supervision of the instructor, who sets up an individualized remedial program to enhance the students' study skills and college-level performance. *Hours vary according to student needs.*

C007 Electricity Laboratory **Non-Credit**
This course has been designed to provide hands-on electric circuitry experience for those students who are enrolled in electrical programs that require additional work in electricity. *Hours vary according to student needs.*

C008 Academic Software Skills **Non-Credit**
This course has been designed to provide academic computing skill experience for those students who are enrolled in Career/Liberal Arts and Sciences programs that require additional work with various software packages. *Hours vary according to student needs.*

	Term Expires
Edmund C. Jasewicz, Chair	2017
Jennifer Gardella, Vice Chair	2021
James Landrio	2017
Taiyebeh Ghazi-Moghadam	2019
Lee Hollenbeck	2018
Kenneth Rose	2020
Ryan B. Weitz	2016
Geoff Peck	2022
William Easterly	2018



Automotive Technology Advisory Council

Ricky Becker, Owner/Operator, Becker's Auto Salvage
Ronald Gras, 4 Corners Tire
Brandon Grecco, BOCES Auto Tech Student
Frank Grecco, Owner/Operator, Grecco's Auto and Truck Parts (NAPA)
Jason Grecco, Owner/Operator, Grecco's Auto and Truck Parts (NAPA)
Charles Haberek, Haberek's Auto/Diesel Machine
James Jennings, Northeast Speed Shop
Jeff Jones, Parts Manager, Fuccillo Chevrolet of Nelliston
Thomas (TJ) Ladd, Service Manager, Fuccillo Chevrolet of Nelliston
James Looman, Sikorski's Service Station
Pat Madej, Manny's Corners Garage
Eugene Richards, Reliable Auto Parts
Tom Turo, Turo's Service Center
Bill Waterman, Amsterdam Auto Parts
Matt Waterman, Amsterdam Auto Parts
Charles Wilson, Wilson's Service
Joseph Wilson, Wilson's Service

Business Division Advisory Council

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Christopher Blanchard, Financial Analyst, Amsterdam Printing and Litho
Frank Casler, Financial Advisor, Key Investment Services
Michael Cinquanti, Owner, Genium Group, Inc.
Theresa DaBiere-Craig, Business & Industry Outreach Representative, Center for Employer Services at FM
Karen Helms, Human Resource Administrator, Hill & Markes, Inc.
Lynn Knowlton, Chief Financial Officer, Mountain Valley Hospice
Susan Maloney, Director of Undergraduate Student Services, University at Albany
Trisha Martin, International Marketing Manager, Townsend Leather
Lisa Miner, National Sales Manager, Euphrates
Dick Nayler, Director of Community Articulation, The Sage College of Albany
Irene Norsworthy, Faculty Mentor/Unit Coordinator, Empire State College
Michael Ostrander, Chief Financial Officer, Nathan Littauer Hospital
Paula Reardon, Faculty, College of Technology at Delhi and Schenectady County Community College
Maureen Rhodes, Director of Primary and Specialty Care, St. Mary's Hospital
Joseph Semione, Owner, Perfection Cleaning Service
Deborah Shepard, Vice President Marketing & Business Development, Fulton County Credit Union

Criminal Justice Advisory Council

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Diana Callen, Chief, St. Johnsville Police Department
Jed Conboy, Montgomery County District Attorney
Gregory Culick, Chief, Amsterdam Police Department

Lawrence DiDonato, Captain, Department of Environmental Conservation
Mark Gifford, Chief, Johnstown Police Department
David Hallenbeck, Superintendant, Hale Creek Correctional Facility
Douglas R. Keyer, Jr., Captain, New York State Police
Cynthia Licciardi, Director, Fulton County Probation
Thomas Lorey, Sheriff, Fulton County Sheriff's Office
Bryan MacFadden, Chief, Canajoharie Police Department
Keri Newkirk, Director of Security, Nathan Littauer Hospital
Eric Rice, New York State Department of Parole
Louise Sira, Fulton County District Attorney
Lucille Sitterly, Director, Montgomery County Probation
Jeffrey Smith, Director, Montgomery County Emergency Services
Robert Thomas, Chief, Fort Plain Police Department
Donald VanDuesen, Chief, Gloversville Police Department

Construction Technology Advisory Council

Matt Brucker, Jr., Insulation
Matt Brucker, Sr., Builder
Ryan Fagan, Town of Johnstown Building Inspector
Penny Hazer, Empire State Merit Apprentice Alliance
David Paige, Shrader and Company Construction
Lee Quackenbush, HFM BOCES Board of Education
Karl Schmaeh, Karl J. Schmaeh General Construction
Jeremy Stretkowicz, Cement Works
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B.S., M.S., Ed.S., University at Albany

*224-a. Students unable because of religious beliefs to attend classes on certain days.

