



Fulton-Montgomery Community College

Futures Made. Here.

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Johnstown, New York 12095-3790
(518) 736-FMCC (3622)

FM at the Riverfront Center
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Amsterdam, New York 12010
(518) 843-5031

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

2012-2013

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 to customize a program to meet 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 as well. The Books & Bytes café outside of the Evan's Library and Learning Commons, a new clean room as part of our Center for Engineering and Technology, Union Stations for dining in the College Union, a state of the art fitness center, Raiders Cove (opening January 2013) 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



MISSION

Fulton-Montgomery Community College is the region's partner for quality, accessible higher education; responsive programs; economic development; and cultural and intellectual enrichment.

VISION

Fulton-Montgomery Community College strives to be recognized as a model community college that offers quality education, excellence in student support, innovative approaches, and programs that reflect our values.

CORE VALUES

Fulton-Montgomery Community College has identified the following as core values in its approach to serving students and the community.

- Excellence in education and teaching
- Student learning and scholarship
- Innovation
- Civility and integrity
- Caring personalized service
- Diversity
- Accessibility
- Quality environment
- Community engagement

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

Fulton-Montgomery Community College's goals and objectives will focus on programs and services necessary to achieve its vision, to reflect its core 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



College-Wide Goals

The following goals are designed to guide our current five-year strategic plan. All staff at the College will use these broad goals to develop objectives, strategies and measures necessary to achieve our vision and mission.

GOAL #1: Enable students to reach their goals through quality education and support services.

GOAL #2: Provide students with quality, accessible transfer and career education programs.

GOAL #3: Build relationships with community that improve the region's value of education.

GOAL #4: Develop a professional climate that values each individual and the diversity of people and ideas and promotes excellence in service.

GOAL #5: Support economic and workforce development in the region.

GOAL #6: Provide opportunities for cultural, intellectual and athletic enrichment for students and the community.

GOAL #7: Expand resources to meet the mission of the College.

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 Association of Colleges and Schools. All of its 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.



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
- Presidents Office
- Provost and Vice President for Academic Affairs
- Registrar
- Vice President for Student Affairs

Athletic Building

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

College Union

- Boardroom
- Bookstore
- Game Room
- Large Lounge
- Student Activities
- Student Government
- Union Stations (dining)

Classroom Building

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

Communications and Visual Arts

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

Foundation and Finance

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

Library Building

- Books and Bytes Cafe
- Graphic Arts Labs
- Library – Evans Library
- Learning Center
- Math Learning Center
- Writing Lab



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.

Fulton-Montgomery Community College has a Extension Site located at the Riverfront Center in Amsterdam, New York. Currently the College offers a variety of day and evening classes. Students may also complete placement testing and academic advising at the Riverfront Center location.

Distance Learning

Fulton-Montgomery Community College offers a number of distance learning opportunities to students. The College currently offers three degree programs that are completed totally 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 can engage in higher education and lifelong learning from the comfort of their homes on a schedule that offers them the ability accommodate 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.

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.

The current comprehensive campaign: The Campaign for FM: A Path for Renewal has raised \$1.5 million dollars in donations to fund Innovative Teaching & Learning Facilities, expand Academic Healthcare Facilities, increase Scholarship Support, and expand the Cultural and Intellectual Enrichment of the Region.

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 2012

| | | |
|-----------------------|------------------|--|
| Sept. 3 | Mon..... | College Closed – Labor Day |
| Sept. 4 | Tues..... | Faculty Convocation/Orientation |
| Sept. 5 | Wed..... | First Day of Classes for Fall Semester |
| Sept. 5-11 | Wed. – Tues..... | Late Registration (subject to \$25 late fee) |
| Sept. 5-18 | Wed. –Tues..... | Late Payment Period (Subject to \$25.00 late fee) |
| Sept. 11 | Tues..... | Last Day for Student-Initiated Schedule Changes |
| Sept. 19-Oct. 2 | Wed.-Tues..... | Late Payment (subject to additional \$50 late fee) |
| Oct. 1 | Mon..... | Pre-Registration Begins for Winter 2013 and Spring 2013 |
| Oct. 8 | Mon. | College Closed – Columbus Day (Saturday Oct. 8 classes will be in regular session) |
| Oct. 24..... | Wed..... | Mid-Term Grades Due |
| Nov. 3 | Sat..... | Registration Begins for Winter 2013 and Spring 2013 |
| Nov. 12 | Mon..... | College Closed – Veteran’s Day |
| Nov. 13 | Tues..... | Last Day for Individual Course Withdrawals |
| Nov. 22-25 | Thurs.-Sun..... | College Closed – Thanksgiving |
| Dec. 3 | Mon..... | Deadline to Apply for Graduation |
| Dec. 7 | Fri..... | Special Friday Makeup Session (for evening classes only) |
| Dec. 14 | Fri..... | Last Day of Classes (classes end at 10 p.m.) |
| Dec. 17-18 | Mon-Tues..... | Final Exams |
| Dec. 19 | Wed..... | Snow Day Finals |
| Dec. 19 | Wed..... | Final Grades Due |
| Dec. 24– Jan 1 | Mon.-Mon..... | College Closed Holiday Break |

WINTER 2013

| | | |
|--------------|-----------|--|
| Jan. 2..... | Weds..... | First Day of Classes for Winter Session |
| Jan. 3..... | Thur..... | Late Payment Subject to \$25 Late Fee |
| Jan. 18..... | Fri..... | Last Day of Classes for Winter Session |
| Jan. 21..... | Mon..... | College Closed – Martin Luther King, Jr. Day |
| Jan. 22..... | Tue..... | Final Grades Due for Winter Session |



SPRING 2013

| | | |
|-----------------------|--------------------|---|
| Jan. 22..... | Tues..... | Spring Convocation/Orientation |
| Jan. 23..... | Weds..... | First Day of Classes for Spring Semester |
| Jan. 23-29..... | Weds.-Tues. | Late Registration (subject to \$25 late fee) |
| Jan. 23- Feb. 5 | Weds.-Tues. | Late Payment Period (subject to \$25 late fee) |
| Jan. 29..... | Tues..... | Last Day for Student-Initiated Schedule Changes |
| Feb. 6-20 | Weds. – Weds. | Late Payment Period (subject to additional \$50 fee) |
| Feb. 18 | Mon..... | College Closed – President’s Day (Saturday, Feb. 16 classes will be in regular session) |
| Mar. 14 | Wed..... | Mid-Term Grades Due |
| Feb. 25 | Mon..... | Pre-registration Begins for Fall 2013/Summer 2013 |
| Mar. 22 | Fri. | No Day or Evening Classes –Founder’s Day |
| Mar. 23-Mar. 31..... | Sat.-Sun..... | No Classes – Spring Recess |
| Mar. 29 | Fri. | College Closed – Good Friday |
| Apr. 6..... | Sat. | Registration Begins for Fall 2013/Summer 2013 |
| Apr. 10..... | Weds..... | Individual Course Withdrawal Deadline |
| May 3..... | Fri. | Special Friday Make-up Session (for evening classes only) |
| May 7..... | Tues..... | Last Day of Classes for Spring Semester |
| May 9-11..... | Thu.-Sat..... | Final Exams |
| May 13..... | Mon..... | Final Grades Due |
| May 16..... | Thurs. | Phi Theta Kappa Awards Ceremony (evening) |
| May 17..... | Fri. | Commencement (evening) |
| May 27..... | Mon..... | College Closed Memorial Day |



SUMMER 2013

DAY SESSION I

May 27..... Mon..... College Closed – Memorial Day
May 28..... Tues..... First Day of Classes For “Summer Day Session I”
May 29..... Wed..... Late Payment Period for “Summer Day Session I”
(subject to \$25 late fee)
June 18..... Tues..... Last Day for Individual Course Withdrawals for “Summer Day
Session I”
June 21..... Fri. Special Friday Make Up Day for “Summer Day Session I”
June 28..... Fri. Last Day of Classes for “Summer Day Session I”
July 1..... Mon..... Final Grades Due for “Summer Day Session I”

DAY SESSION II

July 1..... Mon..... First Day of Classes for “Day Session II”
July 2..... Tues..... Late Payment Period for “Day Session II” (subject to \$25 late fee)
July 4..... Thurs. College Closed – Independence Day
July 22..... Mon..... Last Day for Individual Course Withdrawals for “Day Session II”
July 26..... Fri. Special Friday Make Up Day for “Day Session II”
Aug. 2..... Fri. Last Day of Classes for “Day Session II”
Aug. 5..... Mon..... Final Grades Due for “Day Session II”

8-WEEK EVENING SESSION

May 28..... Tues..... First Day of Classes For “8-Week Evening Session”
May 29..... Wed..... Late Payment Period for “8-Week Evening Session” (subject to
\$25 late fee)
June 28..... Fri. Last Day for Individual Course Withdrawals for “8-Week Evening
Session ”
July 4..... Thurs. College Closed – Independence Day
July 12..... Fri. Special Friday Make Up Day for “8-Week Evening Session”
July 18..... Thurs. Last Day of Classes for “Summer 8-Week Evening Session”
July 19..... Fri. Final Grades Due for “8-Week Evening Session”

10-WEEK EVENING SESSION

May 28..... Tues..... First Day of Classes for “10-Week Evening Session”
May 29..... Wed..... Late Payment Period for “10-Week Evening Session” (subject to
\$25 late fee)
July 4..... Thurs. College Closed – Independence Day
July 11..... Thurs. Last day for Individual Course Withdrawal for “10-Week Evening
Session”
July 26..... Fri. Special Friday Make Up Day for “10-Week Evening Session”
Aug. 2..... Fri. Last Day of Classes for “10-Week Evening Session”
Aug. 5..... Mon..... Final Grades Due for “10-Week Evening Session”

Fulton-Montgomery Community College 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 Fulton-Montgomery Community College is determined without regard to age, race, color, sex, religion, national origin, disability or sexual orientation of the applicant.

Fulton-Montgomery Community College'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 Fulton-Montgomery Community 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.
- General Equivalency Diploma (GED). A copy of the GED diploma and/or 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 COMPASS (computerized assessment) placement test prior to scheduling classes to determine course placement. Transfer students who have met certain academic criteria may receive a waiver for the COMPASS test, 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.

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. Please refer to Page 61 for program specifics.

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 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 GED through the FM Registrar's Office. A nonrefundable \$10.00 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 GED 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 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:

1. Be in the lower one-half of their class;
2. Score below 50 on either of the PSAT exams;
3. Score below 500 on either of the SAT exams;
4. Have a high school average (at the end of the junior year) less than 75, or
5. 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.FM.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 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 from 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.

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

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.

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 previously attended colleges be sent directly to the Registrar's Office. Students who have earned college credits in high school through concurrent enrollment programs such as Project Advance or University in the High School must submit an official transcript from the sponsoring college or university to receive credit. Courses to be considered for transfer must carry a grade of "C" or better from an accredited college listed in the Higher Education Directory, published by Higher Education Publications, Inc. Students seeking college credit for satisfactory performance on Advanced Placement Examinations should 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 Advanced Placement credit. No more than 50% of a degree or certificate requirement can be fulfilled through transfer credit or advanced placement credit and only courses applicable toward a degree or certificate will be accepted.

Students seeking transfer credit from colleges or universities outside the United States should utilize a fee-based credentialing service that evaluates foreign transcripts and provides a transcript evaluation that can be used by FM for potential credit evaluation. Contact the Registrar's Office for the name and address of a recommended credentialing service. College credit may also be awarded for the successful completion of proficiency examinations, for experiential learning, certain relevant military training, and for qualified learning through career and technical programs at secondary schools and/or New York State Career and Technical Centers. Please refer to Methods of Earning Credit in the Academic Policies section of this catalog for additional details.

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.

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 American 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 catalog program description for further detail.

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 catalog description for further detail.

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

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

Student Code of Conduct

The laws of the local community are enforced on the campus by the safety and security office and area law enforcement officials. Conduct that constitutes violation of law is punishable by the courts and the College reserves the right to take action as well. Should the administration judge that the continued presence of a student constitutes a danger for the College community, that student may be suspended or dismissed. Suspension and dismissal may also be imposed for serious breaches of academic discipline such as cheating, dishonesty, malicious abuse or damage. Consult the Student Handbook for a description of standards of conduct expected of students and disciplinary procedures.

Campus Tours

Campus Tours are offered Wednesday and Thursday. Students interested in tours are encouraged to call the Admissions Office to reserve a time. Group tours are also offered and can be coordinated through the Admissions Office as well. Call (518) 736-FMCC (3622) to reserve a tour for yourself or for your group.

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 Director 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.

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.

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.

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.

Associate Degree. A title conferred on a student signifying completion of a two-year program comprised of program defined credit hours.

Bookstore. 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.

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 can 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 Union. The campus building which houses the college bookstore, 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 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 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.

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.

Elective Course. A major requirement which a student may choose to take from a number of possible courses, as distinguished from specific required courses.

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.

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.

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.

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.

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.



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 Invoice 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:

- 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 page 61) 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 page 60)

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. (For Course Withdraw Procedures, refer to page 61)

| 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.



TUITION AND FEE SCHEDULE ~ PROPOSED CHARGES PER SEMESTER 2012-2013

Tuition and Fees are subject to change

| TUITION | FULL-TIME | PART-TIME |
|--|-----------------------------------|--------------------|
| NYS RESIDENTS WITH CERTIFICATE IF RESIDENCE ON FILE | \$1,722 | \$143/CREDIT |
| NEW YORK RESIDENTS WITHOUT CERTIFICATE | \$3,444 | \$286/CREDIT |
| NON NEW YORK STATE RESIDENTS | \$3,444 | \$286/CREDIT |
| NYS HIGH SCHOOL STUDENTS IN FM COURSES AT THEIR SCHOOL* | | \$47/CREDIT |
| TUITION DEPOSIT FULL TIME/PART TIME | | \$40.00 |
| STUDENT SERVICE FEES | | |
| AUTOMOBILE PERMITS | | \$5.00 per vehicle |
| AUTOMOBILE FINES | | \$25.00 |
| COURSE, GRADE, PROGRAM, SCHEDULE CHANGE | | \$8.00 |
| CREDIT BY EXPERIENCE/LIFE EXPERIENCE | | \$35/CREDIT |
| DIPLOMA REPLACEMENT FEE | | \$10.00 |
| ESL COMPASS TESTING FEE | | \$15.00 |
| GRADUATION - COMMENCEMENT | | \$50.00 |
| STUDENT WELLNESS FEE | | \$55.00/SEMESTER |
| HOUSING APPLICATION FEE | | \$50.00 |
| HOUSING SECURITY DEPOSIT | | \$250.00 |
| HOUSING - DOUBLE ROOM | | \$3,195 |
| HOUSING - SINGLE ROOM | | \$3,495 |
| INSURANCE - MALPRACTICE & LIABILITY NURSING | | \$15.00 |
| COURSE FEES, HEALTH, MUSIC, ETC.** | | \$50.00 |
| LATE FEES/LATE REGISTRATION FEES | | \$75.00 |
| LOST LIBRARY MATERIAL | Replacement Cost & Processing Fee | |
| MEAL PLAN | | \$1,550/SEMESTER |
| NURSING TESTING/REMEDICATION FEE | | \$120.00 |
| NURSING IV MATERIALS FEE | | \$275.00 |
| RETURNED CHECKS-ISF | | \$25.00 |
| STUDENT ACTIVITY(FULL TIME) | | \$100.00 |
| STUDENT ACTIVITY(PART-TIME PER CREDIT) | | \$7.00 |
| TRANSCRIPT, GRADE REPORT, FINANCIAL AID, IMMUNIZATION, TRANSFER RECORD | | \$5.00 |
| TRANSPORTATION – SEMESTER PASS | | \$350.00 |
| TECHNOLOGY FEE (8 CR. OR LESS)*** | | \$80.00 |
| TECHNOLOGY FEE (9 CR. OR MORE)*** | | \$135.00 |
| STUDENT I.D. CARD REPLACEMENT FEE | | \$10.00 |

*SUNY policy allows tuition discount for designated part-time students.

**Laboratory Fees - Lab 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.

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

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 July 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 (ETA) online in the same session (to apply for a TAP award).

Estimated Cost of Attendance for Fall 2012 and Spring 2013

| Full Time Students | Not Residing at Home | Residing at Home |
|---------------------------|-----------------------------|-------------------------|
| Tuition and Fees | \$4,034 | \$4,034 |
| Room and Board | \$9,790 | \$4,896 |
| Books and Supplies | \$ 900 | \$ 900 |
| Personal Expenses | \$ 1,600 | \$ 1,600 |
| Transportation | <u>\$ 1,600</u> | <u>\$ 1,600</u> |
| Estimated Total for year | \$16,238 | \$11,904 |

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 2012-2013 academic year range from \$602 to \$5,550. 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.

Award refunds are paid by check and will be mailed to the student's local address.

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.

Award refunds are paid by check and will be mailed to the student's local address.

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 automatically determined for all students who complete the FAFSA and indicate an interest in Work-Study.

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 4.5 percent. The interest rate for the Federal Direct Unsubsidized Loan program is fixed at 6.8 percent. The interest rate for the Federal Direct PLUS Loan is fixed at 7.9 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.

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 daycare 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

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 registrar/VA officer for certification of benefits.

Veteran Deferrals: Eligible veteran students receiving educational benefits may receive a tuition deferral at the Registrar's 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 Registrar/VA officer 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 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.

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

Presidential Scholarship for \$1,000 is 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.

Foundations of Education Scholarship for \$750 per year is for full or part-time matriculated students who demonstrate documented financial need. Students eligible for this scholarship must maintain a 2.5 grade point average.

The 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 will be issued in the amount of \$500 (\$250 per semester) and is renewable up to four semester if the student maintains at least a 2.5 cumulative grade point average.

The **Amsterdam-Mohawk Valley Business and Professional Women Scholarship** has been established to award \$500 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.

The **Amsterdam Rotary International Club** has established the Amsterdam Rotary Scholarship, which funds a first-year, full-time student with a \$500 scholarship. The student must be a resident of the Greater Amsterdam School District and show a history of community service or community activity.

A scholarship given in memory of **Clifford T. Weller**, the Clifford T. Weller Scholarship, awards \$1,000 for each of two years to a student having a minimum high school grade point average of "B" or better and has graduated from a Montgomery County high school.

The **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.

The **Delaney Construction Corporation Scholarship** awards \$500 annually 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.

The **FM Alumni Scholarship**, established in 2007 and granted by FM's Alumni Advisory Committee is for \$1,000 (\$500 per semester). It is given to a full-time, matriculated student who had a parent or legal guardian graduate from FM. Students applying for this scholarship must complete a 250 word essay answering the question "How did FM benefit your parent/legal guardian and how do you feel it will benefit you?", attend FM for four consecutive semesters to maintain the scholarship, maintain a GPA of 2.75 and complete the FAFSA.

The **FM Foundation Award**. Established in 2004, this one-time award of \$250 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.

In 2002 the **Foundation of Fulton-Montgomery Community College, Inc.** established the **Foundation of FM Assistance Scholarship**. The Foundation currently awards \$1,000 scholarships for graduating high school seniors from Fulton or Montgomery counties that are enrolled as full-time students and have a documented financial need.

The **Foundation of Fulton-Montgomery Community College, Inc.** has established the **Foundation of FM Academic Excellence Scholarship**, the Foundation currently awards \$1,000 for 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.

The Fulton County Board of Supervisors has established the **Fulton County Health Care Scholarship** 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.

The Fulton County Highway Officials Association has established the **Fulton County Highway Officials Association Scholarship** for 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.

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

The **Gerda Lider Scholarship**, a \$600 award, also 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.

The **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.

Since 1995, the **Johnstown Hospital Foundation Scholarships** have been awarded to three nursing students each year who reside in the Johnstown area or any community formerly served by the Johnstown Hospital. Students receive \$1,000 per semester for a maximum of \$4,000 over two years.

The **Johnstown Moose Family Center** established an endowed scholarship in 2002 to support graduates of Fulton or Montgomery county high schools. The **Johnstown Moose Family Center Scholarship** will award \$500 per year for a full-time student with a documented financial need. The student must maintain a grade point average of 2.5 or better.

The **Lisa Queaney FM Scholarship** awards a \$500 scholarship to a first-time student entering Fulton-Montgomery Community College 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 extra curricular 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.

FM/IAPHC Scholarship is an endowed scholarship that will provide an annual award estimated at \$400 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.

Rita Mary Burke Foreign Language Scholarship is a \$1,000 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 is a one year scholarship. 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.

The **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 Fulton-Montgomery Community College 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.

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 \$1,000 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.

Maceyka Family Scholarship is a \$1,000 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.

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.

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 a honors course or honors option to be eligible and must maintain at least a 3.5 GPA to continue the scholarship over two semesters. These scholarships are \$1,500 each, but the number available will vary based upon funding.

New Honors Student Scholarship are awarded to full-time 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 and the awards will be \$750 per year.

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 \$500 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.

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.

Business, Technology, and Health Professions

The **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.

The **Foundation of FM Nursing Practice Award** is given by the Foundation of FM for exemplary qualities essential to nursing practice.

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

The **Vincent F. Carelli Program Directors Award** is given to a student who has exhibited excellent clinical abilities, demonstrated outstanding patient care and demonstrated professional rapport with hospital radiology staff and fellow students.

The **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.

The family of Bailey Madora Harris for a nursing student has established the **Bailey Madora Harris Memorial Prize** with the highest grade in microbiology.

The **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.

The **Kevin Grinnell Sr. Memorial Award** was established 2002 by his family. This award will be given to the graduating student in Electrical Technology with the highest academic average.

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

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

The **Angelo Clemente Food Service Award** is given in memory of Angelo Clemente to recognize special achievement in Restaurant Management and promise of future success in the field.

The **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.

The **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.

The **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.

The **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.

The District #10 Nurse's Association funds the **Grace Sease – Catherine Eberle Award** which is given for outstanding community service, excellence in nursing, and demonstrated potential for future contribution to the field of nursing.

The **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

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

The **Tribes Hill Fish and Game Club** is awarded to a student who displays academic achievement and has a strong interest in conservation studies and the environment.

Rensselaer Polytechnic Institute funds the **Joseph H. Smith, Jr. '45 Award** 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.

The **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.

The **New York State Publishers Foundation** has provided FM with funding for financial awards to be given to students who show a strong interest in print and/or online journalism.

The **Gerard R. Roux Memorial Award** is given in memory of Mathematics Professor Gerard R. Roux to recognize a student who demonstrates proficiency in a fundamental Math class.

The **John D. Vadney Mathematics Prize** awards \$2,000 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.

The **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.

The **AAUW (American Association of University Women) Award** is given to a non-traditional graduating student with a cumulative grade point average of at least 2.5. Preference is given to a student in a transfer-oriented degree program.

The **Chemical Rubber Company Award** is given to a student for outstanding scholastic achievement in Chemistry.

The **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.

The **Montgomery County Deputy Sheriffs' Association Scholarship** is given to a student who has excelled in the study of Criminal Justice and is a resident of Montgomery County.

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



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
Career and Transfer Counseling
Services for Students with Disabilities
Referrals for Community Services
Evening Advisement and Outreach

Academic Placement Testing
Student Retention Services
International Student Services
TRiO Program Advising

Office Hours:

Monday – Thursday 8:00 am - 7:00 pm
Friday 8 am - 4 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 committed considerable effort and resources to maintain a high quality program of academic advisement and registration that offers individual advising appointments for new and continuing students. This personalized approach to advisement has proven to be an effective method for helping students adjust 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.

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. - 7:00 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 Testing

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 test that measures reading comprehension, writing, and mathematics. Non-matriculated students wishing to enroll in Math and English are also required to take a placement test. The scores from the placement test are not used to determine college admission, but instead are used by academic advisors to make course placement recommendations in the areas of English and Mathematics. Transfer students may also be required to take a placement test.

Students with disabilities who require special testing accommodations should contact the Coordinator of the Learning Center or the Coordinator of Students with Disabilities.

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 COMPASS, 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. We offer career planning assistance and a computerized career guidance system. Career staff members present a series of workshops throughout the academic year. These workshops include resumé and cover letter writing along with interviewing techniques. We can also assist you in the development and revision of your resumé.

The Career Center Resource room has a collection of books, pamphlets, periodicals, videos, and CD’s that relate to career decision making and job search. 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. The Career Lab is located in the Student Development Center, N107. For more information please call 518-736-FMCC (3622).



Transfer Services

The college provides transfer guidance to any student who is interested in pursuing an education after FM. Students can 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.

Throughout the academic year, we have representatives from various colleges on campus to speak with students. The college organizes a Transfer Day where we have several colleges and universities send representatives to our campus on the same day to assist with the transfer process, on average we have over 40 colleges and universities represented. We have one each semester. For more information please call 518-736-FMCC (3622). The Transfer Counselor is located in the Student Development Center, N107.

Transfer Articulation Agreements

SUNY Albany

B.S. in Art, Atmospheric Science/Meteorology, Biology/Biochemistry and Molecular Biology, Chemistry, Computer Science/Computer Science and Applied Mathematics, Economics, English, Foreign Languages: French, Spanish, History/Social Studies (Teacher Education), Mathematics, Philosophy, Physics, Psychology, Rhetoric and Communications, Sociology, Theater, Accounting/Business Administrations, Criminal Justice, Social Welfare

Binghamton University

A.S. Business Administration to B.S. Management or Accounting

Brockport

A.S. Health Physical Education & Recreation to B.S. Physical Education

Buffalo State

A.A. Adolescent Education to B.S. Biology Education

A.A. Adolescent Education to B.S. Chemistry Education

A.A. Adolescent Education to B.S. Math Education

A.A. Childhood Education to B.S. Childhood Education

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.A. Theatre Arts to B.A. Theatre Arts

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.S. Engineering Science to B.S. Electrical Engineering (Electronics)

A.S. Engineering Science to B.S. Electrical Engineering (Smart Grid)

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

Canton

A.A. General Studies to B.B.A. Technology Management
A.A.S. Accounting to B.B.A. Technology Management: Financial Services
A.A.S. Accounting to B.B.A. Technology Management
A.A.S. Business Administration to B.B.A. Technology Management
A.A.S. Business Administration to B.B.A. Technology Management: Financial Services
A.A.S. Criminal Justice to B.T. Public Safety, Criminal Investigation
A.A.S. Business Management to B.B.A. Technology Management: Financial Services

Cazenovia College

A.A.S./A.S./A.A. to B.S. in Liberal Professional Studies
A.A.S. Business Administration to B.P.S. Business Management
A.S. or A.A.S. in Business Administration to a B.P.S. in Sports Medicine

Clarkson

A.S. Engineering Science to B.S. Aeronautical Engineering
A.S. Engineering Science to B.S. Chemical Engineering
A.S. Engineering Science to B.S. Civil Engineering
A.S. Engineering Science to B.S. Electrical Engineering
A.S. Engineering Science to B.S. Mechanical Engineering
A.S. Science to B.S. Biomolecular 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. Human Services to B.S. Psychology
A.A.S. Accounting to B.B.A. Financial Services
A.A.S. Accounting to B.B.A.
A.A.S. Business Administration to B.B.A.
A.A.S. Early Childhood Education to B.S. Childcare and Development
A.S. Business Administration to B.B.A. Technology Management: Financial Services

Delhi

A.A. or A.S. to B.B.A. Business and Technology Management
A.A.S. Construction Technology to B.T. Architectural Design and Building



Any to B.T. Network Administration
A.A.S. Nursing to B.S. Nursing

DeSales University
General Agreement

Eastern Kentucky
A.A.S. Criminal Justice to B.S. Criminal Justice: Corrections
A.A.S. Criminal Justice to B.S. Criminal Justice: Police Studies

Empire State
A.A.S. Nursing to B.S. Nursing
General Agreement

Excelsior
A.A. Human Services to B.S. Psychology
A.A. Human Services to B.S. Sociology
A.A.S. Criminal Justice to B.S. Criminal Justice: Administration
A.A.S. Human Services to B.S. Sociology
A.A.S. Human Services to B.S. Psychology
A.A.S. Nursing to B.S. Nursing
A.A.S. Radiologic Technology to B.S. Health Science
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.S. Business Administration to B.S. Business
A.A.S. Electrical Technology to B.S. Electrical Engineering Technology

Fredonia
A.A. Communication and Media Arts to B.S. Audio and Radio Production
A.A. Communication and Media Arts to B.S. Communication Studies
A.A. Communication and Media Arts to B.S. Media Management
A.A. Communication and Media Arts to B.S. Television and Digital Film Design and Production
A.A. Communication and Media Arts to B.S. Communications

Hartwick
General Agreements- Contact Transfer Advisor for details

Hilbert College
A.A. or A.A.S. Human Services to B.S. Human Services
A.A.S. Accounting to B.S. Accounting
A.A.S. Criminal Justice to B.S. Criminal Justice
A.S. Business Administration to B.S. Business Administration

Life University
Doctor or Chiropractic Program requirements

Lincoln University
General Agreement



Maria College

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

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.A. Theatre Arts to B.A. Theatre

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./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

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. Interdisciplinary Studies in Health Science

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

Saint Rose

A.S. Criminal Justice to B.S. Criminal Justice, Behavior, and Law

A.S. Science to B.S. Medical Technology

Saint Joseph's College of Maine

A.A.S. Radiologic Technology to B.S. Radiologic Science Administration

SUNY EFS

A.S. Science to B.S. Forest Technology

A.S. Science to B.S. Land Surveying Technology

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 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 Mgt
A.S. Science to B.S. Landscape Architecture
A.S. Science to B.S. Natural History and Interpretation
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. Wildlife Science

SUNY IT

A.A.S. Multimedia Technology to B.S. Communication and Information Design
A.A.S. Graphic Communication, Sales and Marketing B.S. Communication and Information Design
A.A.S. Visual Communications Technology (graphic arts and printing) to B.S. Communication and Information Design

UBuffalo

A.A.S. Criminal Justice to B.A. Sociology

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 for B.S. Cardiovascular Profusion
A.A.S. Nursing to B.S. Nursing

Vaughn College

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

Wells College

Any A.A. or A.S. to any B.A. or B.S.

Engineering Science

Any student who successfully completes FM's A.S. degree in Engineering Science will receive two full years of transfer credit upon acceptance at engineering colleges who are members of the Association of Engineering Colleges of New York State.

College of Agriculture and Life Sciences at Cornell University

"Agricultural Sciences, Animal Science, Applied Economics and Management, Atmospheric Science, Biological Engineering, Biometry and Statistics, Communication, Development Sociology, Environmental Engineering, Food Science, Information Science, International Agriculture and Rural Development, Natural Resources, Nutrition Sciences, Plant Sciences, Science of Earth Systems, Science of Natural and Environmental Systems.



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 educational 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.

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 Lab 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.

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.

TRiO Student Support Services

TRiO is a federally funded program designed to assist qualified students to adjust to the college environment, to be successful academically, and to plan and prepare for fruitful careers or transfer to a four-year college. Students who are either first generation college students (neither parent hold a baccalaureate degree), are low income or who have a physical/learning disability qualify. Two thirds of the students we serve at TRiO need to be both first generation college students and low income.

TRiO students can take advantage of tutoring services, assessment of study and learning skills, workshops for academic support, personal development and cultural enrichment. Students can also receive assistance with financial aid, transfer counseling and academic advisement as well as career exploration and guidance. TRiO students also have access to the TRiO Study Lab equipped with computers and learning resources available exclusively to students accepted into the program.

Simply contact the TRiO staff via email at trio@FM.suny.edu, by phone at (518) 736-FMCC (3622) extension 8157 or stop by our offices in the N-107 wing. We will be happy to pre-qualify you, help you fill out your application and get you connected with the many services we offer.

Bookstore

The College Bookstore, located on the lower level of the College Union, is operated by the Fulmont College Association as a service to the student body, faculty, and staff. It provides required textbooks and educational materials. The store, also online, offers many non-academic items. Textbooks may be purchased on-line with a credit card. To access this service refer to the College's website. Earnings are placed in a fund for operational expenses.

Child Care

The Fulton County YMCA operates the FM Playmates Child Care Center providing a high quality, licensed and affordable program for children 18 months 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 am - 5:00 pm 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.



Public Safety

Hours of Operation: The Public Safety Office, located in the Physical Education Building, is open Monday – Thursday from 7:30 a.m. – 11:00 p.m. and Friday 7:30 a.m. – 4:00 p.m. On weekends, the Department of Public Safety is present on campus 24 hours a day.

Safe Walk Teams

During the fall and spring semesters, Safe Walk Teams are available to students, faculty, and staff offering safe walks throughout the campus. Safe Walk Teams report directly to the Officer on duty Monday – Thursday from 7:00 p.m. – 11:00 p.m.

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 24hrs 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) 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 official College publications. Failure to read this catalog does not excuse students from the requirements and regulations herein.

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.

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.

The Evans Library

The Evans Library staff serves the students of FM by providing a variety of resources and services. Books, non-print media, and online resources are available as are professional librarians who provide reference and research assistance. Additional information can be found at <http://fmcc.suny.edu/library> or via email: lib-info@fmcc.suny.edu.

Union Stations

Union Stations is located in the College Union. Breakfast, lunch, and dinner are served seven days a week. Dining services are also available for our residential students on the weekends. The hours of operation are posted at the entrance of Union Stations.



Student Government Association

The Student Government Association (SGA) 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 SGA also acts as a liaison between the student body and the College Administration and Board of Trustees. SGA, through the student activity fee, sponsors the Student Activities Board, the Fulton-Montgomery Athletic Association, and numerous other clubs and organizations.

Participation in SGA is possible as an elected officer, as a student member of a committee, or as a member of an SGA Club or organization. Membership in any club is open to all students. For additional information, visit the SGA Office located on the lower level of the College Union Building or the Student Activities Office on the first floor of the Union.

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

The Student Government 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 Government 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) | GLOW (Gay Straight Alliance) |
| Activities Programming Board | Graphic Arts Club |
| Art Guild | Martial Arts 4 Civic Engagement |
| Athletic Booster Club | Medical Imaging Student Association |
| Book Club | Modern Dance Club |
| Business Students Association | Outdoor Adventure Club |
| Criminal Justice Club | Peer Tutoring Club |
| Communications Club | Res Life |
| DW not I | Rotaract International |
| Early Childhood Club Helping Others (ECCHO) | Society for the study of Modern Visual Culture |
| Electrical Technology | Society for Artists and Writers |
| Engineering Exploration | Student Government Association |
| Fencing Club | Student Nurses Association |
| Film Club | Students of the World |
| Foggy Mountain Players (drama club) | Wall Street Club |
| Fulton-Montgomery Athletic Association (FMAA) | Word of Grace |
| Fulton-Montgomery Scholastic Association (Phi Theta Kappa) | |

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), Department of Social Services and the Veterans Administration. Certification for Veterans also 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 and Bulletins

The Registrar's Office provides forms and materials for students, i.e. registration forms, change of address, change of curriculum, master schedules, procedural bulletins and schedules. Information and forms for compliance with New York State Requirements on Immunization are also available. 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.

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, records them on transcripts, and mails grade reports to students. At the written request of the student, the Registrar will send 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 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.

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.

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 dose 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 of Student Affairs who will report them to the Public Health Offices in Fulton and Montgomery Counties. In cases of outbreak of these diseases, students not immunized for any reason may be excluded from the campus.

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 serving on the Board of Trustees; or a student serving on an official 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, 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 POLICIES

Advisement and Early 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 at a later date decide not to attend the College, 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 appropriate 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. In addition, when a student going into the last semester needs to carry one additional course in order to meet graduation requirements, permission may be granted by the Provost and Vice President for Academic Affairs or the appropriate Academic Dean.

Course and Curriculum 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 classes. 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 through the same procedure except that the instructor’s signature is not required. During the second week of classes, an add-drop may be initiated by the College for reasons of inappropriate placement (overplacement or underplacement) in a course. Approval must be obtained from the appropriate Academic Dean, the advisor, the instructor, and the student for such an administrative add-drop.

Refer to the section titled Concurrent Enrollment Program 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 appropriate 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 appropriate Academic Dean.

Refer to the section titled Concurrent Enrollment 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.

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 withdrawal procedures, will have their financial aid awards recalculated according to the last date of attendance reported by their instructors.

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 concurrent enrollment 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 refund of tuition paid through October 1st. A student enrolled in a spring-semester CHS course may drop the course with a full refund of tuition paid 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.

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. 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 by the Professional Staff 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 two 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 (designated by letters such as EN, FL, HE, MA, NR, PE.) Program requirements with the approval of the Professional Staff 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 procedure must be followed:
 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 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. A student who took a course other than one designated as “S/U” option by the Professional Staff can repeat that course only under the regular letter grades, and the regular letter grade received will be used (irrespective of the “S/U” option grade received earlier) in computing the cumulative index. 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 defined as those 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.

“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.

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.

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 to repeat 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 appropriate 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 approval, these unsatisfactory grades will remain on the transcript, but will be designated “NR” (not required), 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 counseling services, but the ultimate decision on whether to enroll for audit shall be the student’s responsibility. This decision 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.

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).

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.

1. 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.

2. 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.

3. 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. The committee will make a recommendation to the Provost and Vice President for Academic Affairs, who will make the final determination.

Students reinstated through this process will have matriculation restored and be placed on academic probation. Students on academic probation may have accompanying conditions placed on their enrollment.

Application Deadlines

Summer Term — academic probation application and required supporting documentation due five working days prior to the start of classes.

Fall Semester — academic probation application and required supporting documentation due August 1.

Spring Semester — academic probation application and required supporting documentation due five working days prior to the first day of classes.

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).

Academic Alert Letters

Academic alert letters are sent to any student who earns a GPA of less than 2.0 (“C” average). This status does not affect current academic standing and does not appear on the student’s transcript. Students notified of academic alert status are encouraged to make greater efforts to improve academic progress.

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 Office of the Provost and Vice-President for Academic Affairs, 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.

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 complete the Pursuit of Second Degree Approval Form 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.

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 through 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.

Transfer Credit: 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 and registrar to ensure the courses will fulfill graduation requirements. Official pre-approval is recommended through the Transfer Course Approval Form, 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 administered examinations including, but not limited to, the College Level Examination Program (CLEP), the College Board's Advanced Placement (AP) Program, and comparable proficiency programs. Provost and Vice-President for Academic Affairs, in consultation with the appropriate Academic Dean and faculty member, will determine the equivalent content of an examination in relationship to a course offered by the College or one that would be acceptable on a transfer basis from another college. 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.

Learning 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. Students who have enrolled at FM in a certificate or degree program related to their high school program within 2 years following high school graduation and have earned 12 semester hours of college credit

at FM may be eligible for articulated credit. Students who are interested in applying for articulated credit should contact their high school guidance office or the appropriate secondary school teacher to request an articulation validation application. Final determination of credit to be awarded will be made by the appropriate FM department and Academic Dean after the school district/high school instructor has submitted the articulation validation application.

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 what organization to contact to obtain the appropriate records. 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 Provost and Vice-President for Academic Affairs will determine final evaluation of college credit in consultation with the appropriate 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 appropriate Academic Dean by mid-term of the semester previous to the one in which credit will be granted. 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 appropriate 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.

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.

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 appropriate Academic Dean for approval. A student may request a waiver of the physical education requirements for documented medical reasons by submitting a physical education waiver application to the Dean for Business, Technology, & Health Professions with supporting documentation from a physician.

Academic Integrity Policy

Academic integrity refers to a code of values that support and direct the education process. This code is based on legal, ethical, and educational concerns. Education in large part consists of the acquisition and demonstration of knowledge according to acceptable standards. Students must be familiar with these standards and will be held accountable for their use. Not being familiar with these standards is not an excuse for their breach. The following are examples of plagiarism and other unethical academic behaviors:

Violation:

1. Plagiarism: “The appropriation (the use) of another’s intellectual property as your own; using the words or ideas of another without giving credit to that person,” according to Judith Arnold, Carol Poston, Katie Witek.
 - a. Failure to Acknowledge the Source(s) with Citations
Examples include, but are not limited to the following:
 - Key words, unique expressions, phrases, sentences, or paragraphs without the use of quotations
 - significant ideas
 - quoted, paraphrased, or summarized material
 - another person’s data, evidence, or critical method
 - misrepresenting or fabricating academic work
 - using false or misleading citations or sources
 - submission of internet material or purchased papers as one’s own
 - b. Unauthorized use
Examples include, but are not limited to the following:
 - The unauthorized use of copyright material (e.g. software)
2. Cheating
Examples include, but are not limited to the following:
 - Giving or receiving unauthorized information before, during or after an examination
 - The unauthorized use of notes, books, or other aids during an examination
 - Looking at another student’s exam before, during or after the exam.
3. Multiple Submission
Examples include, but are not limited to the following:
 - Submitting material for credit more than one course, without permission from the instructor(s)
4. Sabotage and Theft
Examples include, but are not limited to the following:
 - Damaging academic equipment or materials
 - Theft or sabotage of another person’s academic work or material
5. Unauthorized Collaboration
Examples include, but are not limited to the following:
 - Working with others on a project intended to be completed individually
6. Falsification of Course-Related Assessment Documents
Examples include, but are not limited to the following:
 - Falsifying or altering any academic evaluation form or record
 - Falsifying experimental or computer data

Penalties for Violation of Academic Integrity: A faculty member who has evidence (or reason to believe) that a student has violated the academic integrity policy must notify the student of the infraction and penalty. A faculty member, at his or her discretion, may impose any one or a combination of the following penalties for plagiarism or cheating:

- Warning without further penalty
- Requiring reworking of the paper/assignment
- Lowering the grade of the paper/assignment
- Giving a failing grade for the paper/assignment
- Giving a failing grade on the examination
- Lowering the course grade by one full grade or more
- Giving a failing grade in the course

Other violations identified in the policy are subject to similar penalties.

The faculty member is responsible for keeping documentation on academic integrity violations in his/her courses. A permanent college record is made of a violation whose penalty is giving a failing grade in the course. Notification of course failure due to academic dishonesty will be forwarded to the Office of the Provost and Vice President for Academic Affairs. 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.