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that they are unable, because of their religious beliefs, to attend classes or to participate in any examination, study or work requirements on a particular day or days.

2. Any student in an institution of higher education who is unable, because of their 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 an examination of any study or work requirements.

3. 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 their religious beliefs, an equivalent opportunity to make up any examination, study or work requirement which they may have 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.

4. If classes, examinations, study or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or make-up 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.

5. 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 because of their availing themselves of the provisions of this section.

6. 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 country in which such institution of higher education is located for the enforcement of his rights under this section.

6. a. 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.

7. 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.

The State University of New York (SUNY) is the largest, centrally managed, multi-level system of public education in the nation. Its sixty-four campuses bring the opportunity for college education within commuting distance of almost every New York citizen. The University system offers a wide range of certificate programs and associate, baccalaureate and graduate degree courses of study.

A Board of Trustees appointed by the governor governs the State University of New York. The Board establishes the overall academic policy of the University and determines the specific policies to be followed by the thirty-four state supported campuses. Each of the thirty community colleges also has its own local Board of Trustees, which develops local policies and goals. New York State contributes one-third to forty percent of the operating costs and one-half of the capital costs of the community colleges.

SUNY BOARD OF TRUSTEES

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STATE UNIVERSITY OF NEW YORK UNIVERSITY CENTERS AND DOCTORAL DEGREE GRANTING INSTITUTIONS

New York State College of Ceramics at Alfred University
Binghamton University
College of Optometry
New York State College of Agriculture and Life Sciences at Cornell University
New York State College of Human Ecology at Cornell University
New York State College of Veterinary Medicine at Cornell University
New York State School of Industrial and Labor Relations at Cornell University
Stony Brook University (Health Sciences Center at Stony Brook University Center)[1]
SUNY Buffalo (Health Sciences Center at Buffalo University Center)[1]
SUNY Downstate Medical Center
SUNY ESF
University at Albany
Upstate Medical University

UNIVERSITY COLLEGES

The College at Brockport
Buffalo State College
Empire State College
Old Westbury
Purchase College
SUNY Cortland
SUNY Fredonia
SUNY Geneseo
SUNY New Paltz
SUNY Oneonta
SUNY Oswego
SUNY Plattsburgh
SUNY Plattsburgh at Queensbury
SUNY Potsdam

COLLEGES OF TECHNOLOGY

Alfred State College
Farmingdale State College
Maritime College
Morrisville State College
State University of New York College of Nanoscale Science and Engineering at Albany
SUNY Canton
SUNY Cobleskill
SUNY Delhi
SUNY Polytechnic Institute

COMMUNITY COLLEGES

(Locally-sponsored, two-year colleges under the program of State University)

Adirondack Community College
Broome Community College
Cayuga Community College
Clinton Community College
Columbia-Greene Community College
Corning Community College
Dutchess Community College
Erie Community College
Fashion Institute of Technology at New York City
Finger Lakes Community College
Fulton-Montgomery Community College
Genesee Community College
Herkimer County Community College
Hudson Valley Community College
Jamestown Community College
Jefferson Community College
Mohawk Valley Community College
Monroe Community College
Nassau Community College
Niagara County Community College
North Country Community College
Onondaga Community College
Orange County Community College
Rockland Community College
Schenectady County Community College
Suffolk County Community College
Sullivan County Community College
Tompkins Cortland Community College
Ulster County Community College
Westchester Community College

[1]The Health Sciences centers at Buffalo and Stony Brook are operated under the administration of their respective University Centers.

[2]While authorized to offer such baccalaureate and master's degree programs as may be approved pursuant to the provisions of the Master Plan, in addition to the associate degree, the Fashion Institute of Technology is financed and administered in the manner provided for community colleges.

GLOSSARY OF TERMS

This catalog provides our students with a resource of information pertaining to the program requirements and College policies and procedures about academic and student services the College offers. This section identifies and defines college terms that will help students gain a full understanding of the information within our catalog.

Academic Dismissal: Students who have received a warning or probation semester and who failed to meet standards again will be academically dismissed for two semesters. Students interested in returning to the College after two semesters must apply for admission and submit a request for academic probation. Academically dismissed students will not be permitted to enroll until securing academic probation.

Academic Probation: Students on Academic Dismissal may file an application for academic probation within the application deadline if they have extenuating circumstances or have taken two or more semesters off from college. Students who are granted academic probation must meet with the Coordinator of Retention to create an Academic Success Plan and will have their enrollment limited to twelve credits.

Academic Warning: Students not meeting academic standards for the first time will be placed on academic warning for the following semester. Students will then have one semester to meet the academic standards. Students on academic warning will be limited to twelve credits. Students who do not meet the academic standards at the conclusion of their warning semester will be academically dismissed for two semesters. Students interested in returning to the College after two semesters must apply for admission and submit a request for academic probation.

ANGEL: Online Learning Management System. All online and blended learning coursework is done through Angel. Angel is also used in many traditional courses to enhance the learning process and provide resources for students.

Articulation Agreement: A formal agreement between Fulton-Montgomery Community College and a baccalaureate degree granting institution. These agreements are established for specific academic programs and depending on the transfer institution, may assure transfer with junior standing upon completion of the appropriate coursework and achievement of a minimum grade average.

Associate Degree: A title conferred on a student signifying completion of a two-year program comprised of program defined credit hours.

Attendance: Students are expected to be present and on time for all scheduled classes and laboratories. In cases where a student is tardy or absent, the student is responsible for materials or assignments presented in his/her absence. The degree to which attendance affects a student's final grade will be determined by the individual instructor and stated in the course syllabus.

Audit: Enrolling in a course without earning credit or a grade.

Bursar's Office: The Bursar's Office is responsible for the invoicing and subsequent collection of tuition, fees, and other related college charges. The Office is also responsible for the disbursement of State and Federal financial aid as governed by the appropriate regulation. In addition, the Office issues student refunds, collects Certificates of Residence, and partners with the bookstore to allow students to charge books using the student's actual financial aid award. In addition, the Bursar's Office is responsible for the collection of monies owed by financially-delinquent students and works with an outside collection agency to provide arrangements for these collections.

Certificate: A document issued to a student signifying completion of a specific series of skill courses.

Certificate of Residence Form: Form used to verify that a student is an In-State resident, eligible for in-state tuition rate. The student is required by New York State Education Law-6305, to submit a valid Certificate of Residence

form each academic year, from their home county. Fulton/ Montgomery County residents may complete and have it notarized at the Bursar's Office, located in the Administration Bldg (A-107).

Change of Major: The process of changing a student's matriculation in one program to a different program. A student should initiate the change by contacting his/her current academic advisor, located in the Student Development Center.

College Store: Located in the Lower Level of the College Union building, the bookstore provides a place where textbooks, school supplies, clothing, snacks and FM gear may be purchased.

C-STEP

College Union: The campus building which houses the college store, student lounges, the cafeteria, student activities office and student government office. Many programs and activities meet in the college union.

Common Hours: Times during the week when no classes are held. These hours are used for student activities, and for SGA, faculty, committee and club meetings. At FM, common hours are Monday, Wednesday and Friday 12:00 p.m. – 1:00 p.m., Thursday 12:30 p.m. – 2:00 p.m. and Friday, 3:00 p.m. – 4:30 p.m.

Course Description: Located in the back of the catalog, the course description tells the student what is taught in the course, and identifies any prerequisites for the course.

Course Fees: Course fees are assessed for courses that offer various types of labs, special equipment, and/or support services. This includes traditional lab arrangements associated with science and technology courses, as well as the computer labs and Peer Tutor Program, which the College makes available as support to many courses in the Business, Technology, and Liberal Arts areas.

Course Load: The number of courses or credit hours taken in a given semester.

Course Withdrawal: If a student is unable to complete a course, for whatever reason, the student must withdraw from the course within the published date guidelines or risk receiving a grade of "F" for the course.

Credit-Equivalent Hours: Credit-equivalent hours are for remedial, non-degree coursework such as ESL preparatory courses. Fifteen hours of instruction is equal to one, credit-equivalent hour. These courses may not be used as electives toward graduation and may not be substituted for any English requirement of any curricula. The same tuition charges as credit-hour courses apply. The letter "E" is used after the final grade to designate a Credit-Equivalent course.

Credit Hours: The number of credits associated with a course; sometimes, but not always equal to clock hours spent in class. Sometimes referred to as semester hours.

Degree Works: Degree Works is a powerful and comprehensive degree auditing program adopted by FM to provide students with he ability to review their academic coursework, course completion, and progress toward graduation.

Distance Learning: Courses delivered online via the Internet. Most courses are delivered completely online, while some courses include a mix of online and traditional classroom instruction. A computer with an up-to-date Internet browser and Internet access is required. The Evans Library provides an open computer lab during published business hours.

Drop/Add: The procedure utilized when a student decides to change his/her schedule, after the initial registration, by dropping or adding a course without academic penalty.

Dual Admission: An agreement between FM and another college which provides for admission to both FM and the partner institution at the same time for individual programs at each institution. A student enrolls at FM for the first two years of the program and transitions seamlessly to the partner institution for the second two years of the program, as long as the student maintains the academic progress specified in the agreement.