Student Appeal Process for Academic Integrity: The student may initiate the following appeals process that must be completed by the end of the next semester:

1. The student will meet with the faculty member to discuss the decision within ten school days of the notification of the infraction.
2. If a resolution to the issue cannot be found, the student may request a meeting with the faculty member and the appropriate dean.
3. If necessary the matter will be forwarded in writing by the student, within ten school days of meeting with the faculty member and dean, to the Grievance Committee through the Office of the Provost and Vice President for Academic Affairs for a hearing of all parties concerned. The Grievance Committee will make a decision/recommendation in writing within ten days of the hearing that will be forwarded to the Provost and Vice President for Academic Affairs.
4. The Provost and Vice President for Academic Affairs will make a final decision and notify all parties in writing of that decision within three school days.

All persons involved will maintain confidentiality at all times. The College shall maintain the records of the Grievance Committee.

(Adapted from Community 4-5, 12-13)

Works Cited: Community Rights and Responsibilities, Albany: State University of New York at Albany, 1998

1 The Grievance Committee will consist of three faculty and two students. The student members will be appointed by the SGA. Two of the faculty members will be elected by the faculty and one appointed by the Provost and Vice President for Academic Affairs. The chair of the Committee will be a faculty member. Terms for faculty members will be three years, but initial appointments will be one each for 1, 2, and 3 years. In the event that a faculty member is personally involved with a case being appealed, the Provost and Vice President for Academic Affairs shall appoint an alternate faculty member to participate in hearing that appeal. In the event that a student member is personally involved in a case being heard, the SGA shall appoint an alternate student member for that particular case.

Academic Regulations

The College has full sets of academic regulations available for review at the circulation desk in the Educational Resources Building 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.



Community Services

In fulfilling the College's mission to maximize the quality of life in Fulton and Montgomery Counties, a variety of opportunities, programs, courses, and services is offered to individuals, businesses, and organizations interested in professional development and advancement, personal growth, and cultural enrichment. Programs are offered year-round at various dates and times.

The Evans Library staff serves the students of FM by providing a variety of resources and services. Books, non-print media, and online resources are available as are professional librarians who provide reference and research assistance. Additional information can be found at <http://fmcc.suny.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 several 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. 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.

- Emergency Medical Services (EMS)** – Emergency Medical Technician (EMT) and Refresher courses are offered in the fall and/or spring semesters at off-campus sites in Fulton and Montgomery counties. Successful completion of the EMT-Basic course and New York State practical skills' and written tests provides official NYS EMT certification. Tuition is free for members of NYS-approved EMS organizations (fire departments and ambulance services).

- Green Technologies** – Various "green" program certifications are offered to assist contractor and construction-oriented careers. These include the Building Analyst program and Envelope training. Specialized photovoltaic and heating-ventilation programs are being considered. These are sponsored through various organizations and agencies, including NYSERDA and the Building Performance Institute (BPI). Tuition reimbursement for up to 50% of training costs may be available.



Summer Youth Programs

•**Youth Enrichment Camps** – 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, horseback riding, spy school, paranormal exploration, magic, cooking, team building, and many more topics.

•**Science-Tech Camp** – A unique opportunity for students entering grades 7-9 to learn about science and technology through a hands on approach. Utilizing the Colleges labs and equipment, students will explore cutting edge technology.

•**Sports Camps** – Various one-week athletic camps are offered in a variety of sports for both males and females.

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).



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.), Graphic Communications Sales and Marketing (A.A.S.) or Media Communication (A.S.) |
| Anthropology | Liberal Arts and Sciences: Science (A.S.) |
| Architecture | Engineering Science (A.S.) |
| Art | Fine Arts (A.S.) |
| Astronomy | Liberal Arts and Sciences: Science (A.S.) |
| Automotive | Automotive Technology (A.A.S.) or General Automotive Services (Certificate) |
| Banking | Business Administration (A.A.S.) |
| Biochemistry | Liberal Arts and Sciences: Science (A.S.) |
| Bioengineering | Engineering Science (A.S.) |
| Biology | Liberal Arts and Sciences: Science (A.S.) |
| Botany | Liberal Arts and Sciences: Science (A.S.) |
| Broadcasting | Media Communication (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.), Business Technology Applications (A.A.S.) or Computer Information Systems (A.A.S.) |
| Carpentry | Construction Technology: Sustainable Building (A.A.S.) |
| Ceramics Engineering | Engineering Science (A.S.) |
| Chemical Engineering | Engineering Science (A.S.) |
| Chemistry | Liberal Arts and Sciences: Science (A.S.) |
| Civil Engineering | Engineering Science (A.S.) |
| Clerk-Typist | Business Applications Specialist (Certificate) |
| Communications | Media Communication (A.S.) |
| Computer-based Training Design | Multimedia (A.A.S.) |
| Computer Engineering | Engineering Science (A.S.) |
| Computer Information Systems | Computer Information Systems (A.A.S.) |
| Computer Operator | Computer Technology (A.A.S.) Computer Systems Specialist (Certificate) |
| 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.) |
| Dentistry | Liberal Arts and Sciences: Science (A.S.) |



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|-------------------------|--|
| 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.), or Early Childhood Education (Teacher Education Transfer) (A.A.) |
| Earth Science | Liberal Arts and Sciences: Science (A.S.) |
| Ecology | Liberal Arts and Sciences: Science (A.S.) |
| Economics | Business Administration (A.S.) |
| Education | Liberal Arts and Sciences: General Studies (A.A.), Science (A.S.) or Childhood Education (Teacher Education Transfer) (A.A.), Early Childhood Education (Teacher Education Transfer) (A.A.), or Adolescence Education (Teacher Education Transfer) (A.A.) |
| Electrical Engineering | Engineering Science (A.S.) |
| Electrical Technology | Electrical Technology (A.A.S.) or Electronics (Certificate) |
| Electrician | Construction Technology: Sustainable Building (A.A.S.) |
| Electronics Engineering | Engineering Science (A.S.) |
| Electronics Technology | Electrical Technology (A.A.S.) or Electronics (Certificate) |
| Elementary Education | Liberal Arts and Sciences: General Studies (A.A.), Science (A.S.) or Childhood Education (Teacher Education Transfer) (A.A.), Early Childhood Education (Teacher Education Transfer) (A.A.) |
| Engineering | Engineering 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. or Certificate) |
| 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.) |
| Forestry | Liberal Arts and Sciences: Science (A.S.) |
| Genetics | Liberal Arts and Sciences: Science (A.S.) |
| Geology | Liberal Arts and Sciences: Science (A.S.) |
| Gerontology | Human Services (A.A.S. or Certificate) |
| Government | General Studies (A.A.) |
| Graphic Arts | Visual Communications Technology (A.A.S.) or Graphic Communications Sales and Marketing (A.A.S.) |
| Health | Nursing (A.A.S.), Liberal Arts and Sciences: General Studies (A.A.) or Health, Physical Education, and Recreation Studies (A.S.) or Liberal Arts and Sciences (A.S.) |
| History | Liberal Arts and Sciences: General Studies (A.A.) |
| Human Services | Human Services (A.A.S. or Certificate) |
| Immunology | Liberal Arts and Sciences: Science (A.S.) |
| Information Science | Computer Information Systems (A.A.S.) or Computer Science (A.S.) |
| Insurance | Business Administration (A.S. or A.A.S.) |



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|---------------------------|---|
| Journalism | Media Communication (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.) or Graphic Communications Sales and Marketing (A.A.S.) |
| Mass Media/Communications | Media Communication (A.S.) |
| Material Science | Liberal Arts and Sciences: Science (A.S.) or Engineering Science (A.S.) |
| Mathematics | Liberal Arts and Sciences: General Studies (A.A.) |
| Mathematics Education | Liberal Arts and Sciences: General Studies (A.S.) or Childhood Education (Teacher Education Transfer) (A.A.), Early Childhood Education (Teacher Education Transfer) (A.A.), or Adolescence Education (Teacher Education Transfer) (A.A.) |
| Mechanical Engineering | Engineering Science (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., A.A. or Certificate) |
| Meteorology | Liberal Arts and Sciences: Science (A.S.) |
| Microbiology | Liberal Arts and Sciences: Science (A.S.) |
| Multimedia | Multimedia Technology (A.A.S.) |
| Music (A.S.) | Liberal Arts and Sciences: General Studies (A.A.) or Theatre Arts |
| Natural Resources | Liberal Arts and Sciences: Science (A.S.) |
| Nursery Education | Early Childhood (A.A.S. or Certificate) or Liberal Arts and Sciences: General Studies (A.A.) or Early Childhood Education (Teacher Education Transfer) (A.A.) |
| Nursing | Nursing (A.A.S.) |
| Nutrition | Liberal Arts and Sciences: Science (A.S.) |
| Oceanology | Liberal Arts and Sciences: Science (A.S.) |
| Office Administration | Business Technology and Applications (A.A.S.) Business Applications Specialist (Certificate) |
| Pathology | Liberal Arts and Sciences: Science (A.S.) |
| Personnel | Business Administration (A.S. or A.A.S.) |
| Pharmacology | Liberal Arts and Sciences: Science (A.S.) |
| Philosophy | Liberal Arts and Sciences: General Studies (A.A.) |
| Physical Education | Health, Physical Education, and Recreation Studies (A.S.) |
| Physical Therapy | Liberal Arts and Sciences: Science (A.S.) or Health, Physical Education, and Recreation Studies (A.S.) |
| Physics | Liberal Arts and Sciences: Science (A.S.) or Engineering Science (A.S.) |



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|----------------------------|---|
| Plumbing | Construction Technology: Sustainable Building (A.A.S.) |
| Political Science | Liberal Arts and Sciences: General Studies (A.A.) |
| Printing Technology | Visual Communications Technology (A.A.S.) or Graphic Communications Sales and Marketing (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.) |
| Radio Broadcasting | Media Communication (A.S.) |
| Radiologic Technology | Radiologic Technology (A.A.S.) |
| Recreation | Health, Physical Education, and Recreation Studies (A.S.) |
| Retailing | Business Administration (A.A.S. or A.S.) |
| Robotics | Electrical Technology (A.A.S.) |
| Sales | Business Administration (A.A.S. or A.S.) or Graphic Communications Sales and Marketing (A.A.S.) |
| Science Education | Liberal Arts and Sciences: Science (A.S.) or Childhood Education (Teacher Education Transfer) (A.A.), Early Childhood Education (Teacher Education Transfer) (A.A.), or Adolescence Education (Teacher Education Transfer) (A.A.) |
| Secondary Education | Liberal Arts and Sciences: General Studies (A.A.) or Mathematics, Science (A.S.) or Adolescence (Teacher Education Transfer) (A.A.) |
| Secretarial Science | Business Technology and Applications (A.A.S.) Business Applications Specialist (Certificate) |
| Social Work | Human Services (A.A.S. or Certificate) |
| Sociology | Liberal Arts and Sciences: General Studies (A.A.) |
| Special Education | Liberal Arts and Sciences: General Studies (A.A.) or Childhood Education (Teacher Education Transfer) (A.A.), Early Childhood Education (Teacher Education Transfer) (A.A.), or Adolescence Education (Teacher Education Transfer) (A.A.) |
| Speech | Media Communication (A.S.) |
| Statistics | Liberal Arts and Sciences: General Studies (A.A.) |
| Substance Abuse Counseling | Human Services (A.A.S., A.A. or Certificate) |
| Support Specialist | Computer Systems Specialist (Certificate) |
| Systems Analysts | Computer Information Systems (A.A.S.) Computer Science (A.S.) |
| Telecommunications | Electrical Technology (A.A.S.) or Electronics (Certificate) |
| Television Broadcasting | Media Communication (A.S.) |
| Theater | Theatre Arts (A.S.) or 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.) |
| Video Production | Media Communication (A.S.) |
| Web Design | Multimedia Technology (A.A.S.) Computer Information Systems (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.

| | | | |
|--|-------------|---------------|------|
| | | HEGIS | APC |
| FULTON-MONTGOMERY COMMUNITY COLLEGE | | 0765 | 77 |
| | | | |
| A.A. DEGREE PROGRAMS | DEGREE | HEGIS | APC |
| Liberal Arts and Sciences: Adolescence Education | A.A. | 5649.00 | 1804 |
| Liberal Arts and Sciences: Childhood Education | A.A. | 5649.00 | 1802 |
| Liberal Arts and Sciences: Early Childhood Education | A.A. | 5649.00 | 1803 |
| Liberal Arts and Sciences: General Studies | A.A. | 5649.00 | 0250 |
| Human Services | A.A. | 5506.00 | 1175 |
| | | | |
| A.S. DEGREE PROGRAMS | | | |
| Business: Business Administration | A.S. | 5004.00 | 0671 |
| Computer Science | A.S. | 5101.00 | 0532 |
| Criminal Justice | A.S. | 5500.00 | 1100 |
| Engineering Science | A.S. | 5609.00 | 0530 |
| Fine Arts..... | A.S. | 5610.00 | 1648 |
| Liberal Arts and Sciences: Science..... | A.S. | 5649.00 | 0220 |
| Health, Physical Education and Recreation Studies | A.S. | 5299.30 | 1130 |
| Media Communication | A.S. | 5008.00 | 1173 |
| Theatre Arts | A.S. | 5610.00 | 0695 |
| | | | |
| A.A.S. DEGREE PROGRAM—TECHNOLOGIES | | | |
| Automotive Technology | A.A.S. | 5306.00 | 0525 |
| Computer Information Systems | A.A.S. | 5103.00 | 0581 |
| Computer Technology | A.A.S. | 5104.00 | 0559 |
| Construction Technology: Sustainable Building | A.A.S. | 5317.00 | 0540 |
| Electrical Technology | A.A.S. | 5310.00 | 0555 |
| Graphic Communications Sales and Marketing | A.A.S. | 5012.00 | 1461 |
| Multimedia Technology..... | A.A.S. | 5008.00 | 1388 |
| Visual Communications Technology: Graphic Arts Printing .. | A.A.S. | 5012.00 | 0677 |



A.A.S. DEGREE PROGRAM—BUSINESS

| | | | | |
|--|------------|---------|-------|------|
| Business: Accounting..... | A.A.S..... | 5002.00 | ..... | 0630 |
| Business: Business Administration | A.A.S..... | 5004.00 | ..... | 0632 |
| Business Technology and Applications | A.A.S..... | 5005.00 | ..... | 1921 |
| Medical Administrative Assistant..... | A.A.S..... | 5005.00 | ..... | 1176 |

A.A.S. DEGREE PROGRAM—PUBLIC AFFAIRS AND SERVICES

| | | | | |
|----------------------------|------------|---------|-------|------|
| Criminal Justice | A.A.S..... | 5505.00 | ..... | 0640 |
| Early Childhood | A.A.S..... | 5503.00 | ..... | 0605 |
| Human Services | A.A.S..... | 5501.00 | ..... | 0604 |
| Nursing | A.A.S..... | 5208.00 | ..... | 0622 |
| Radiologic Technology..... | A.A.S..... | 5207.00 | ..... | 0628 |

A.O.S. DEGREE PROGRAMS

| | | | | |
|-------------------------|------------|---------|-------|------|
| Individual Studies..... | A.O.S..... | 5699.00 | | 0688 |
|-------------------------|------------|---------|-------|------|

CERTIFICATE PROGRAMS (One Year)

| | | | | |
|--|-------------------|---------|-------|------|
| Business Applications Specialist | Certificate | 5005.00 | ..... | 1778 |
| Computer Systems Specialist..... | Certificate | 5104.00 | ..... | 1596 |
| Early Childhood | Certificate | 5503.00 | ..... | 0968 |
| Electronics..... | Certificate | 5510.00 | ..... | 1061 |
| General Automotive Services..... | Certificate | 5306.00 | ..... | 1733 |
| General Education | Certificate | 5699.00 | ..... | 0985 |
| Human Services | Certificate | 5501.00 | ..... | 0949 |
| Individual Studies..... | Certificate | 5699.00 | ..... | 0987 |
| Multimedia Technology..... | Certificate | 5008.00 | ..... | 1389 |
| Teaching Assistant..... | Certificate | 5503.00 | ..... | 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 21 credit hours or seven of the ten categories of the SUNY General Education requirements as part of their Associate’s degree at Fulton-Montgomery Community College. 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 Sciences (N) | Social Sciences (S) | United States History (U) | Western Civilization (W) | Other World Civilizations (O) | Humanities (H) | The Arts (A) | Foreign Languages (F) | Basic Communication (C) |
|--------------------|-------------------------|------------------------|------------------------------|-----------------------------|----------------------------------|-------------------|-----------------|--------------------------|----------------------------|
| MAT 110 | BIO 170 | ECO 282 | HIS 105 ³ | HIS 103 | ART 106 | ENG 150 | ART 100 | ASL 101 ¹ | ENG 103 |
| MAT 120 | BIO 171 | ECO 283 | HIS 106 ³ | HIS 104 | HIS 101 | ENG 200 | ART 101 | ASL 102 ¹ | ENG 104 |
| MAT 125 | BIO 272 | ENG 140 | HIS 287 ² | HIS 296 | HIS 102 | ENG 210 | ART 102 | CHI 101 | ENG 128 |
| MAT 130 | BIO 273 | POL 101 | HIS 293 ² | | | ENG 231 | ART 103 | CHI 102 | |
| MAT 140 | CHM 173 | POL 280 | HIS 295 ² | | | ENG 232 | ART 115 | FRE 101 | |
| MAT 165 | CHM 174 | PSY 101 | | | | ENG 233 | ART 116 | FRE 102 | |
| MAT 170 | PHY 171 | SOC 101 | | | | ENG 234 | ART 125 | FRE 201 | |
| MAT 175 | SCI 131 | SOC 200 | | | | ENG 235 | ART 150 | FRE 202 | |
| | SCI 135 | SOC 210 | | | | ENG 239 | ART 160 | GER 101 | |
| | SCI 136 | | | | | ENG 243 | ART 175 | GER 102 | |
| | SCI 137 | | | | | ENG 244 | ART 225 | ITA 101 | |
| | SCI 139 | | | | | ENG 245 | ART 230 | SPA 101 | |
| | SCI 143 | | | | | ENG 250 | ART 245 | SPA 102 | |
| | SCI 144 | | | | | HUM 170 | MUS 102 | SPA 201 | |
| | SCI 145 | | | | | HUM 171 | THR 101 | SPA 202 | |
| | SCI 146 | | | | | HUM 180 | THR 102 | | |
| | SCI 161 | | | | | PHI 150 | THR 110 | | |
| | SCI 162 | | | | | PHI 258 | THR 120 | | |
| | SCI 170 | | | | | PHI 260 | THR 201 | | |
| | SCI 181 | | | | | | | | |

¹ Only for Early Childhood Education, Human Services, Criminal Justice majors, and Childhood Education (Teacher Education Transfer) (A.A.), Early Childhood Education (Teacher Education Transfer) (A.A.), or Adolescence Education (Teacher Education Transfer) (A.A.).

² For students scoring above 84 percent on NYS Regents in American History.

³ For all students.



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. |
| English courses | ENG 103, ENG 104, ENG 128, ENG 132, ENG 140, ENG 150, ENG 200, ENG 210, ENG 222, ENG 231, ENG 232, ENG 233, ENG 234, ENG 235, ENG 239, ENG 243, ENG 244, ENG 245, ENG 250, ENG 257. |
| Foreign Language courses | CHI 101, CHI 102, FRE 101, FRE 102, FRE 201, FRE 202, GER 101, GER 102, ITA 101, SPA 101, SPA 102, SPA 201, SPA 202 (ASL 101 and ASL 102 - meet Foreign Language requirements only in specified programs.) |
| Humanities courses | HUM 170, HUM 171, HUM 180, PHI 150, PHI 258, PHI 260. |
| Theatre courses | THR 101, THR 102, THR 250. |

INTERDISCIPLINARY HONORS SEMINAR:

HNS 291.

MATHEMATICS ELECTIVES:

MAT All (except MAT 020, MAT 040, MAT 100).

SCIENCE ELECTIVES:

BIO, CHM, PHY, SCI All (except SCI 129).

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.

AUTOMOTIVE TECHNOLOGY (A.A.S.) APC — 0525

This program is designed to prepare students with hands-on experience and skills for participation in the automotive field. Through classroom, laboratory, and off-campus experiences, students will be introduced to emerging computer and electronic technology, and alternative fuel systems. 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, tool set, 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, motor cycle, 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.
- 6) Identify current trends in the automotive industry to include alternative fuel technologies.

FIRST YEAR

| | |
|--|--|
| AUT 101 Introduction to Automotive Technology . 3 | AUT 103 Automotive Electrical Systems .....3 |
| AUT 102 Automotive Engines and Support Systems 3 | AUT 104 Automotive Chassis Systems .....3 |
| ENG 103 English I 3 | CIS 105 Computer Applications .....3 |
| SCI 161 Introduction to Physics I 3 | SCI 162 Introduction to Physics II .....3 |
| Mathematics Elective ¹ 3-4 | Liberal Arts Elective ².....3 |
| 15-16 | Physical Education <u>1</u> |
| | 16 |

SECOND YEAR

| | |
|--|--|
| AUT 201 Intro to Automotive Body Technology 3 | AUT 203 Alternative Motor Fuels. ....3 |
| AUT 202 Automotive Engine Powertrain Service and Performance 3 | AUT 204 Current Automotive Trends and Seminar. 1 |
| ENG 127 Technical/Professional Writing or | PSY 101 General Psychology .....3 |
| BUS 137 Business Communication 3 | INT 292 Internship .....2 |
| Liberal Arts Elective ² 3 | Liberal Arts Elective ².....3 |
| Restricted Elective ³ 3 | Restricted Elective ³ <u>3</u> |
| Physical Education <u>1</u> | 15 |
| 16 | |

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

¹Math placement depending upon preparation, competence at level of MAT 100 Technical Mathematics or higher required. May not include MAT 110

²Recommend SCI 131 Environmental Physics.