Elective Course: A major requirement which a student may choose to take from a number of possible courses, as distinguished from specific required courses.

Experiential Credit: Experiential Learning Credit may be awarded for non-collegiate life experience that is educationally relevant and is equivalent to course content according to specific criteria. Students are responsible for documenting the experience and should contact the Academic Dean's office for further information no later than mid-term of the semester prior to the one in which credit is given.

FAFSA: The Free Application for Federal Student Aid (FAFSA) is a form that must be completed annually by current and prospective college students to determine their eligibility for student financial aid (including the Pell Grant, Federal Student Loans and Federal Work-Study).

FERPA: The federal Family Educational Rights and Privacy Act (FERPA) of 1974 concerning access to and confidentiality of students' educational and related records.

Financial Aid: Grants, loans, and scholarships available to assist students with paying the costs of attending college. Students must be matriculated and in good academic standing to receive financial aid.

Full-time Student: A student enrolled for 12 or more credit hours per semester.

General Education Coursework: Courses which represent the common areas of knowledge and skills that pertain to educated persons and those which offer a coherent and broadly comprehensive academic foundation.

Good Academic Standing: The status of a student who has met or exceeded the requirements specified in the Academic Standards. A student must be in good academic standing to be eligible for financial aid, intercollegiate athletics, and other campus activities.

In-State Resident: A legal resident of New York State for a minimum of one calendar year. Student must submit a valid Certificate of Residence form, from their home county, each academic year in order to receive in-state tuition rate.

Institutional Credit: Institutional Credit courses are designated by course numbers below 100. Institutional Credit courses will not be counted in the semester credits earned in the Grade Point Average. These courses will not be used to fulfill degree or certificate requirements. The # symbol is used after the mid-term and final grade to designate an Institutional Credit course.

Major: A set of courses which awards a certificate or associate degree with the purpose of preparing a student to enter the work world immediately or to transfer to a degree program at another college.

Matriculated Student. A matriculated student has been accepted for admission to the College, has registered in a major and is pursuing courses toward a degree or certificate. Students must maintain good academic standing to keep their matriculated status.

Mid-Term Grades: Mid-term grades are indicators of a student's progress. Mid-term grades are not recorded on official transcripts.

MyFM: FM's Student Services Portal which contains links to the various Web-based services available to students.

Non-Matriculated Student: A non-matriculated student is one who has not yet been accepted for admission to the College or has lost matriculated status by not enrolling in coursework for one term. Courses taken by a non-matriculated student may later count toward a degree, however, the student will not be eligible for financial aid.

Notice of Admission: Upon applying to FM, students will be notified in writing of their admission to the College. Notice of Admission to the College does not guarantee admission to programs requiring a separate application for competitive admission.

Online Registration: FM's implementation of Web-based registration for credit courses. Currently registered students can access online registration through the MyFM portal.

Out-of-State Resident: Legal Resident of a state other than New York. Student pays out-of-state tuition rate.

Part-time Student: A student enrolled for fewer than 12 credit hours per semester.

Prerequisite Course: A course that a student must successfully complete before enrollment in a particular subsequent course.

Registered Student: A registered student is one who has scheduled classes.

Registrar's Office: The Registrar's Office, located in the Administration Building, room A-109, maintains the official academic record of each student. The Office is responsible for: the clearance of all students for course registration; registration of part-time, self-advised students for credit-bearing courses; collection of grades from instructors and recording them on student transcripts; collection of immunization records; issuance of academic transcripts and immunization records upon student request; coordination of the evaluation and recording of transfer credit from documents issued by other institutions; review of student credentials for graduation; certifying student enrollment; and processing changes of name or address.

Satisfactory Academic Progress (SAP): The status of a student who has met or exceeds both the qualitative and quantitative measurements of academic progress according to the Academic Standards. A student must meet the Satisfactory Academic Progress requirements to be eligible for financial aid.

Student Development Center: The Student Development Center is located near the classroom building and houses the career center and academic advisement offices.

Technology Fee: The Technology Fee supports development, implementation, and access to campus-wide facilities and services.

Total Withdrawal: The procedure whereby a student may withdraw from all coursework. The withdrawal process must be started at the Student Development Center and finalized through the Provost and Vice President for Academic Affairs. A student who withdraws and then desires to return in a subsequent semester must reapply to the College.

Transcript: A student's official academic record maintained by the Registrar's Office. It shows all academic work attempted and grades earned, as well as transfer credits accepted from other schools.

Transfer Credit: Credit from coursework taken at a previous institution which is accepted toward a degree requirement at Fulton-Montgomery Community College. Transfer credit is not used in computing the student's grade point average at FM.

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