³Restricted Electives – any course with an ELT, CIS, or BUS designator.

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

**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.

ONE-YEAR CERTIFICATE

| | |
|---|----------|
| AUT 101 Introduction to Automotive Technology | 3 |
| AUT 102 Automotive Engines and Support Systems..... | 3 |
| ENG 103 English I | 3 |
| Mathematics Elective ¹ | 3-4 |
| CIS 105 Computer Applications..... | <u>3</u> |
| | 15-16 |
| | |
| AUT 103 Automotive Electrical Systems..... | 3 |
| AUT 104 Automotive Chassis Systems..... | 3 |
| INT 292 Internship..... | 2 |
| Restricted Elective ² | 3 |
| Restricted Elective ² | 2-3 |
| CLC 112 Career Search..... | <u>1</u> |
| | 15 |

¹Math placement depending upon preparation, competence at level of MAT 100 or higher required (not MAT 110).

²Restricted Elective - any course with an ELT, CIS, or BUS designator.

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

Minimum of 30 semester hours 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, finance, and business skills needed to succeed in both the private and public sectors of the economy. The program will provide students with an overview of the structure and functions of accounting, business, and finance as well as the communication, math, and computer skills necessary for the business world today.

Core accounting courses prepare the student with the specialized accounting terminology, concepts and applications present in the fields of financial, managerial, cost, and tax accounting.

The program is designed to prepare students for employment upon graduation. Students may also decide to continue their studies at four-year institutions and beyond. Consultation with an academic advisor is recommended and available to students wishing to pursue higher educational goals.

PROGRAM LEARNING OUTCOMES

To prepare students:

- 1) To demonstrate an integrated understanding of business administration, through foundation skills in accounting, finance, economics, marketing, management, mathematics, statistics, and computer technology.
- 2) For Associate’s degrees in Business: Business Administration or Business: Accounting.
- 3) To demonstrate effective oral and written communication , problem-solving, and decision-making skills.
- 4) To demonstrate a sound understanding of the social, political, legal, technological, and global influences in business issues.
- 5) To demonstrate a sound understanding of professional ethical conduct and decision-making.

FIRST YEAR

| | | | |
|---|----------|-------------------------------------|------------|
| ENG 103 English I | 3 | ENG 104 English II | 3 |
| BUS 101 Principles of Business | 3 | ACC 102 Managerial Accounting | 4 |
| BUS 103 Mathematics of Business Finance | 3 | ECO 282 Macroeconomics..... | 3 |
| ACC 101 Financial Accounting | 4 | Science Elective | 3 |
| CIS 105 Computer Applications..... | <u>3</u> | MAT 150 or higher..... | <u>3-4</u> |
| | 16 | | 16-17 |

SECOND YEAR

| | | | |
|--|----------|--|----------|
| ACC 201 Intermediate Accounting I | 4 | ACC 202 Intermediate Accounting II | 4 |
| BUS 207 Business Law I | 3 | Social Science Elective | 3 |
| BUS Restricted Elective ¹ | 3 | ACC 218 Federal Income Tax..... | 3 |
| Liberal Arts Elective ² | 3 | BUS 208 Business Law II..... | 3 |
| Business Elective ³ | 3 | Physical Education | <u>1</u> |
| Physical Education | <u>1</u> | | 14 |
| | 17 | | |

¹Restricted BUS 262, ACC 137, ECO 283 or BUS Internship.

²ECO 283 is highly recommended for students who desire to continue their business education at a four-year institution.

³Business Electives may be chosen from any non-required course with an ACC, BUS or ECO prefix.

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

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

The Business Administration Program is designed to prepare our 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, finance, human resource management, and business law. Exposure to these concepts provides our 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. Students may also decide to continue their studies at four-year institutions and beyond. Students who plan to continue on to four-year institutions may want to consider FM’s Associate in Science degree in Business: Business Administration. Consultation with an academic advisor is recommended for students within higher educational goals.

Beginning Fall semester 2010, students may pursue this degree program either on campus or fully online.

PROGRAM LEARNING OUTCOMES

To prepare students:

- 1) To demonstrate an integrated understanding of business administration, through foundation skills in accounting, finance, economics, marketing, management, mathematics, statistics, and computer technology.
- 2) For Associate’s degrees in Business: Business Administration or Business: Accounting.
- 3) To demonstrate effective oral and written communication , problem-solving, and decision-making skills.
- 4) To demonstrate a sound understanding of the social, political, legal, technological, and global influences in business issues.
- 5) To demonstrate a sound understanding of professional ethical conduct and decision-making.

FIRST YEAR

| | | | |
|--|----------|---|------------|
| ENG 103 English I | 3 | ENG 104 English II | 3 |
| BUS 101 Principles of Business | 3 | ACC 102 Managerial Accounting | 4 |
| BUS 103 Mathematics of Business Finance..... | 3 | BUS 141 Marketing..... | 3 |
| ACC 101 Financial Accounting | 4 | ECO 180 Introduction to Economics..... | 3 |
| CIS 105 Computer Applications..... | <u>3</u> | Mathematics Elective ¹ | <u>3-4</u> |
| | 16 | | 16-17 |

SECOND YEAR

| | | | |
|--|----------|---|----------|
| BUS 207 Business Law I | 3 | BUS 151 Human Resource Management | 3 |
| BUS 205 Principles of Management..... | 3 | BUS 203 Introduction to Finance..... | 3 |
| Business Elective ² | 3 | Business Elective ² | 3 |
| Social Science Elective ³ | 3 | Business Elective ² | 3 |
| Science Elective ⁴ | 3-4 | Liberal Arts Elective | 3 |
| Physical Education | <u>1</u> | Physical Education | <u>1</u> |
| | 16-17 | | 16 |

¹Mathematics Elective may be fulfilled by completing MAT 110 or higher.

²Business Electives may be chosen from any non-required course with an ACC, BUS or ECO prefix.

³Social Science Elective may be fulfilled by completing any course beginning with one of the following prefixes: HIS, POL, PSY, SOC or ECO.

⁴Science Elective may be fulfilled by completing any course beginning with one of the following prefixes: BIO, CHM, PHY, or

SCI. SCI 129 does not satisfy lab science graduation requirement.

Minimum of 64 semester hours required to complete this program, which must include 20 semester hours of Liberal Arts and Sciences, plus two different physical 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 or Accounting. 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 finance, marketing, business management, or business education, and begin that specialization at FM.

Beginning Fall semester 2010, students may pursue this degree program either on campus or fully online.

PROGRAM LEARNING OUTCOMES

To prepare students:

- 1) To demonstrate an integrated understanding of business administration, through foundation skills in accounting, finance, economics, marketing, management, mathematics, statistics, and computer technology.
- 2) For Associate’s degrees in Business: Business Administration or Business: Accounting.
- 3) To demonstrate effective oral and written communication , problem-solving, and decision-making skills.
- 4) To demonstrate a sound understanding of the social, political, legal, technological, and global influences in business issues.
- 5) To demonstrate a sound understanding of professional ethical conduct and decision-making.

FIRST YEAR

| | | | |
|--|----------|--|----------|
| ENG 103 English I | 3 | ENG 104 English II | 3 |
| ACC 101 Financial Accounting | 4 | ACC 102 Managerial Accounting | 4 |
| ECO 282 Macroeconomics. | 3 | ECO 283 Microeconomics | 3 |
| MAT 125 Statistics | 3 | Math Elective ¹ | 4 |
| Social Science Elective ² | <u>3</u> | Liberal Arts Elective ³ | <u>3</u> |
| | 16 | | 17 |

SECOND YEAR

| | | | |
|--|----------|--|----------|
| BUS 207 Business Law I | 3 | Business Elective..... | 3 |
| CIS Elective | 3 | Liberal Arts Elective ³ | 6 |
| Business Elective | 3 | Elective ⁴ | 3 |
| Liberal Arts Elective ³ | 3 | Physical Education | <u>1</u> |
| Science Elective ³ | 3-4 | | 13 |
| Physical Education | <u>1</u> | | |
| | 16-17 | | |

¹MAT 140 Precalculus math level or higher (many colleges require Calculus).
²SOC 101, PSY 101, or general education approved course in (U), (W), or (O) recommended.
³General Education approved course recommendation.
⁴Business course is recommended, including CIS 105.

BUS, CIS and other electives should be chosen on the basis of the requirements of the four-year institution to which transfer is anticipated. BUS 208 recommended for accounting transfer majors.

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

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



**BUSINESS TECHNOLOGY AND APPLICATIONS (A.A.S.)
APC — 1921**

This program prepares students with the necessary foundation to work in today’s technology-intensive business environment. Students will develop and utilize business support skills, including office systems, business communications, human relations, and computer applications, using Microsoft® Office.

PROGRAM LEARNING OUTCOMES

Students will:

- 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 | ENG 104 English II. | 3 |
| BTA 134 Information Processing ¹ | 3 | BTA 244 Advanced Microsoft® Word | 3 |
| CIS 105 Computer Applications | 3 | BTA 139 Business Systems Applications..... | 3 |
| BTA 137 Introduction to Business Technology | 3 | BUS 103, ACC 100, or ACC 101 | 3-4 |
| Liberal Arts Elective..... | <u>3</u> | Restricted Career Elective ² | <u>3</u> |
| | 15 | Physical Education | <u>1</u> |
| | | | 16-17 |

SECOND YEAR

| | | | |
|--|----------|--|----------|
| BUS 137 Business Communication | 3 | CLC 200 Career Search | 1 |
| BUS 205 Principles of Management..... | 3 | PSY 291 General Psychology | 3 |
| MAT Elective ³ | 3-4 | BTA 249 Business Systems Practicum or | |
| BTA 248 Integrated Software Applications | 3 | BUS 299 Internship..... | 2 |
| Liberal Arts Elective..... | 3 | Liberal Arts Elective | 3 |
| Physical Education | <u>1</u> | DMT 103 Web Page Design and Digital Illustration or | |
| | 16-17 | DMT 111 Multimedia Technology | 3 |
| | | Restricted Career Elective ² | <u>3</u> |
| | | | 15 |

¹Depending on preparation, BTA 133 (one credit) may be required prior to BTA 134. Completion of BTA 134 is required for graduation.

²Restricted career electives may include any course with a ACC, BUS, CIS, DMT, and MED, prefix and any other BTA non-required course (not BTA 133).

³MAT 110 or higher.

Minimum of 62 semester hours required for graduation, which must include 20 semester hours of Liberal Arts and Sciences, plus two different physical 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.

ONE-YEAR CERTIFICATE

| | |
|---|----|
| ENG 103 English I | 3 |
| BTA 134 Information Processing ¹ | 3 |
| BTA 137 Introduction to Business Technology | 3 |
| CIS 105 Computer Applications | 3 |
| Restricted Career Elective ² | 3 |
| | 15 |
| | |
| BTA 244 Advanced Microsoft® Word | 3 |
| BUS 137 Business Communication | 3 |
| BTA 139 Business Systems Applications | 3 |
| Restricted Career Elective ² | 3 |
| Restricted Career Elective ² | 3 |
| | 15 |

Minimum of 30 credits are required to complete this program.

¹Depending on preparation, BTA 133 (1 credit) may be required prior to BTA 134. Completion of BTA 134 is required for graduation.

²Restricted career electives may include any course with an ACC, BUS, CIS, DMT, MED prefix and any other BTA non-required course (not BTA 133).

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, working with hardware, software, and information 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.

Morrisville State University offers Dual Admission for the Bachelor’s degree in Information Systems. For more information, meet with FM’s Transfer Counselor.

PROGRAM LEARNING OUTCOMES

Students will:

- 1) Develop software solutions for client, server, and web applications.
- 2) Acquire, implement, support, and utilize networks.
- 3) Acquire, implement, support, and utilize hardware.
- 4) Acquire, implement, support, and utilize software.
- 5) Provide project management, in a personal and professional environment.
- 6) Maintain professional development and adapt to the ever-changing Information Technology industry.

FIRST YEAR

| | |
|--|--|
| ENG 103 English I 3 | ENG 104 English II 3 |
| CIS 105 Computer Applications 3 | CIS 112 Advanced Applications 3 |
| CIS 115 Programming Logic and Design 3 | CIS 129 Visual Basic Programming 3 |
| Social Science Elective ¹ 3 | CIS 240 Hardware Concepts 3 |
| Mathematics Elective ² 3-4 | Restricted Elective ³ 3-4 |
| Physical Education <u>1</u> | Physical Education <u>1</u> |
| 16-17 | 16-17 |

SECOND YEAR

| | |
|---|--|
| CIS 160 Database Design and Programming 3 | CIS 131 Java Programming 3 |
| CIS 170 Web Site Development 3 | CIS 230 Internet Programming 3 |
| CIS 235 System Analysis and Design 3 | CIS 236 System Development and Implementation .3 |
| CIS 241 Networking Concepts 3 | CIS 289 Professional Development Seminar or |
| Liberal Arts Elective ⁴ <u>3</u> | IN 292 Internship..... 2 |
| 15 | Science Elective ⁵ 3-4 |
| | Liberal Arts Elective ⁴ <u>3</u> |
| | 17-18 |

¹Social Science Electives - see catalog listing.

²MAT 120 or higher. Not MAT 125

³Restricted Electives include: ACC 101, BUS 101, BUS 141, BUS 151, BUS 203 or BUS 205. Other Restricted Electives may include any course with a CAD, COT, DMT, ELT, prefix and any other CIS non-required course. See advisor.

⁴Liberal Arts Electives-see catalog listing.

⁵Science Elective: SCI 129 does not satisfy lab science graduation requirement.

Minimum of 64 semester hours required to complete this program, which must include 20 semester hours of Liberal Arts and Sciences, plus two different physical 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 or who will seek immediate employment. The program emphasizes a theoretical understanding of computers, in combination with procedural object-oriented languages.

PROGRAM LEARNING OUTCOMES

Students will:

- 1) Develop software solutions for client, server, and web applications.
- 2) Acquire, implement, support, and utilize software.
- 3) Provide project management, in a personal and professional environment.
- 4) Maintain professional development and adapt to the ever-changing Information Technology industry.

FIRST YEAR

| | |
|--|--|
| ENG 103 English I 3 | ENG 104 English II .....3 |
| CIS 105 Computer Applications 3 | CIS 129 Visual Basic Programming .....3 |
| CIS 115 Programming Logic and Design 3 | MAT 175 Analytic Geometry and Calculus II .....4 |
| MAT 170 Analytic Geometry and Calculus I 4 | Liberal Arts Elective ² .....3 |
| Science Elective ¹ <u>3-4</u> | Science Elective ¹ <u>3-4</u> |
| 16-17 | 16-17 |

SECOND YEAR

| | |
|--|---|
| CIS 125 C++ Programming 3 | CIS 131 Java Programming .....3 |
| CIS 235 Systems Analysis and Design 3 | CIS Elective ³ .....3 |
| Mathematics Elective ² 3-4 | Electives ² .....6 |
| Social Science Elective ² 3 | Social Science Elective ² .....3 |
| Liberal Arts Electives ² 3 | Physical Education <u>1</u> |
| Physical Education <u>1</u> | 16 |
| 16-17 | |

¹Science elective: SCI 129 does not satisfy lab science graduation requirement.

²Refer to transfer institution requirements. Electives should be selected to conform to the program requirements of the college or university to which the student plans to transfer.

³CIS Recommended Electives are CIS 160, CIS 170, CIS 230 or CIS 236.

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

Minimum of 64 semester hours required to complete this program, which must include 30 semester hours of Liberal Arts and Sciences, plus two different physical 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:

- 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 | ENG 104 English II or | |
| ELT 125 Electricity I..... | 4 | ENG 127 Technical English | 3 |
| CIS 115 Programming Logic and Design..... | 3 | COT 132 Cisco II..... | 4 |
| COT 131 Cisco I..... | 4 | ELT 229 Electronics I | 4 |
| MAT Elective ¹ | <u>4</u> | MAT Elective ¹ | 4 |
| | 18 | Physical Education | <u>1</u> |
| | | | 16 |

SECOND YEAR

| | | | |
|-----------------------------------|----------|--|----------|
| COT 133 Cisco III..... | 4 | COT 134 Cisco IV | 4 |
| ELT 132 Digital Electronics | 4 | ELT 236 Microprocessors | 4 |
| Physics ² | 3-4 | Physics ² | 3-4 |
| Social Science Elective | 3 | CIS 125 C++ Programming or | |
| Physical Education | <u>1</u> | CIS 129 Visual Basic Programming | 3 |
| | 15-16 | Social Science Elective | <u>3</u> |
| | | | 17-18 |

¹MAT 120 or higher, not MAT 125.

²Choose Physics sequence from SCI 161 and SCI 162, 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 66 semester hours required to complete this program, which must include 20 semester hours of Liberal Arts and Sciences, plus two different physical education courses.

COMPUTER SYSTEMS SPECIALIST (Certificate)
APC — 1596

The one-year Computer Systems Specialist Program is designed for students who plan to enter the workforce as soon as possible. The program prepares students to maintain the contemporary hardware and operating systems commonly found in business and industry. It provides a foundation for pursuing industry-wide certifications.

NOTE: Program Prerequisite: CIS 105 Computer Applications.

ONE-YEAR CERTIFICATE

Spring

| | |
|--|----------|
| CIS 170 Web Site Development | 3 |
| CIS 240 Hardware Concepts..... | 3 |
| Business Elective ¹ | 3 |
| Computer Science Elective ² | <u>3</u> |
| | 12 |

Fall

| | |
|---|----------|
| ENG 103 English I or | |
| BUS 137 Business Communication..... | 3 |
| MAT 100 Technical Math or Higher | 3-4 |
| CIS 112 Advanced Applications..... | 3 |
| CIS 115 Programming Logic and Design..... | 3 |
| CIS 241 Networking Concepts | <u>3</u> |

15-16

¹Business Elective should be selected in consultation with advisor.

²Computer Science Elective may be selected from any non-required CIS course (not CIS 105). Discuss with advisor.

Internship is recommended.

Certificate requires 27-28 semester hours required to complete this program.

**CONSTRUCTION TECHNOLOGY: SUSTAINABLE BUILDING (A.A.S.)
APC — 0540**

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:

- 1) Identify the wide range of construction career opportunities beyond “pounding nails.”
- 2) Identify and apply OSHA safety standards and practices for the safe operation and use of equipment and tools related to framing carpentry, masonry, plumbing, and electrical wiring tools and equipment.
- 3) Apply construction principles and methods in the selection and use of natural and man-made construction materials and processes.
- 4) Demonstrate entry-level construction skills in all areas of the program that are needed to meet the local and regional employment needs for residential and light commercial construction.
- 5) Use computer technology to organize, estimate, and present construction projects and plans.

FIRST YEAR

| | | | |
|--|------------|--|----------|
| ENG 103 English I | 3 | ENG 104 English II | 3 |
| CST 101 Construction Safety (if needed)..... | 1 | CST 104 Blueprint Reading and Estimating | 3 |
| CST 102 Introduction to Construction | 3 | CST 105 Introduction to Framing..... | 3 |
| CST 103 Site Layout and Preparation..... | 3 | CST 128 Building Technology | 3 |
| CIS 105 Computer Applications..... | 3 | Liberal Arts Elective ² | <u>6</u> |
| Mathematics Elective ¹ | <u>3-4</u> | | 18 |
| | 15-17 | | |

SECOND YEAR

| | | | |
|--|----------|---|----------|
| CST 206 Interior/Exterior Finishes..... | 3 | CST 207 Commercial Construction..... | 3 |
| CST 226 Residential Plumbing..... | 3 | CST 231 Solar Applications for Residential Homes .. | 3 |
| CST 229 Residential Wiring..... | 3 | CST 232 Sustainable Building | 3 |
| CAD 180 Intermediate Architectural Drawing | 3 | SCI 162 Introduction to Physics II | 3 |
| SCI 161 Introduction to Physics I | 3 | Social Science Elective | 3 |
| Physical Education | <u>1</u> | Physical Education | <u>1</u> |
| | 16 | | 16 |

¹Math placement depending upon preparation, competence at level of MAT 100 or higher required, excluding MAT 110.

²SCI 131 is recommended.

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

Minimum of 65 semester hours required to complete this program, which must include 20 semester hours of Liberal Arts and Sciences, plus two different physical education courses.

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:

- 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 <u>or</u> ENG 127 Technical English .. | 3 |
| CRJ 101 Introduction to Criminal Justice..... | 3 | POL 204 Constitutional Law | 3 |
| CRJ 103 Criminal Law | 3 | CIS 105 Computer Applications | 3 |
| SOC 101 Introduction to Sociology..... | 3 | PSY 101 General Psychology | 3 |
| CRJ 121 Introduction to Corrections | <u>3</u> | Mathematics Elective ¹ | <u>3-4</u> |
| | 15 | | 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 | 3 |
| SOC 209 Criminology..... | 3 | Science Elective ³ | 3-4 |
| SOC 225 Professional Ethics | 3 | Physical Education | <u>1</u> |
| Physical Education | <u>1</u> | | 15-16 |
| | 16 | | |

¹MAT 110 or higher, MAT 120 recommended.

²Recommended Electives: CRJ 105, CRJ 107, CRJ 123, CRJ 260, PSY 270, SOC 208, SOC 212.

³Science Electives: SCI 135, SCI 161, SCI 170 recommended. SCI 129 does not satisfy lab science graduation requirement.

Minimum of 61 semester hours required to complete this program, which must include 20 semester hours of Liberal Arts and Sciences, plus two different physical 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. Students will complete all ten of the SUNY General Education Requirements over the course of the program.

PROGRAM LEARNING OUTCOMES

Students will:

- 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 | 3-4 |
| CRJ 121 Introduction to Corrections..... | 3 | POL 204 Constitutional Law | 3 |
| SOC 101 Introduction to Sociology..... | <u>3</u> | PSY 101 General Psychology | 3 |
| | 15 | Physical Education | <u>1</u> |
| | | | 16-17 |

SECOND YEAR

| | | | |
|---|----------|--|----------|
| Criminal Justice Electives ² | 3 | Restricted Electives ⁴ | 6 |
| Foreign Language Elective ³ | 3 | General Education Electives ⁵ | 6 |
| Science Elective ³ | 3-4 | Mathematics ⁶ <i>or</i> Science Elective..... | 3-4 |
| SOC 209 Criminology..... | 3 | Physical Education | <u>1</u> |
| SOC 225 Professional Ethics | <u>3</u> | | 16-17 |
| | 15-16 | | |

¹MAT 130 or higher, students should consult intended transfer institution for specific requirements.

²Criminal Justice Electives: CRJ 105, CRJ 107, CRJ 112, CRJ 113, CRJ 260, CRJ 298-299 (Requires Permission of Instructor)

³Students must choose a General Education Approved Course.

⁴Restricted Electives: POL 101, POL 211, PSY 240, PSY 250, PSY 270, SOC 137, SOC 200, SOC 208 SOC 210, SOC 212, SOC 220.

⁵Students must choose two distinct General Education Approved Courses from two different areas among the following: Art, American History, Humanities, Other World Civilization, or Western Civilization.

⁶MAT 125 or higher.

Minimum of 62 semester hours required to complete this program, which must include 30 semester hours of Liberal Arts and Sciences, plus two different physical 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:

- 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 | ENG 104 English II | 3 |
| EDU 171 Introduction to Early Childhood Education. | 3 | EDU 180 Safety, Health, and Nutrition | 3 |
| PSY 101 General Psychology | 3 | EDU 185 Early Childhood Curriculum..... | 3 |
| Mathematics ¹ | 3-4 | PSY 210 Child Development..... | 3 |
| Elective ² | 3 | Science ¹ | 3-4 |
| Physical Education | 3 | Physical Education | 1 |
| | 16-17 | | 16-17 |

SECOND YEAR

| | | | |
|---|----|--|-------|
| SOC 101 Sociology | 3 | Education Elective ³ | 3 |
| EDU 298 Early Childhood Practicum | 4 | EDU 299 Early Childhood Practicum | 4 |
| Education Elective ³ | 3 | Humanities or Social Science Elective ² | 3 |
| Humanities Elective ² | 3 | Mathematics or Science Elective ¹ | 3-4 |
| Elective ² | 3 | Elective ² | 3 |
| | 16 | | 16-17 |

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

²Recommended electives: Humanities: SPA 101, SPA 102, SPA 201, SPA 202
Social Science: PSY 240, SOC 210
Open electives: HLT 135, HLT 136, HUD 110, HUS 215

³EDU Electives: EDU 225, EDU 250, EDU 280, EDU 293, ENG 222.

Minimum of 64 semester hours required to complete this program, which must include 20 semester hours of Liberal Arts and Sciences, plus two different physical 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.

ONE-YEAR CERTIFICATE

| | |
|---|----------|
| ENG 103 English I | 3 |
| EDU 171 Introduction to Early Childhood Education | 3 |
| EDU 185 Early Childhood Curriculum..... | 3 |
| Education Elective ¹ | <u>3</u> |
| | 12 |

Summer Session

| | |
|---|----------|
| EDU 298 Early Childhood Practicum | 4 |
| PSY 101 General Psychology | <u>3</u> |
| | 7 |

| | |
|---|----------|
| EDU 180 Safety, Health and Nutrition in Early Childhood | 3 |
| Education Elective ¹ | 3 |
| EDU 299 Early Childhood Practicum | 4 |
| PSY 210 Child Development..... | <u>3</u> |
| | 13 |

¹Education Electives: EDU 225, EDU 250, EDU 280, EDU 293, ENG 222.

Minimum of 32 semester hours 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:

- 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 |
| MAT Elective ¹ | 4 | ELT 131 Industrial Automation and Robotics I..... | 3 |
| CIS 105 Computer Applications..... | 3 | ELT 229 Electronics I | 4 |
| Social Science Elective | <u>3</u> | MAT Elective ¹ | <u>4</u> |
| | 18 | | 17 |

SECOND YEAR

| | | | |
|---|----------|---|----------|
| CAD 174 Computer Aided Drafting..... | 3 | ENG 104 English II or EN 127 Technical English . | 3 |
| ELT 230 Electronics II | 3 | ELT 232 Nanotechnology and Integrated Circuits.. | 3 |
| ELT 231 Industrial Automation and Robotics II ... | 3 | ELT 234 Telecommunications | 3 |
| Liberal Arts Elective..... | 3 | ELT 236 Microprocessors | 4 |
| Physics ² | 3-4 | Physics ² | 3-4 |
| Physical Education | <u>1</u> | Physical Education | <u>1</u> |
| | 16-17 | | 17-18 |

¹MAT 120 or higher, not MAT 125.

²Choose Physics sequence from SCI 161 and SCI 162, or PHY 171 and PHY 172.

Students planning to transfer should see an advisor 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 68 semester hours required to complete this program, which must include 20 semester hours of Liberal Arts and Sciences, plus two different physical education courses.



ELECTRONICS (Certificate)
APC — 1061

This program is designed to provide the technical training that is necessary for entry-level employment or further education in the electronics and telecommunications fields.

ONE-YEAR CERTIFICATE

| | |
|--|--------------|
| CIS 105 Computer Applications | 3 |
| ELT 125 Electric Circuit Analysis I | 4 |
| ELT 132 Digital Electronics | 4 |
| Math Elective ¹ | 4 |
| | <u>15</u> |
| Electrical Elective ² | 3-4 |
| ELT 229 Electronics I | 4 |
| ELT 232 Nanotechnology and Integrated Circuits | 3 |
| ELT 234 Telecommunications | 3 |
| | <u>13-18</u> |

¹MAT 100 or higher, not MAT 040, MAT 110.

²Electives include: ELT courses, COT courses, CAD 174.

Minimum of 29 semester hours required to complete this program.

**ENGINEERING SCIENCE (A.S.)****APC — 0530**

The Engineering Science Program closely parallels the first two years of the four-year college and university program in engineering. This enables graduates of the program to transfer, at the junior level, to such institutions and to specialize in any field of engineering. The strong emphasis placed on mathematics and physics also makes the Engineering Science Program the appropriate course of study for those who wish to transfer and continue their studies in physics and applied mathematics.

The interest and motivation of the student are of paramount importance for succeeding in the program. A strong background in high school mathematics and physics is recommended for entrance to the program.

PROGRAM LEARNING OUTCOMES

Students will demonstrate:

- 1) Proficiency in solving engineering problems by applying knowledge of mathematics, physics, chemistry, and engineering.
- 2) Ability to conduct experiments, analyze and interpret observations and data, and communicate the results effectively.
- 3) An understanding of the engineering design process.
- 4) Ability to use software packages relevant to engineering.

FIRST YEAR

| | | | |
|--|----|---|-------|
| ENG 103 English I | 3 | ENG 104 English II | 3 |
| PHY 171 Physics I | 4 | PHY 172 Physics II..... | 4 |
| MAT 170 Analytical Geometry and Calculus I | 4 | MAT 175 Analytical Geometry and Calculus II | 4 |
| CHM 173 Chemistry I | 4 | CHM 174 Chemistry II or Elective ¹ | 3-4 |
| ESC 125 Introduction to Engineering Science ... | 2 | Social Science Elective | 3 |
| | 17 | Physical Education | 1 |
| | | | 18-19 |

SECOND YEAR

| | | | |
|---|----|---|-------|
| ESC 235 Mechanics: Statics | 3 | ESC 236 Mechanics: Dynamics..... | 3 |
| ESC 251 Materials Science | 3 | ESC 281 Electric and Electronic Circuits | 4 |
| PHY 271 Physics III | 4 | MAT 215 Differential Equations | 4 |
| MAT 210 Analytical Geometry and Calculus III | 4 | MAT 220 Linear Algebra or Elective ¹ | 3-4 |
| CIS 125 Computer Programming (C++) ² | 3 | Social Science Elective ² | 3 |
| Physical Education | 1 | | 17-18 |
| | 18 | | |

¹If two electives are chosen, at least one must be from the following: CAD 174, BIO 171, BIO 273, BIO 181, BIO 182. MAT 220 strongly recommended for students planning to transfer to a four-year institution.

²May be taken during the first year.

Students are advised to choose electives that are appropriate to the field of engineering of their major, meeting the requirements of their intended transfer institution.

Minimum of 70 semester hours required to complete this program, which must include 30 semester hours of Liberal Arts and Sciences, plus two different physical education courses.

**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:

- 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 | <u>1</u> | Physical Education | <u>1</u> |
| | 16-17 | | 16-17 |

SECOND YEAR

| | | | |
|--|------------|---|----------|
| ART 125 Painting | 3 | ART 299 Art Seminar | 3 |
| Art Elective ³ | 3 | Art Elective ³ | 3 |
| DMT 112 Digital Design | 3 | Liberal Arts Electives ⁴ | 3 |
| Humanities Elective | 3 | Social Science Electives | <u>6</u> |
| Math ² or Science Elective ¹ | <u>3-4</u> | | 15 |
| | 15-16 | | |

¹Science elective: SCI 129 does not satisfy lab science graduation requirement.

²MAT 110 or higher.

³Art electives may be selected from the following: ART 175, ART 200, ART 225, ART 230, ART 245, ART 275, ART 295, DMT 109, DMT 210, DMT 124, DMT 201, DMT 202, PHI 260.

⁴Electives 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.

Minimum of 62 semester hours required to complete this program, which must include 30 semester hours of Liberal Arts and Sciences, plus two different physical 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 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.

The General Education certificate provides an avenue to meet the qualifications to apply for a New York State High School Equivalency Diploma based on Earned College Credit.

ONE-YEAR CERTIFICATE

| | |
|---|-------|
| English Elective..... | 3 |
| CLC 110 Career Preparation I or | |
| EDR 105 Foundations of College Learning or | |
| EDR 110 Introduction to College Research | 1 |
| Social Science Elective | 3 |
| Mathematics Elective..... | 3-4 |
| Elective ¹ | 3 |
| | 13-14 |

| | |
|---|-------|
| English Elective..... | 3 |
| Science Elective ² | 3-4 |
| Humanities Elective..... | 3 |
| BUS 103 Mathematics of Business Finance or | |
| Elective ³ | 3 |
| Elective ³ | 3 |
| | 15-16 |

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

A minimum of 28 semester hours must be completed.

**GRAPHIC COMMUNICATIONS SALES AND MARKETING (A.A.S.)****APC — 1461**

Graphic images are designed to communicate a variety of messages in modern society. Graphic design generates various types of media advertisements, such as magazine ads, newspapers, and printed materials. Online publishing and creative packaging also integrate the art world with business and technology. The design and marketing of products impacts the buying decisions of the consumer. The focus of the program is to train students in business and graphic design skills to help them to succeed in the graphic communications business world. Integrating digital photography, computers, software, and graphic communications design skills provides students with a solid foundation for employment or transfer in the field of graphic communications media. The program is versatile and allows students to enter the print media and publishing industry through a variety of channels. Business courses and concepts are introduced to bridge digital publishing technology into the advertising and marketing business world. Creative, technical, and business tools are provided to begin careers in print media, advertising, newspaper, marketing and sales. Students can seek positions as print marketing specialists, customer service representatives, print media coordinators, web page designers, and entrepreneurs. Students can transfer to colleges offering four-year degrees in communications, graphic design, marketing, and advertising.

PROGRAM LEARNING OUTCOMES

Students will be able to:

- 1) Understand, process, create, demonstrate proficiency, and facilitate production within the graphic communications industry.
- 2) Acquire contemporary graphic communication jobs skills, creative thought processes, intuitive knowledge and innovative creativity essential for employment or transfer to further higher education.
- 3) Identify and demonstrate proficiency in the printing and publishing industry, in terms of its historical significance and in relation to modern day print media technologies. These technologies include industry segments, such as photography, graphic design, printing production processes, web design, and related industry segments.
- 4) Acquire computer skills and demonstrate proficiency in how to use cross platform computer networks to navigate and troubleshoot MAC and Windows operating systems.
- 5) Acquire software skills, apply, demonstrate proficiency, implement color theory models, determine proper file formats for the color separation process, apply prepress workflow, and relate technical and creative characteristics between various software packages.
- 6) Identify, examine and research new technologies, formulate creative design solutions, apply innovative software utilization, identify industry trends, and identify and craft professional development and employment opportunities.

FIRST YEAR

| | | | |
|--------------------------------------|----|--|-------|
| ENG 103 English I | 3 | ENG 104 English II | 3 |
| DMT 101 Communication Design..... | 3 | DMT 103 Web Page Design and Digital Illustration | 3 |
| DMT 109 Adobe Photoshop® | 3 | DMT 104 Digital Publishing and Typography | 3 |
| ART 150 Two Dimensional Design | 3 | BUS 137 Business Communications..... | 3 |
| BUS 141 Marketing..... | 3 | Mathematics Elective ¹ | 3-4 |
| CIS 105 Computer Applications..... | 3 | Physical Education | 1 |
| | 18 | | 16-17 |

SECOND YEAR

| | | | |
|---------------------------------|----|--|----|
| DMT 201 Digial Photography..... | 3 | DMT 210 Advanced Web Page Design | 3 |
| DMT 205 Graphic Design | 3 | DMT 202 Creative Studio Photography..... | 3 |
| Liberal Arts Elective..... | 3 | DMT 207 Entrepreneurship and Portfolio Seminar . | 3 |
| Liberal Arts Elective..... | 3 | BUS 204 Advertising | 3 |
| Social Science Elective | 3 | Social Science Elective | 3 |
| | 15 | Physical Education | 1 |
| | | | 16 |

¹Mathematics placement dependent upon preparation competence at level of MAT 110 or higher required.

Minimum of 65 semester hours required to complete this program, which must include 20 semester hours of Liberal Arts and Sciences, plus two different physical education courses.

**HEALTH, PHYSICAL EDUCATION, AND RECREATION STUDIES (A.S.)****APC – 1130**

This program is designed for students who plan to transfer and continue their studies in health, physical education, recreation, and related fields. Preparation for a variety of careers, such as the teaching professions, athletic training/sports medicine, coaching, fitness consultant, recreation/sports management, and sports administration, may be initiated with this program.

PROGRAM LEARNING OUTCOMES

Students will be able to:

- 1) Provide a foundation through a core curriculum that will enable students to continue their education at the baccalaureate level.
- 2) Provide a foundation through a core curriculum that will enable students to gain employment in the areas of health, physical education, and recreation.
- 3) Provide students with the necessary knowledge, skills, and attitudes to enable them to live a safe and healthy life.
- 4) Promote health and wellness among all members of the college community and the citizens of the region, through a broad range of curricular offerings and service activities.

FIRST YEAR

| | | | |
|--|------------|-------------------------------------|------------|
| ENG 103 English I | 3 | ENG 104 English II | 3 |
| PED 201 Intro. to Health, Physical Education and Recreation | 3 | CIS 105 Computer Applications | 3 |
| PED Activity | 1 | PED 250 Series | 2 |
| Elective | 3 | HLT 136 Safety and First Aid | 3 |
| PSY 101 General Psychology | 3 | HLT 135 Personal Health | 3 |
| SCI 137 Human Biology or | | Math Elective ¹ | <u>3-4</u> |
| BIO 171 Modern Biology | <u>3-4</u> | | 17-18 |
| | 16-17 | | |

SECOND YEAR

| | | | |
|---|----------|---|------------|
| PED 250 Series or Elective | 2-3 | PED Activities or Health Education Elective or Elective | 3 |
| BIO 181 Anatomy and Physiology ² | 4 | BIO 182 Anatomy and Physiology II ² | 4 |
| Liberal Arts Elective | 3 | Liberal Arts Elective | 3 |
| Liberal Arts Elective | 3 | Elective | 3 |
| Elective | 3-4 | Elective | <u>3-4</u> |
| PED Activity | <u>1</u> | | 16-17 |
| | 16-18 | | |

¹MAT 110 or higher.

²May be taken during the first year.

Students may, based on their career goals and requirements of the transfer institution, prepare for transfer to upper-division majors in Physical Education, Health, Recreation Studies, or Exercise Studies by selecting appropriate elective courses as indicated below:

PHYSICAL EDUCATION: Two PED 250 series courses, four additional PED activity credits and ENG 132.

HEALTH: HLT 125, HLT 235, SCI 129, SOC 137.

EXERCISE STUDIES: ENG 132, CHM 173, CHM 174, HUD 110, SCI 129, MAT 125, PHY 171, PHY 172 (MAT 140 prerequisite and MAT 170 co-requisite).

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

A minimum of 65 credits are required to complete this program, which must include 30 semester hours of Liberal Arts and Sciences, plus two different physical education courses.

HONORS PROGRAM

Program Description

The Honors Program is designed to meet the needs of students who, because of high academic ability, preparation, and motivation, are ready to undertake more rigorous and challenging academic work than that offered in regular courses. Students may take Honors Section Courses and/or the Honors Option within regular courses. The program enriches rather than accelerates the learning process. Students who successfully complete all of the Honors Program requirements will have their transcripts stamped “Honors Concentration degree.”

Admission Criteria

A student must have been admitted to an associate’s degree program at FM. The student must submit the following to the Honors Program Committee: a letter of application to the Honors Program, an academic letter of reference supporting the student’s candidacy, and a recent transcript. Final approval for admission into the Honors Program is at the discretion of the Honors Program Committee.

Program Requirements

Requirements for earning an Honors Concentration degree are admission into the Honors Program, successful completion of three Honors Section Courses or Honors Option Courses, and the Honors Seminar, a cumulative grade point average (GPA) of 3.5 or higher, and satisfaction of all of the requirements for one of the following degrees:

- Associate in Arts
- Associate in Science
- Associate in Applied Science

The preferred method of earning an Honors Concentration degree is to complete three Honors Section Courses, which are three regular catalog courses designated by the College as Honors. A student may complete the requirements for the degree by taking an Honors Option Course in lieu of an Honors Section Course.

Honors Option Course

An Honors Option is an extra element added to an existing course to challenge the student to go beyond course requirements and explore some aspect of the course in greater depth or breadth. It might be a research project, a critical essay, or an investigation of allied material that is not being studied in the course. The approach and content of the Honors Option matters less than the intellectual growth of the student. Successful completion of a course with Honors Option will be identified in the student’s transcript as “Honors Course.” To add an Honors Option to a course, the student must complete the Honors Option Course Form and get approval from both the faculty member who teaches the course and the appropriate Academic Dean. Students must submit the completed Honors Option Course Form to the Registrar’s Office by the tenth week of the semester in which they are taking the course.

Academic Integrity

Any violation of the College’s academic integrity policy as stated in the FM Student Handbook will result in a student’s dismissal from the Honors Program.



**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 and analyze 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.
- 5) Apply the techniques in the theoretical framework of helping.

FIRST YEAR

| | | | |
|--|----------|---|----------|
| ENG 103 English I | 3 | ENG 127 Technical English | 3 |
| HUS 100 Introduction to Human Services | 3 | CIS 105 Computer Applications | 3 |
| PSY 101 General Psychology | 3 | HUS 101 Human Services Interventions | 3 |
| SOC 101 Introduction to Sociology..... | 3 | MAT 125 Statistics or | |
| SPA 101 Elementary Spanish I | 3 | SOC 125 Statistics for the Social Sciences (recommen- | |
| Physical Education | <u>1</u> | ed) or MAT 110 or higher Elective..... | 3-4 |
| | 16 | PSY 200 Developmental Psychology | 3 |
| | | Physical Education | <u>1</u> |
| | | | 16-17 |

SECOND YEAR

| | | | |
|---|----------|--|----------|
| HUS 298 Human Services Internship..... | 4 | HUS 299 Human Services Internship | 4 |
| Elective ¹ | 3 | Elective ¹ | 3 |
| Elective ¹ | <u>3</u> | Human Services Elective ³ | 3 |
| Human Services Elective ³ | 3 | Psychology/Sociology Elective ² | 3 |
| SCI 136 Essentials of Anatomy and Physiology or | | SCI 135 Introductory Biology: Molecules and Cells or | |
| SCI 137 Human Biology | <u>3</u> | SOC 225 Professional Ethics | <u>3</u> |
| | 16 | | 16 |

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

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

³Two from the following Human Service Electives: HUS 211, HUS 212, HUS 213, HUS 214

Minimum of 64 semester hours required to complete this program, which must include 20 semester hours of Liberal Arts and Sciences, plus two different physical 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 and analyze 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 |
| CIS 105 Computer Applications..... | 3 | HIS 106 Survey of American History II | 3 |
| HUS 100 Introduction to Human Services | 3 | HUS 101 Human Service Interventions..... | 3 |
| PSY 101 General Psychology | 3 | PSY 200 Developmental Psychology | 3 |
| SOC 101 Introduction to Sociology..... | 3 | SCI 135 Introduction to Biology or | |
| | 15 | SCI 137 Human Biology or | |
| | | BIO 181 Anatomy and Physiology I..... | 3-4 |
| | | Physical Education | 1 |
| | | | 16-17 |

SECOND YEAR

| | | | |
|--|----|---|----|
| Human Services Elective ¹ | 3 | Human Services Elective ¹ | 6 |
| Humanities Elective ² | 3 | Liberal Arts Elective ³ | 3 |
| MAT 125 Statistics..... | 3 | POL 101 American Political System or | |
| PSY 240 Abnormal Psychology | 3 | POL 280 Public Policy | 3 |
| SOC 200 Diversity in America..... | 3 | PSY 250 Social Psychology or | |
| SOC 210 Sociology of the Family | 3 | SOC 220 Deviant Behavior and Social Control | 3 |
| | 18 | Physical Education | 1 |
| | | | 16 |

¹Human Services Electives: HUS 211, HUS 212, HUS 213, HUS 215

²Humanities Electives: PHI 150, PHI 258, SPA 101, SPA 102, SPA 201, or SPA 202 recommended.

³Liberal 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.

Minimum of 65 semester hours required to complete this program, which must include 45 semester hours of Liberal Arts and Sciences, plus two different physical education courses.

HUMAN SERVICES (Certificate)
APC — 0949

The Human Services Certificate Program is designed for students who want to acquire an academic foundation, along with the skills and perspective needed for working in a human services agency, but are not seeking a two-year degree. The program is flexible, so students may choose some courses and also gain practical experience in a human services agency. Students may build on this base, if, in the future, they decide to pursue an Associate of Arts or Associate of Applied Science degree in Human Services.

ONE-YEAR CERTIFICATE

Summer Session

| | |
|---|----------|
| Elective ¹ | 3 |
| CIS 105 Computer Applications | 3 |
| MAT 125 Statistics or SOC 125 Statistics for the Social Sciences (recommended) <u>or</u> MAT 110 or higher Elective | <u>3</u> |
| | 9 |

First Semester

| | |
|--|----------|
| ENG 103 English I | 3 |
| HUS 100 Introduction to Human Services | 3 |
| HUS 101 Human Service Interventions | 3 |
| PSY 101 General Psychology | 3 |
| SOC 101 Introduction to Sociology..... | <u>3</u> |
| | 15 |

Second Semester

| | |
|--|----|
| ENG 104 English II or ENG 127 Technical English..... | 3 |
| Human Services Elective ² | 3 |
| Human Services Elective ² | 3 |
| HUS 298 Human Services Internship..... | 4 |
| PSY 200 Developmental Psychology..... | 3 |
| | 16 |

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

²Two from the following Human Service Electives: HUS 211, HUS 212, HUS 213, HUS 215

Minimum of 37 semester hours required to complete this program.

INDIVIDUAL STUDIES:

Individual Studies can be of two types:

- 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 can 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: 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 Business, Technology and Health Professions or the Dean of Arts and Sciences.

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 can facilitate a return to college for short-term updating or retraining (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 can combine 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 can be achieved upon completion of a minimum of 60 credits.

PROGRAM LEARNING OUTCOMES

Students will:

- 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:

Restaurant Management

FIRST YEAR

| | | | |
|--|----|---|----|
| CLC 101 Collaborative Career Learning I..... | 8 | CLC 102 Collaborative Career Learning II..... | 8 |
| BUS 101 Principles of Business | 3 | ACC 100 Survey of Accounting | 3 |
| BUS 103 Mathematics of Business Finance..... | 3 | BUS 117 Hospitality Management | 3 |
| CLC 200 Career Success..... | 1 | BUS 141 Marketing..... | 3 |
| CIS 105 Computer Applications..... | 3 | | 17 |
| | 18 | | |

SECOND YEAR

| | | | |
|--|----|--|----|
| CLC 103 Collaborative Career Learning III..... | 8 | CLC 104 Collaborative Career Learning IV | 8 |
| BUS 183 Purchasing or | | CLC 112 Career Search | 1 |
| ACC 101 Financial Accounting | 3 | BUS 151 Human Resource Management | 3 |
| BUS 207 Business Law I | 3 | BUS 153 Supervision..... | 3 |
| BUS 137 Business Communication | 3 | | 15 |
| | 17 | | |

CLC 101, CLC 102, CLC 103 and CLC 104 each entails 180 hours of hands-on, off-campus learning.

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 Business, Technology and Health Professions.



INDIVIDUAL STUDIES: Collaborative Career Learning (Certificate)

APC – 0987

In this innovative approach to career learning, students learn career skills in fields in which jobs are available locally. 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 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.

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 Health | 3 |
| HLT 136 First Aid and Safety | 3 | CIS 105 Computer Applications | 3 |
| MED 283 Medical Terminology | 3 | CLC 112 Career Search | <u>1</u> |
| CLC 200 Career Success..... | <u>1</u> | | 15 |
| | 18 | | |

Program Total: 33 credits.

A partial listing of Collaborative Career Learning fields which have led to an Individual Studies Certificate include but are not limited to:

- | | |
|---------------------------------|---|
| Accounting Clerk | Insurance Office Assistant |
| Banking | Medical Assistant |
| Computer Operator | Medical Records and Health Information Technician |
| Dental Assistant | Pharmacy Technician |
| Desktop Publishing | Phlebotomist |
| Electrician’s Helper | Physical Therapy Aide |
| Floral Design/Retail Management | Retail Management |
| Help Desk Support | Veterinary Assistant |

(May change from semester to semester.)

**LIBERAL ARTS AND SCIENCES: ADOLESCENCE EDUCATION (A.A.)
APC — 1804**

This program is designed to provide the basic curriculum elements, along with a professional component, to prepare students for transfer into teacher certification programs at SUNY four-year institutions. The program directly complies with the SUNY transfer templates for articulation. The students must select a concentration area and work with an academic advisor to ensure concentration course sequencing and adherence with SUNY templates.

PROGRAM LEARNING OUTCOMES

Refer to the SUNY General Education Course Learning Outcomes page that follows the SUNY General Education Approved Courses page.

Professional Core, students will demonstrate understanding of:

- 1) Historical perspectives of education.
- 2) Outside sociological problems that impact students in today’s schools.
- 3) Political, legal, and financial aspects of education.

Below is a representative sequence of courses. Depending on the concentration selected by the student, the semester/course sequences will vary.

FIRST YEAR

| | | | |
|--|-------|--|-------|
| ENG 103 English I | 3 | ENG 104 English II | 3 |
| CIS 105 Computer Applications | 3 | EDU 175 Foundations of Education..... | 3 |
| PSY 101 General Psychology | 3 | PSY 220 Adolescent Psychology..... | 3 |
| Concentration Elective ¹ | 3-4 | Concentration Elective ¹ | 3 |
| Foreign Language Elective ² | 3 | Foreign Language Elective ² | 3 |
| | 15-16 | | 15-16 |

SECOND YEAR

| | | | |
|--|-------|--|-------|
| Mathematics Elective ³ | 3 | Natural Science Elective ³ | 3 |
| Concentration Elective ¹ | 3 | Concentration Elective ¹ | 3 |
| Fine Arts Elective ⁴ | 3-4 | American History Elective ³ | 3-4 |
| Western Civilization Elective ³ | 3 | Humanities Elective ³ | 3 |
| SOC 101 Introduction to Sociology..... | 3 | World Civilization Elective ³ | 3 |
| Physical Education | 1 | Physical Education | 1 |
| | 16-18 | | 16-17 |

¹Concentration electives are listed on the next page and may be used to satisfy General Education distribution requirements where appropriate.

²Foreign Language requirement must be selected from the FM Approved General Education list.

³Courses must be selected from the FM Approved General Education list.

⁴Fine Arts Elective must be selected from the Liberal Arts Elective List and the FM Approved General Education List.

EDU 201 Introduction to Teaching is recommended.

The student will be required to complete all ten General Education requirements at the two-year level.

Minimum of 62 semester hours required to complete this program, including 45 hours in Liberal Arts and Sciences, plus two different physical education courses.

ADOLESCENCE EDUCATION MAJOR/ CONCENTRATIONS

Biology

| | | |
|---------|----------------------|--------|
| BIO 171 | Modern Biology | 4 s.h. |
| BIO 282 | Microbiology | 4 s.h. |
| CHM 173 | General Chemistry I | 4 s.h. |
| CHM 174 | General Chemistry II | 4 s.h. |

Chemistry

| | | |
|---------|----------------------------|--------|
| CHM 173 | General Chemistry I | 4 s.h. |
| CHM 174 | General Chemistry II | 4 s.h. |
| MAT 170 | Analytic Geo. and Calc. I | 4 s.h. |
| MAT 175 | Analytic Geo. and Calc. II | 4 s.h. |

Earth Science

| | | |
|---------|----------------------|--------|
| SCI 143 | Earth Systems | 3 s.h. |
| SCI 144 | Ancient Earth | 3 s.h. |
| SCI 146 | Our Solar System | 3 s.h. |
| CHM 173 | General Chemistry I | 4 s.h. |
| CHM 174 | General Chemistry II | 4 s.h. |

English

| | | |
|---------|------------------------|--------|
| ENG 103 | English I | 3 s.h. |
| ENG 104 | English II | 3 s.h. |
| ENG 222 | Children's Literature | 3 s.h. |
| ENG 233 | American Literature I | 3 s.h. |
| ENG 234 | American Literature II | 3 s.h. |

History/Social Science

| | | |
|---------|---------------------------|--------|
| HIS 105 | American History I | 3 s.h. |
| HIS 106 | American History II | 3 s.h. |
| POL 101 | American Political System | 3 s.h. |
| ECO 282 | Macroeconomics | 3 s.h. |
| ECO 283 | Microeconomics | 3 s.h. |

Mathematics

| | | |
|---------|-----------------------------|--------|
| MAT 170 | Analytic Geo. and Calc. I | 4 s.h. |
| MAT 175 | Analytic Geo. and Calc. II | 4 s.h. |
| MAT 210 | Analytic Geo. and Calc. III | 4 s.h. |
| MAT 220 | Linear Algebra | 3 s.h. |

Physics

| | | |
|---------|-----------------------------|--------|
| PHY 171 | Physics I | 4 s.h. |
| PHY 172 | Physics II | 4 s.h. |
| MAT 170 | Analytic Geo. and Calc. I | 4 s.h. |
| MAT 175 | Analytic Geo. and Calc. II | 4 s.h. |
| MAT 210 | Analytic Geo. and Calc. III | 4 s.h. |

State University of New York Teacher Education Transfer Template

The SUNY Teacher Education Transfer Template (TETT) is a State University of New York System articulation project that is designed to facilitate transfer between participating SUNY Associate Degree-Granting Institutions (ADGIs) and those SUNY baccalaureate campuses with teacher education programs. This is consistent with the Chancellor's initiative, *A New Vision in Teacher Education* (<http://www.suny.edu/provost>). The goal is both to eliminate course incompatibilities that can hinder student progress and to simplify advisement at all of the campuses involved in teacher education. The TETT project calls for a model AA or AS curriculum, consisting of three components for students aspiring to earn Bachelor's degrees, with recommendation for NYS teacher certification in Childhood, Early Childhood Education, or Adolescence Education:

- General Education Core: complete SUNY-GER, plus an additional three credits of Foreign Language (33 credit hours);
- Major or Concentration: at present the TETT project web site covers coursework in seven majors/concentrations – Biology, Chemistry, Earth Science, English, History/Social Studies, Mathematics, Physics (12-18 credit hours); and
- Pedagogical Core: one Psychology course (Child or Adolescent) and Foundations of Education (6 credit hours).

When a SUNY ADGI student completes these three components within a particular sequence of coursework, s/he is assured that the represented coursework will transfer to one of the SUNY designated campuses that offer baccalaureate teacher education programs. The TETT project is a SUNY System articulation initiative and therefore assures that a transferring student's coursework is accepted as a whole, if the student meets the criteria for admission to a parallel program at a participating SUNY baccalaureate campus. The TETT project does not guarantee admission to a particular teacher education baccalaureate program or institution. Information pertaining to the admission requirements for participating senior college programs is provided as part of the guidance on the TETT web site, <http://www.suny.edu/EducationTransfer>. Students are also advised to visit the web pages of teacher education campuses of interest, accessible from this site.

**LIBERAL ARTS AND SCIENCES: CHILDHOOD EDUCATION (A.A.)
APC — 1802**

This program is designed to provide the basic curriculum elements, along with a professional component, to prepare students for transfer into teacher certification programs at SUNY four-year institutions. The program directly complies with the SUNY transfer templates for articulation. The students must select a concentration area and work with an academic advisor to ensure concentration course sequencing and adherence with SUNY templates.

PROGRAM LEARNING OUTCOMES

Refer to the SUNY General Education Course Learning Outcomes page that follows the SUNY General Education Approved Courses page.

Professional Core, students will demonstrate understanding of:

- 1) Historical perspectives of education.
- 2) Outside sociological problems that impact students in today’s schools.
- 3) Political, legal, and financial aspects of education.

Below is a representative sequence of courses. Depending on the concentration selected by the student, the semester/course sequences will vary.

FIRST YEAR

| | | | |
|--|-------|--|-------|
| ENG 103 English I | 3 | ENG 104 English II | 3 |
| CIS 105 Computer Applications | 3 | EDU 175 Foundations of Education..... | 3 |
| PSY 101 General Psychology | 3 | PSY 210 Child Development..... | 3 |
| Concentration Elective ¹ | 3-4 | Concentration Elective ¹ | 3 |
| Foreign Language Elective ² | 3 | Foreign Language Elective ² | 3 |
| | 15-16 | | 15-16 |

SECOND YEAR

| | | | |
|--|-------|--|-------|
| Mathematics Elective ³ | 3 | Natural Science Elective ³ | 3 |
| Concentration Elective ¹ | 3 | Concentration Elective ¹ | 3 |
| Fine Arts Elective ⁴ | 3-4 | American History Elective ³ | 3-4 |
| Western Civilization Elective ³ | 3 | Humanities Elective ³ | 3 |
| SOC 101 Introduction to Sociology..... | 3 | World Civilization Elective ³ | 3 |
| Physical Education | 1 | Physical Education | 1 |
| | 16-18 | | 16-17 |

¹Concentration electives are listed on the next page and may be used to satisfy General Education distribution requirements where appropriate.

²Foreign Language requirement must be selected from the FM Approved General Education list.

³Courses must be selected from the FM Approved General Education list.

⁴Fine Arts Elective must be selected from the Liberal Arts Elective List and the FM Approved General Education List.

EDU 201 Introduction to Teaching is recommended.

The student will be required to complete all ten General Education requirements at the two-year level.

Minimum of 62 semester hours required to complete this program, including 45 hours in Liberal Arts and Sciences, plus two different physical education courses.

CHILDHOOD/EARLY CHILDHOOD MAJOR/CONCENTRATIONS

Biology

| | | |
|---------|----------------------|--------|
| BIO 171 | Modern Biology | 4 s.h. |
| BIO 282 | Microbiology | 4 s.h. |
| CHM 173 | General Chemistry I | 4 s.h. |
| CHM 174 | General Chemistry II | 4 s.h. |

Chemistry

| | | |
|---------|----------------------------|--------|
| CHM 173 | General Chemistry I | 4 s.h. |
| CHM 174 | General Chemistry II | 4 s.h. |
| MAT 170 | Analytic Geo. and Calc. I | 4 s.h. |
| MAT 175 | Analytic Geo. and Calc. II | 4 s.h. |

Earth Science

| | | |
|---------|----------------------|--------|
| SCI 143 | Earth Systems | 3 s.h. |
| SCI 144 | Ancient Earth | 3 s.h. |
| SCI 146 | Our Solar System | 3 s.h. |
| CHM 173 | General Chemistry I | 4 s.h. |
| CHM 174 | General Chemistry II | 4 s.h. |

English

| | | |
|---------|------------------------|--------|
| ENG 103 | English I | 3 s.h. |
| ENG 104 | English II | 3 s.h. |
| ENG 222 | Children's Literature | 3 s.h. |
| ENG 233 | American Literature I | 3 s.h. |
| ENG 234 | American Literature II | 3 s.h. |

General Science

| | | |
|---------|----------------------|--------|
| BIO 171 | Modern Biology | 4 s.h. |
| SCI 143 | Earth Systems | 3 s.h. |
| SCI 144 | Ancient Earth | 3 s.h. |
| SCI 146 | Our Solar System | 3 s.h. |
| SCI 161 | Intro. to Physics I | 3 s.h. |
| SCI 162 | Intro. to Physics II | 3 s.h. |
| CHM 173 | General Chemistry I | 4 s.h. |
| CHM 174 | General Chemistry II | 4 s.h. |

History/Social Science

| | | |
|---------|---------------------------|--------|
| HIS 105 | American History I | 3 s.h. |
| HIS 106 | American History II | 3 s.h. |
| POL 101 | American Political System | 3 s.h. |
| ECO 282 | Macroeconomics | 3 s.h. |
| ECO 283 | Microeconomics | 3 s.h. |

Mathematics

| | | |
|---------|-----------------------------|--------|
| MAT 170 | Analytic Geo. and Calc. I | 4 s.h. |
| MAT 175 | Analytic Geo. and Calc. II | 4 s.h. |
| MAT 210 | Analytic Geo. and Calc. III | 4 s.h. |
| MAT 220 | Linear Algebra | 3 s.h. |

Physics

| | | |
|---------|-----------------------------|--------|
| PHY 171 | Physics I | 4 s.h. |
| PHY 172 | Physics II | 4 s.h. |
| MAT 170 | Analytic Geo. and Calc. I | 4 s.h. |
| MAT 175 | Analytic Geo. and Calc. II | 4 s.h. |
| MAT 210 | Analytic Geo. and Calc. III | 4 s.h. |

State University of New York Teacher Education Transfer Template

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- General Education Core: complete SUNY-GER, plus an additional three credits of Foreign Language (33 credit hours);
- Major or Concentration: at present the TETT project web site covers coursework in seven majors/concentrations – Biology, Chemistry, Earth Science, English, History/Social Studies, Mathematics, Physics (12-18 credit hours); and
- Pedagogical Core: one Psychology course (Child or Adolescent) and Foundations of Education (6 credit hours).

When a SUNY ADGI student completes these three components within a particular sequence of coursework, s/he is assured that the represented coursework will transfer to one of the SUNY designated campuses that offer baccalaureate teacher education programs. The TETT project is a SUNY System articulation initiative and therefore assures that a transferring student's coursework is accepted as a whole, if the student meets the criteria for admission to a parallel program at a participating SUNY baccalaureate campus. The TETT project does not guarantee admission to a particular teacher education baccalaureate program or institution. Information pertaining to the admission requirements for participating senior college programs is provided as part of the guidance on the TETT web site, <http://www.suny.edu/EducationTransfer>. Students are also advised to visit the web pages of teacher education campuses of interest, accessible from this site.



**LIBERAL ARTS AND SCIENCES: EARLY CHILDHOOD EDUCATION (A.A.)
APC — 1803**

This program is designed to provide the basic curriculum elements, along with a professional component, to prepare students for transfer into teacher certification programs at SUNY four-year institutions. The program directly complies with the SUNY transfer templates for articulation. The students must select a concentration area and work with an academic advisor to ensure concentration course sequencing and adherence with SUNY templates.

PROGRAM LEARNING OUTCOMES

Refer to the SUNY General Education Course Learning Outcomes page that follows the SUNY General Education Approved Courses page.

Professional Core, students will demonstrate understanding of:

- 1) Historical perspectives of education.
- 2) Outside sociological problems that impact students in today's schools.
- 3) Political, legal, and financial aspects of education.

Below is a representative sequence of courses. Depending on the concentration selected by the student, the semester/course sequences will vary.

FIRST YEAR

| | | | |
|--|----------|--|----------|
| ENG 103 English I | 3 | ENG 104 English II | 3 |
| CIS 105 Computer Applications | 3 | EDU 175 Foundations of Education..... | 3 |
| PSY 101 General Psychology | 3 | PSY 210 Child Development..... | 3 |
| Concentration Elective ¹ | 3-4 | Concentration Elective ¹ | 3 |
| Foreign Language Elective ² | <u>3</u> | Foreign Language Elective ² | <u>3</u> |
| | 15-16 | | 15-16 |

SECOND YEAR

| | | | |
|--|----------|--|----------|
| Mathematics Elective ³ | 3 | Natural Science Elective ³ | 3 |
| Concentration Elective ¹ | 3 | Concentration Elective ¹ | 3 |
| Fine Arts Elective ⁴ | 3-4 | American History Elective ³ | 3-4 |
| Western Civilization Elective ³ | 3 | Humanities Elective ³ | 3 |
| SOC 101 Introduction to Sociology..... | 3 | World Civilization Elective ³ | 3 |
| Physical Education | <u>1</u> | Physical Education | <u>1</u> |
| | 16-18 | | 16-17 |

¹Concentration electives are listed on the next page and may be used to satisfy General Education distribution requirements where appropriate.

²Foreign Language requirement must be selected from the FM Approved General Education list.

³Courses must be selected from the FM Approved General Education list.

⁴Fine Arts Elective must be selected from the Liberal Arts Elective List as well as the FM Approved General Education List.

EDU 201 Introduction to Teaching is recommended.

The student will be required to complete all ten General Education requirements at the two-year level.

Minimum of 62 semester hours required to complete this program, including 45 hours in Liberal Arts and Sciences, plus two different physical education courses.

CHILDHOOD/EARLY CHILDHOOD MAJOR/CONCENTRATIONS

Biology

| | | |
|---------|----------------------|--------|
| BIO 171 | Modern Biology | 4 s.h. |
| BIO 282 | Microbiology | 4 s.h. |
| CHM 173 | General Chemistry I | 4 s.h. |
| CHM 174 | General Chemistry II | 4 s.h. |

Chemistry

| | | |
|---------|----------------------------|--------|
| CHM 173 | General Chemistry I | 4 s.h. |
| CHM 174 | General Chemistry II | 4 s.h. |
| MAT 170 | Analytic Geo. and Calc. I | 4 s.h. |
| MAT 175 | Analytic Geo. and Calc. II | 4 s.h. |

Earth Science

| | | |
|---------|----------------------|--------|
| SCI 143 | Earth Systems | 3 s.h. |
| SCI 144 | Ancient Earth | 3 s.h. |
| SCI 146 | Our Solar System | 3 s.h. |
| CHM 173 | General Chemistry I | 4 s.h. |
| CHM 174 | General Chemistry II | 4 s.h. |

English

| | | |
|---------|------------------------|--------|
| ENG 103 | English I | 3 s.h. |
| ENG 104 | English II | 3 s.h. |
| ENG 222 | Children's Literature | 3 s.h. |
| ENG 233 | American Literature I | 3 s.h. |
| ENG 234 | American Literature II | 3 s.h. |

General Science

| | | |
|---------|----------------------|--------|
| BIO 171 | Modern Biology | 4 s.h. |
| SCI 143 | Earth Systems | 3 s.h. |
| SCI 144 | Ancient Earth | 3 s.h. |
| SCI 146 | Our Solar System | 3 s.h. |
| SCI 161 | Intro. to Physics I | 3 s.h. |
| SCI 162 | Intro. to Physics II | 3 s.h. |
| CHM 173 | General Chemistry I | 4 s.h. |
| CHM 174 | General Chemistry II | 4 s.h. |

History/ Social Science

| | | |
|---------|---------------------------|--------|
| HIS 105 | American History I | 3 s.h. |
| HIS 106 | American History II | 3 s.h. |
| POL 101 | American Political System | 3 s.h. |
| ECO 282 | Macroeconomics | 3 s.h. |
| ECO 283 | Microeconomics | 3 s.h. |

Mathematics

| | | |
|---------|-----------------------------|--------|
| MAT 170 | Analytic Geo. and Calc. I | 4 s.h. |
| MAT 175 | Analytic Geo. and Calc. II | 4 s.h. |
| MAT 210 | Analytic Geo. and Calc. III | 4 s.h. |
| MAT 220 | Linear Algebra | 3 s.h. |

Physics

| | | |
|---------|-----------------------------|--------|
| PHY 171 | Physics I | 4 s.h. |
| PHY 172 | Physics II | 4 s.h. |
| MAT 170 | Analytic Geo. and Calc. I | 4 s.h. |
| MAT 175 | Analytic Geo. and Calc. II | 4 s.h. |
| MAT 210 | Analytic Geo. and Calc. III | 4 s.h. |

State University of New York Teacher Education Transfer Template

The SUNY Teacher Education Transfer Template (TETT) is a State University of New York System articulation project that is designed to facilitate transfer between participating SUNY Associate Degree-Granting Institutions (ADGIs) and those SUNY baccalaureate campuses with teacher education programs. This is consistent with the Chancellor's initiative, A New Vision in Teacher Education (<http://www.suny.edu/provost>). The goal is both to eliminate course incompatibilities that can hinder student progress and to simplify advisement at all of the campuses involved in teacher education. The TETT project calls for a model AA or AS curriculum, consisting of three components for students aspiring to earn Bachelor's degrees, with recommendation for NYS teacher certification in Childhood, Early Childhood Education, or in Adolescence Education:

- General Education Core: complete SUNY-GER, plus an additional three credits of Foreign Language (33 credit hours);
- Major or Concentration: at present the TETT project web site covers coursework in seven majors/concentrations – Biology, Chemistry, Earth Science, English, History/Social Studies, Mathematics, Physics (12-18 credit hours); and
- Pedagogical Core: one Psychology course (Child or Adolescent) and Foundations of Education (6 credit hours).

When a SUNY ADGI student completes these three components within a particular sequence of coursework, s/he is assured that the represented coursework will transfer to one of the SUNY designated campuses that offer baccalaureate teacher education programs. The TETT project is a SUNY System articulation initiative and therefore assures that a transferring student's coursework is accepted as a whole, if the student meets the criteria for admission to a parallel program at a participating SUNY baccalaureate campus. The TETT project does not guarantee admission to a particular teacher education baccalaureate program or institution. Information pertaining to the admission requirements for participating senior college programs is provided as part of the guidance on the TETT web site, <http://www.suny.edu/EducationTransfer>. Students are also advised to visit the web pages of teacher education campuses of interest, accessible from this site.



**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 a Liberal Arts and Sciences: Adolescence Education, Childhood Education, or Early Childhood Education Associate in Arts degree. The program fulfills the college credit hour requirement for a New York State Level III Teaching Assistant Certificate.

ONE-YEAR CERTIFICATE

| | |
|---|-------|
| CIS 105 Computer Applications | 3 |
| EDU 175 Foundations of Education | 3 |
| ENG 103 English I | 3 |
| MAT Elective ¹ | 3-4 |
| PSY 101 General Psychology | 3 |
| | 15-16 |
| | |
| EDU 201 Introduction to Teaching | 1 |
| ENG 104 English II | 3 |
| General Education Elective ² | 3 |
| Science Elective ³ | 3-4 |
| PSY 210 Child Development or | |
| PSY 220 Adolescent Development | 3 |
| | 13-14 |

¹MAT 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.

²Students 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)

³Students should select a science elective from the Approved General Education course list.

A minimum of 28 semester hours are required to complete this program.

**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.

Beginning Fall semester 2010, students may pursue this degree program either on campus or fully online.

PROGRAM LEARNING OUTCOMES

Refer to the SUNY General Education Course Learning Outcomes page that follows the SUNY General Education Approved Courses page.

FIRST YEAR

| | | | |
|--|----------|--|----------|
| ENG 103 English I | 3 | ENG 104 English II | 3 |
| Social Science Elective | 3 | Social Science Elective | 3 |
| Mathematics Elective | 3-4 | Science Elective ² | 3-4 |
| Liberal Arts Elective ¹ | 3 | Liberal Arts Elective ¹ | 3 |
| Elective | 3 | Elective | 3 |
| Physical Education | <u>1</u> | Physical Education | <u>1</u> |
| | 16-17 | | 16-17 |

SECOND YEAR

| | | | |
|---|----------|---|----------|
| Humanities Elective | 3 | Humanities Elective | 3 |
| Math or Science Elective ² | 3-4 | Social Science Elective | 3 |
| Liberal Arts Electives ¹ | 6 | Liberal Arts Electives ¹ | 3 |
| Elective | <u>3</u> | Electives | <u>6</u> |
| | 15-16 | | 15 |

Mathematics elective should be MAT 110 or higher.

¹Liberal Arts Electives should be chosen to produce a balance among the areas of Humanities, Social Sciences, and Math/Science.

²Science elective: SCI 129 does not satisfy lab science graduation requirement.

Students interested in pursuing a career in communications, theatre, early childhood education, elementary/secondary education, or special education should work with an academic advisor to select courses that align with their areas of interest and 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.

Minimum of 62 semester hours, which must include 45 semester hours of Liberal Arts and Sciences, plus two different physical 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 lead 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, can be initiated with this program.

PROGRAM LEARNING OUTCOMES

Students will:

- 1) Utilize scientific methods to explore natural phenomena.
- 2) Develop sufficient background in Science to qualify for upper division study.

FIRST YEAR

| | | | |
|---|------------|---|------------|
| ENG 103 English I | 3 | ENG 104 English II | 3 |
| Social Science Elective | 3 | Social Science Elective | 3 |
| Mathematics Elective ¹ | 3-4 | Mathematics Elective ¹ | 3-4 |
| Science Elective ² | 3-4 | Science Elective ² | 3-4 |
| Science Elective ² | <u>3-4</u> | Science Elective ² | <u>3-4</u> |
| | 15-18 | | 15-18 |

SECOND YEAR

| | | | |
|--|----------|--|----------|
| Mathematics Elective ¹ /Elective ³ | 3-4 | Mathematics Elective ¹ /Elective ³ | 3-4 |
| Science Elective ² | 3-4 | Science Elective ² /Elective ³ | 3-4 |
| Elective ³ | 3 | Humanities Elective | 3 |
| Humanities Elective | 3 | Liberal Arts Elective | 3 |
| Liberal Arts Elective..... | <u>3</u> | Elective ³ | 3 |
| Physical Education | <u>1</u> | Physical Education | <u>1</u> |
| | 16-18 | | 16-18 |

¹Math 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.

²At least four Science courses must be those with BIO, CHM, ESC (except ESC 125 does not meet the requirement) and/or PHY designators.

³CIS 105 is recommended for the biology and chemistry advisement tracks. CIS 125, CIS 129, or CIS 131 is recommended for the physics advisement track.

Students may, based on their areas of interest and requirements of their transfer institution, develop Advisement Tracks in Biology, Chemistry, Pharmacy, Physics, or Pre-med. Recommended Advisement Track courses are given below.

BIOLOGY: recommended science electives: BIO 170, BIO 171, BIO 272, BIO 273, BIO 276; CHM 173, CHM 174; recommended mathematics electives: MAT 125, MAT 170, MAT 175.

CHEMISTRY: recommended science electives: CHM 173, CHM 174; PHY 171, PHY 172; BIO 171; recommended mathematics electives: MAT 125, MAT 170, MAT 175, MAT 210. Suggested Elective: MAT 215

PHYSICS: recommended science electives: PHY 171, PHY 172, PHY 271; CHM 173, CHM 174; ESC 236 or ESC 281; recommended mathematics electives: MAT 170, MAT 175, MAT 210, MAT 215. Suggested Electives: CIS 125, CIS 129 or CIS 131; MAT 259.

PRE-MED/PHARMACY: BIO 170, BIO 171; CHM 173, CHM 174 CHM 222; PHY 171, PHY 172; MAT 125, MAT 140, MAT 170, MAT 175. Suggested Electives: BIO 181, BIO 182, BIO 282.

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

Minimum of 62 semester hours required for graduation, which must include 30 semester hours of Liberal Arts and Sciences, plus two different physical education courses. Students are advised to select the electives based on the requirements of their transfer institutions. Students are also advised to take, as additional electives, microcomputer applications courses recommended by their science faculty.

**MEDIA COMMUNICATION (A.S.)
APC — 1173**

This program is designed primarily for students who plan to transfer to four-year programs that lead to a Bachelor’s degree in Communications, Journalism, Public Relations, or other related fields.

PROGRAM LEARNING OUTCOMES

Students will:

- 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 extra-curricular opportunities to develop their skills.

FIRST YEAR

| | | | |
|---|--------------|--|------------|
| COM 101 Introduction to Mass Media | 3 | COM 105 Basic Audio Production | 3 |
| COM 103 Writing for the Mass Media | 3 | COM 107 Basic Television Production..... | 3 |
| MAT 120 or Higher ¹ | 3-4 | ENG 104 English II | 3 |
| ENG 103 English I | 3 | Elective ² | 3 |
| CIS 105 Computer Applications or Higher... .. | 3 | Physical Education | 1 |
| | <u>15-16</u> | Science Elective ³ | <u>3-4</u> |
| | | | 16-17 |

SECOND YEAR

| | | | |
|--|----------|--|----------|
| COM 202 Journalism | 3 | COM 220 Public Relations | 3 |
| COM 204 Advanced Television Production | 3 | ENG 132 Speech..... | 3 |
| PSY 101 General Psychology or | | HIS 106 Survey of American History I | 3 |
| SOC 101 Introduction to Sociology..... | 3 | Elective ⁴ | 3 |
| Physical Education | 1 | Liberal Arts Elective | <u>3</u> |
| Liberal Arts Elective..... | 6 | | 15 |
| Elective ⁴ | <u>3</u> | | |
| | 16 | | |

¹Students should check Mathematics requirements of intended transfer institution.

²BUS 141 recommended for students who are interested in developing a background in advertising.

³SCI 129 does not satisfy lab science graduation requirement.

⁴INT 293 Internship recommended.

Students are advised to choose electives based on the requirements of their intended transfer institutions. Students are advised to consider additional electives in computer technology, photography, introduction to graphic communications, and advertising.

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

Minimum of 62 semester hours required to complete this program, which includes 30 hours of Liberal Arts and Sciences, plus two different physical 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:

- 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 | ENG 104 English II | 3 |
| CIS 105 Computer Applications | 3 | BTA 139 Business Systems Applications..... | 3 |
| BTA 134 Information Processing ¹ | 3 | MED 284 Medical Insurance | 3 |
| MED 283 Medical Terminology | 3 | BTA 244 Advanced Microsoft® Word | 3 |
| BTA 137 Introduction to Business Technology ... | <u>3</u> | SCI 136 Essentials of Anatomy and Physiology..... | 3 |
| | 15 | Physical Education | <u>1</u> |
| | | | 16 |

SECOND YEAR

| | | | |
|---|----------|--|----------|
| BTA 248 Integrated Software Application..... | 3 | Liberal Arts Elective | 3 |
| MED 287 Basic ICD-9 Medical Coding or | | MED 291 Adv. Medical Transcription and Editing or | |
| MED 288 Introduction to CPT Medical Coding | 3 | Restricted Career Elective ³ | 3 |
| BUS 137 Business Communication | 3 | Restricted Career Elective ³ | 3 |
| MAT Elective ² | 3-4 | Liberal Arts Elective | 3 |
| MED 289 Medical Information: Transcription | | PSY 101 General Psychology | 3 |
| and Editing..... | <u>3</u> | Physical Education | <u>1</u> |
| | 15-16 | | 16 |

¹Depending on preparation BTA 133 (1 credit) may be required prior to BTA 134. Completion of BTA 134 is required for graduation.

²MAT 110 or higher

³Restricted career electives may include any course with a BUS (BUS 299 recommended), ACC, CIS, DMT, MED prefix and any other BTA non-required course (not BTA 133).

Minimum of 62 semester hours required for graduation (63 if BTA 133 needed), which must include 20 hours of Liberal Arts and Sciences, plus two different physical education courses.

MULTIMEDIA TECHNOLOGY (A.A.S.)
APC – 1388

Multimedia is the blending of text, image, and sound into a product that is designed to instruct, entertain, or inform. Multimedia works are evident as CD-ROM, laser disc, Internet, virtual reality, and software products. The multimedia program is designed to instruct students about how to use the technology that is required to create multimedia works.

PROGRAM LEARNING OUTCOMES

Students will:

- 1) Develop interactive software solutions for distribution on CD-Rom and the Internet.
- 2) Acquire, implement, support, and utilize multimedia authoring software.
- 3) Acquire, implement, support, and utilize multimedia technologies.
- 4) Acquire, implement, support, and utilize graphic design software.
- 5) Provide project management in personal and professional environments.
- 6) Maintain professional development and adapt to emerging technologies, across Information Technology, Multimedia Technologies and Graphic Design industries.

FIRST YEAR

| | | | |
|--------------------------------------|------------|---|----------|
| ENG 103 English I | 3 | ENG 104 English II | 3 |
| ART 150 Two Dimensional Design | 3 | CAD 174 Computer-Aided Design | 3 |
| CIS 105 Computer Applications | 3 | DMT 104 Digital Publishing and Typography | 3 |
| DMT 101 Communication Design | 3 | DMT 112 Digital Design | 3 |
| DMT 111 Multimedia Technology | 3 | Social Science Elective | 3 |
| Liberal Arts Elective | <u>3-4</u> | Physical Education | <u>1</u> |
| | 18-19 | | 16 |

SECOND YEAR

| | | | |
|---|----------|------------------------------------|------------|
| COM 107 Video Production | 3 | DMT 210 Advanced Web Design | 3 |
| DMT 109 Adobe Photoshop™ | 3 | DMT 204 Multimedia Portfolio | 3 |
| DMT 203 Multimedia Development | 3 | Elective | 3 |
| Elective | 3 | Social Science Elective | 3 |
| Mathematics Elective ¹ | 3 | Science Elective | <u>3-4</u> |
| Physical Education | <u>1</u> | | 15-16 |
| | 16 | | |

¹Mathematics placement dependent upon preparation, competence at level of MAT 110 or higher required.

Minimum of 65 semester hours required to complete this program, which must include 20 semester hours of Liberal Arts and Sciences, plus two different physical education courses.



MULTIMEDIA TECHNOLOGY (CERTIFICATE)
APC – 1389

Multimedia is the blending of text, image, and sound into a product that is designed to instruct, entertain, or inform. Multimedia works are evident as CD-ROM, laser disc, Internet, virtual reality, and software products. The multimedia certificate trains the student in the fundamentals of producing multimedia works.

ONE YEAR CERTIFICATE

| | |
|--------------------------------------|------------|
| ART 150 Two Dimensional Design | 3 |
| CIS 105 Computer Applications | 3 |
| COM 107 Television Production | 3 |
| DMT 101 Communication Design | 3 |
| DMT 111 Multimedia Technology | 3 |
| Elective | <u>2-3</u> |
| | 17-18 |

| | |
|---|----------|
| CAD 174 Computer Aided Design | 3 |
| DMT 104 Digital Publishing and Typography | 3 |
| DMT 109 Adobe Photoshop™ | 3 |
| DMT 112 Digital Design | 3 |
| Elective | <u>3</u> |
| | 15 |

Minimum of 32 semester hours required to complete this program.

**NURSING (A.A.S.)
APC — 0622**

The Nursing Science 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.

Prerequisites: high school or college-level Biology, Algebra(or equivalent) and Chemistry are required. A minimum GPA of 2.8 is required to be considered for admission to this competitive program. Two professional references must also accompany the nursing application. Further details of these requirements are provided on the Nursing Application for Admission. Students will be required to take the Compass Assessment test in math, reading and writing. Students are required to carry their own liability insurance. 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. All students must obtain an American Heart Association BLS Healthcare Provider card prior to admission to the program. 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. In addition to successfully completing the Nursing Process course, each student is required to attend at least one of the clinical skills review sessions that are held in January. This is a pre-requisite for his/her 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.

A separate application is required for admission to the Nursing Program. 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.

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.

FIRST YEAR

| | | | |
|--|----------|---|----------|
| NUR 105 Nursing Science I ¹ | 7 | ENG 103 English I | 3 |
| BIO 181 Anatomy and Physiology I | 4 | BIO 182 Anatomy and Physiology II | 4 |
| PSY 101 General Psychology | 3 | NUR 106 Nursing Science II ¹ | 7 |
| Physical Education | <u>1</u> | PSY 200 Developmental Psychology | 3 |
| | 15 | Physical Education | <u>1</u> |
| | | | 18 |

SECOND YEAR

| | | | |
|--|----------|---|----------|
| ENG 104 English II_or | | NUR 206 Nursing Science IV ¹ | 10 |
| ENG 127 Technical English | 3 | NUR 207 Pharmacology ² | 3 |
| BIO 282 Microbiology | 4 | SOC 101 Introduction to Sociology | 3 |
| NUR 205 Nursing Science III ¹ | <u>9</u> | Elective | <u>3</u> |
| | 16 | | 19 |

¹To 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.

²Pharmacology 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 68 semester hours required to complete this program, which must include 20 semester hours of Liberal Arts and Sciences, plus two different physical 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 .. | 3 | ENG 103 English I..... | 3 |
| RAD 110 Radiographic Procedures I | 3 | RAD 102 Patient Care I..... | 1 |
| RAD 120 Clinical Experience I..... | 4 | RAD 111 Radiographic Procedures II..... | 3 |
| RAD 130 Radiographic Physics I..... | 3 | RAD 121 Clinical Experience II..... | 4 |
| BIO 181 Anatomy and Physiology I | 4 | RAD 131 Radiographic Physics II..... | 3 |
| Physical Education | <u>1</u> | BIO 182 Anatomy and Physiology II | <u>4</u> |
| | 18 | | 18 |

SUMMER

| | |
|---------------------------------------|---|
| RAD 122 Clinical Experience III | 7 |
|---------------------------------------|---|

SECOND YEAR

| | | | |
|--|----------|---|----------|
| ENG 104 English II | 3 | RAD 211 Advanced Radiographic Procedures II.... | 2 |
| RAD 202 Patient Care II | 2 | RAD 212 Sectional Anatomy..... | 1 |
| RAD 210 Advanced Radiographic Procedures..... | 2 | RAD 221 Clinical Experience V | 6 |
| RAD 220 Clinical Experience IV..... | 6 | RAD 230 Radiologic Health | 3 |
| RAD 231 Quality Management..... | 2 | PSY 101 General Psychology | 3 |
| SOC 125 Statistics for the Social Sciences | <u>3</u> | Physical Education | <u>1</u> |
| | 18 | | 16 |

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, and Microbiology, if the courses were taken more than seven years ago.
5. Some courses meet at clinical hospital sites.

A minimum of 77 semester hours are required to complete this program, which must include 20 semester hours of Liberal Arts and Sciences, plus two different physical education courses.



**THEATRE ARTS (A.S.)
APC — 0695**

The Theatre Arts Program is designed for students who wish to continue their studies and pursue a Bachelor's degree. The curriculum integrates acting and directing, design and production, and the history and literature of the stage. The Theatre Arts Program provides a balanced mix of study and practice, understanding and process, thinking and doing. It demands much of — and gives much to — students in the development of creativity, teamwork, adaptability, historical perspectives, and critical thinking.

PROGRAM LEARNING OUTCOMES

Students will be able to:

- 1) Demonstrate basic competency in several roles within the theatre, including acting, directing, design construction and stage-management.
- 2) Operate sound and lighting equipment and boards.
- 3) Know and adhere to general theatre safety guidelines.
- 4) Analyze plays for theme, structure, character, and production values.
- 5) Differentiate between the major periods in theatre history and dramatic literature.
- 6) Demonstrate the discipline and professional attitude of a theatre professional.

FIRST YEAR

| | | | |
|---------------------------------------|----------|--|----------|
| CIS 105 Computer Applications..... | 3 | ENG 104 English II | 3 |
| ENG 103 English I | 3 | Liberal Arts Elective ¹ | 3 |
| Foreign Language | 3 | Mathematics Elective ² | 3 |
| Physical Education | 1 | THR 102 Theatre History..... | 3 |
| THR 110 Fundamentals Acting..... | 3 | THR 120 Stagecraft..... | <u>4</u> |
| THR 101 Introduction to Theatre | <u>3</u> | | 16 |
| | 16 | | |

SECOND YEAR

| | | | |
|---|------------|---|----------|
| Liberal Arts Electives ¹ | 6 | Liberal Arts Electives ¹ | 6 |
| Science Elective ³ | 3-4 | Physical Education | 1 |
| THR 210 Acting II | 3 | Social Science Elective | 3 |
| Theatre Elective ⁴ | <u>3-4</u> | THR 230 Directing | 3 |
| | 15-17 | Theatre Elective ⁴ | <u>3</u> |
| | | | 16 |

¹Students interested in transfer should choose elective offerings that will be accepted at their intended transfer institution.

²MAT 110 or higher.

³Science Elective: SCI 129 does not satisfy lab science graduation requirement.

⁴Theatre Electives: ENG 132, ENG 235, ENG 245, MUS 102, THR 201, THR 202, THR 250.

NOTE: All A.A. and A.S. degree programs require coursework that meet 7 of the 10 General Education Competencies.

Minimum of 63 semester hours required to complete this program, which must include 30 semester hours of Liberal Arts and Sciences, plus two different physical education courses.

VISUAL COMMUNICATIONS TECHNOLOGY: Printing (A.A.S.)

APC — 0677

The Visual Communications Technology curriculum is designed to prepare students to seek employment as print media prepress specialists, page layout artists, web page designers and printing production technicians. The market for employment includes advertising, print media marketing, daily newspapers, commercial printing, graphic communications, and magazine and book publishing industries. In addition, students can transfer to four-year institutions that offer degree programs in graphic design, print media, communications and marketing.

Emphasis is directed toward acquiring contemporary creative skills and knowledge in the areas of digital photography, graphic design, web page design, presentation design, media publishing, digital technology, and desktop scanning. Special focus is on training and the development of computer skills, using cross-platform Apple™ and Windows® networks, supplemented by industry-standard software. In addition, traditional color reproduction, lithographic and digital workflows, finishing, and related areas are studied and applied. Industry-related specialty areas are introduced, including in-plant printing, graphic arts supplies, paper sales, customer service, and allied industries.

PROGRAM LEARNING OUTCOMES

Students will be able to:

- 1) Understand, process, create, demonstrate proficiency, and facilitate production in the graphic communications industry.
- 2) Acquire contemporary graphic communication jobs skills, creative thought processes, intuitive knowledge and innovative creativity essential for employment or transfer to further higher education.
- 3) Identify and demonstrate proficiency in the printing and publishing industry, in terms of its historical significance and in relation to modern day print media technologies. These technologies include industry segments, such as photography, graphic design, printing production processes, web design, and related industry segments.
- 4) Acquire computer skills and demonstrate proficiency in how to use cross platform computer networks to navigate and troubleshoot Apple® OSX and Microsoft® Windows operating systems.
- 5) Acquire software skills, apply, demonstrate proficiency, implement color theory models, determine proper file formats for the color separation process, apply prepress workflow, and relate technical and creative characteristics between various software packages.
- 6) Identify, examine and research new technologies, formulate creative design solutions, apply innovative software utilization, identify industry trends, and identify and craft professional development and employment opportunities.

FIRST YEAR

| | | | |
|--------------------------------------|----|--|-------|
| ENG 103 English I | 3 | ENG 104 English II | 3 |
| DMT 101 Communication Design..... | 3 | Mathematics ¹ | 3-4 |
| DMT 109 Adobe PhotoShop@..... | 3 | DMT 103 Web Page Design and Digital Illustration ... | 3 |
| ART 150 Two Dimensional Design | 3 | DMT 104 Digital Publishing and Typography | 3 |
| CIS 105 Computer Applications..... | 3 | Restricted Elective ² | 3 |
| Physical Education | 1 | Physical Education | 1 |
| | 16 | | 16-17 |

SECOND YEAR

| | | | |
|----------------------------------|----|---|----|
| DMT 201 Digital Photography..... | 3 | DMT 210 Advanced Web Page Design | 3 |
| DMT 205 Graphic Design | 3 | DMT 202 Creative Studio Photography..... | 3 |
| SCI Elective | 3 | DMT 207 Entrepreneurship and Portfolio Seminar | 3 |
| Liberal Arts Elective..... | 3 | Liberal Arts Elective | 3 |
| Social Science | 3 | Elective ³ | 3 |
| | 15 | Elective or Internship ³ | 3 |
| | | | 18 |

¹Mathematics placement dependent upon preparation, competence at level of MAT 110 or higher.

²Restricted Electives ART 103 and ART 160.

³Recommended electives: ART 103, BUS 137, BUS 204, COM 101, CIS 170, DMT 124, DMT 111, BUS 299 Internship.

Minimum of 65 semester hours required to complete this program, which must include 20 semester hours of Liberal Arts and Sciences, plus two different physical education courses.



Course Number Cross Reference

Beginning with the Winter 2012 semester, FM will be using a new course numbering system.

| FORMER | NEW | TITLE |
|------------------|----------------|---|
| AR 100 | ART 100 | Studio |
| AR 101 | ART 101 | Art History I |
| AR 110 | ART 103 | Language of Visual Art |
| AR 102 | ART 102 | Art History II |
| AR 106 | ART 106 | Survey of Non-Western Art History |
| AR 150 | ART 150 | Two-Dimensional Design |
| AR 160 | ART 160 | Three-Dimensional Design |
| AR 200 | ART 200 | Printmaking |
| AR 210 | ART 115 | Drawing I |
| AR 211 | ART 116 | Drawing II |
| AR 220 | ART 125 | Painting I |
| AR 221 | ART 225 | Painting II |
| AR 230 | ART 230 | Watercolor |
| AR 240 | ART 240 | Life Drawing |
| AR 245 | ART 245 | Introduction to Sculpture |
| AR 275 | ART 175 | Ceramics I |
| AR 276 | ART 275 | Ceramics II |
| AR 295 | ART 295 | Gallery Management |
| AR 300 | ART 299 | Fine Arts Seminar |
| AT 121/228 | AUT 101 | Introduction to Automotive Technology |
| AT 122/123 | AUT 102 | Automotive Engines and Support Systems |
| AT 124 | AUT 103 | Automotive Electrical Systems |
| AT 225 | AUT 104 | Automotive Chassis Systems |
| New | AUT 201 | Introduction to Automotive Body Technology |
| AT 226/227 | AUT 202 | Automotive Engine, Powertrain Service and Performance |
| New | AUT 203 | Alternative Motor Fuels |
| New | AUT 204 | Current Automotive Trends and Seminar |
| New | BIO 170 | General Biology I: Organismal Biology |
| BI 171 | BIO 171 | General Biology II: Molecular and Cell Biology |
| BI 172 | BIO 272 | Plant Biology |
| BI 173 | BIO 273 | Animal Biology |
| BI 181 | BIO 181 | Anatomy and Physiology I |
| BI 182 | BIO 182 | Anatomy and Physiology II |
| BI 276 | BIO 276 | Ecology |
| BI 282 | BIO 282 | Microbiology |
| BU 119 | ACC 100 | Survey of Accounting |
| BU 121 | ACC 101 | Financial Accounting |



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|-----------------|--------------------|--|
| BU 122..... | ACC 102 | Managerial Accounting |
| BU 147..... | ACC 137 | Computerized Accounting |
| BU 221..... | ACC 201 | Intermediate Accounting I |
| BU 222..... | ACC 202 | Intermediate Accounting II |
| BU 225..... | ACC 218 | Federal Income Taxes |
| BU 101..... | BUS 101 | Principles of Business |
| BU 103..... | BUS 103 | Mathematics of Business Finance |
| BU 117..... | BUS 117 | Hospitality Management |
| New | BUS 118 | Bar and Beverage Management |
| BU 137..... | BUS 137 | Business Communication |
| BU 141..... | BUS 141 | Marketing |
| BU 145..... | BUS 145 | Salesmanship |
| BU 151..... | BUS 151 | Human Resources Management |
| BU 153..... | BUS 153 | Supervision |
| BU 183..... | BUS 183 | Purchasing |
| BU 201..... | BUS 201 | Principles of Global Business |
| BU 160..... | BUS 203 | Introduction to Finance |
| BU 170..... | BUS 204 | Advertising |
| BU 179..... | BUS 205 | Principles of Management |
| BU 171..... | BUS 207 | Business Law I |
| BU 172..... | BUS 208 | Business Law II |
| BU 243..... | BUS 243 | Retail Management |
| BU 262..... | BUS 262 | Fundamentals of Investments |
| BU 265..... | BUS 265 | Small Business Management |
| BU 298-299..... | BUS 298-299 | Business Internship |
| CH 173..... | CHM 173 | General Chemistry I |
| CH 174..... | CHM 174 | General Chemistry II |
| CJ 101..... | CRJ 101 | Introduction to Criminal Justice |
| CJ 103..... | CRJ 103 | Criminal Law |
| CJ 105..... | CRJ 105 | Principles of Criminal Investigation |
| CJ 107..... | CRJ 107 | Police-Community Relations |
| CJ 112..... | CRJ 112 | Organization and Management |
| CJ 113..... | CRJ 113 | Private Sector Issues |
| CJ 121..... | CRJ 121 | Introduction to Corrections |
| New | CRJ 123 | Probation, Parole, and Community Corrections |
| CJ 260..... | CRJ 260 | Criminal Prosecution Seminar |
| CJ 289..... | CRJ 289 | Professional Development Seminar |
| CJ 298-299..... | CRJ 298-299 | Criminal Justice Internship |
| CL 191..... | CLC 101 | Collaborative Career Learning I |
| CL 192..... | CLC 102 | Collaborative Career Learning II |
| CL 193..... | CLC 103 | Collaborative Career Learning III |



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| CL 194..... | CLC 104 | Collaborative Career Learning IV |
| CL 199..... | CLC 110 | Career Exploration |
| CL 200..... | CLC 112 | Career Search |
| CL 201..... | CLC 111 | Career Success |
| CO 101 | COM 101 | Introduction to Mass Media |
| CO 103 | COM 103 | Writing for the Mass Media (Basic Audio Production) |
| CO 105 | COM 105 | Basic Audio Production |
| CO 107 | COM 107 | Television Production |
| CO 202 | COM 202 | Journalism |
| CO 204 | COM 204 | Advanced Television Production |
| CO 206 | COM 206 | Introduction to Online Journalism |
| CO 208 | COM 208 | Public Relations |
| CS 105..... | CIS 105 | Computer Applications |
| CS 112..... | CIS 112 | Advanced Applications |
| CS 115..... | CIS 115 | Programming Logic and Design |
| New | CIS 120 | Computer Science I |
| CS 125..... | CIS 125 | C++ Programming |
| CS 129..... | CIS 129 | Visual Basic Programming |
| CS 131..... | CIS 131 | Java Programming |
| CS 160..... | CIS 160 | Database Design and Programming |
| CS 170..... | CIS 170 | Web Site Development |
| CS 230..... | CIS 230 | Internet Programming |
| CS 235..... | CIS 235 | Systems Analysis and Design |
| CS 236..... | CIS 236 | Systems Development and Implementation |
| CS 240..... | CIS 240 | Hardware Concepts |
| CS 241..... | CIS 241 | Networking Concepts |
| CS 289..... | CIS 289 | Professional Development Seminar |
| New | CST 101 | Construction Safety |
| CT 121..... | CST 102 | Introduction to Construction |
| New | CST 103 | Site Layout and Preparation |
| CT 124/228..... | CST 104 | Blueprint Reading and Estimating |
| CT 122..... | CST 105 | Introduction to Framing |
| New | CST 128 | Building Technology |
| CT 123..... | CST 206 | Interior/Exterior Finishes |
| CT 225..... | CST 207 | Commercial Construction |
| CT 226..... | CST 226 | Residential Plumbing |
| CT 229..... | CST 229 | Residential Wiring |
| New | CST 231 | Solar Applications for Residential Homes |
| New | CST 232 | Sustainable Building |
| DS 291-294 | DST 291-294 | Directed Study |
| EC 180..... | ECO 180 | Introduction to Economics |



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|-----------------|--------------------|--|
| EC 282..... | ECO 282 | Macroeconomics |
| EC 283..... | ECO 283 | Microeconomics |
| ED 171 | EDU 171 | Introduction to Early Childhood Education |
| ED 175 | EDU 175 | Foundations of Education |
| ED 180 | EDU 180 | Safety, Health and Nutrition in Early Childhood |
| ED 185 | EDU 185 | Early Childhood Curriculum |
| ED 201 | EDU 201 | Introduction to Teaching |
| ED 225 | EDU 225 | Arts and Crafts for Early Childhood Education |
| ED 250 | EDU 250 | Music for Early Childhood Education |
| ED 280 | EDU 280 | Introduction to Young Children with Special Needs |
| ED 293 | EDU 293 | Introduction to Preschool Programs, Start Up, and Management |
| ED 298-99 | EDU 298-299 | Early Childhood Practicum |
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| EL 125..... | ELT 125 | Electric Circuit Analysis I |
| EL 126..... | ELT 126 | Electric Circuit Analysis II |
| New | ELT 131 | Industrial Automation and Robotics I |
| EL 132..... | ELT 132 | Digital Electronics |
| EL 229..... | ELT 229 | Electronics I |
| EL 230..... | ELT 230 | Electronics II |
| EL 235..... | ELT 231 | Industrial Automation and Robotics II |
| EL 129..... | ELT 232 | Nanotechnology and Integrated Circuits |
| EL 234..... | ELT 234 | Telecommunications |
| EL 236..... | ELT 236 | Microcontroller Fundamentals |
| | | |
| EN 020 | ENG 020 | Improving College Reading Skills |
| EN 040 | ENG 040 | Introduction to Writing |
| EN 103 | ENG 103 | English I |
| EN 104 | ENG 104 | English II |
| EN 127 | ENG 127 | Technical/Professional Writing |
| EN 128 | ENG 128 | Honors English II |
| EN 132 | ENG 132 | Speech |
| EN 140 | ENG 140 | Introduction to Linguistics |
| EN 150 | ENG 150 | Reading and Writing Poetry |
| EN 200 | ENG 200 | Short Story |
| EN 210 | ENG 210 | Popular Literature |
| EN 222 | ENG 222 | Children’s Literature |
| EN 231 | ENG 231 | Masterpieces of World Literature I |
| EN 232 | ENG 232 | Masterpieces of World Literature II |
| EN 233 | ENG 233 | American Literature I |
| EN 234 | ENG 234 | American Literature II |
| EN 235 | ENG 235 | Modern Drama |
| EN 239 | ENG 239 | Modern Novel |



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| EN 243 | ENG 243 | English Literature I |
| EN 244 | ENG 244 | English Literature II |
| EN 245 | ENG 245 | World Drama |
| New | ENG 250 | The Graphic Novel |
| EN 257 | ENG 257 | Creative Writing |
| ER 105 | EDR 105 | Freshman Year Experience |
| ER 110 | EDR 110 | Introduction to College Research |
| ER 114 | EDR 114 | Introduction to Online Learning |
| ES 125..... | ESC 125 | Introduction to Engineering |
| ES 235..... | ESC 235 | Mechanics: Statics |
| ES 236..... | ESC 236 | Mechanics: Dynamics |
| ES 251..... | ESC 251 | Materials Science |
| ES 281..... | ESC 281 | Electric and Electronic Circuits |
| FL 171 | CHI 101 | Elementary Chinese I |
| FL 172..... | CHI 102 | Elementary Chinese II |
| FL 141 | FRE 101 | Elementary French I |
| FL 142..... | FRE 102 | Elementary French II |
| FL 241 | FRE 201 | Intermediate French I |
| FL 242..... | FRE 202 | Intermediate French II |
| FL 147 | GER 101 | Elementary German I |
| FL 148..... | GER 102 | Elementary German II |
| FL 145..... | ITA 101 | Elementary Italian I |
| FL 143..... | SPA 101 | Elementary Spanish I |
| FL 144..... | SPA 102 | Elementary Spanish II |
| FL 243..... | SPA 201 | Intermediate Spanish I |
| FL 244..... | SPA 202 | Intermediate Spanish II |
| FL 263..... | SPA 263 | Advanced Spanish Composition |
| GA 101 | DMT 101 | Communication Design |
| GA 102 | DMT 102 | Web Page Design |
| GA 103 | DMT 103 | Web Page Design and Digital Illustration |
| GA 104 | DMT 104 | Digital Publishing and Typography |
| GA 125 | DMT 109 | Adobe Photoshop® |
| GA 124 | DMT 124 | DTP Using QuarkXPress™ |
| GA 201 | DMT 201 | Digital Photography and Design |
| GA 202 | DMT 202 | Creative Studio Photography |
| GA 205 | DMT 205 | Graphic Design |
| GA 207 | DMT 207 | Entrepreneurship and Portfolio Seminar |
| GA 110 | DMT 210 | Advanced Web Page Design |
| HD 100..... | HUD 100 | Studies of the Person |



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| HD 221 | HUD 110 | Human Relations and Group Dynamics |
| New | HLT 101 | Introduction to Allied Health |
| New | HLT 111 | Introduction to Patient Care |
| New | HLT 120 | Professional Ethics in Allied Health |
| HE 135 | HLT 135 | Personal Health |
| HE 136 | HLT 136 | First Aid and Safety |
| HE 138 | HLT 138 | Health Care Provider CPR |
| HS 110 | HUS 100 | Introduction to Human Services |
| HS 111 | HUS 101 | Human Services Interventions |
| HS 211 | HUS 211 | Problems of Substance Use Disorders |
| HS 265 | HUS 212 | Mental Health Services |
| HS 231 | HUS 213 | Introduction to Gerontology |
| HS 243 | HUS 214 | Family Violence Issues |
| HS 251 | HUS 215 | Developmental Disabilities |
| HS 298 - 299 | HUS 298-299 | Human Services Internship I and II |
| HU 200 | HUM 170 | Myth, Story, and Symbol |
| HU 271 | HUM 171 | Comparative Religions |
| HU 280 | HUM 180 | Survey of American Popular Music |
| HU 250 | PHI 150 | Introduction to Philosophy |
| HU 258 | PHI 258 | Ethics |
| HU 260 | PHI 260 | Introduction to Philosophy of the Arts |
| ID 291 | HNS 291 | Honors Seminar |
| IN 291-294 | INT 291-294 | Internship |
| IS 291-294 | IND 291-294 | Independent Study |
| New | MAT 010 | Number Sense |
| MA 095 (147)..... | MAT 040 | Elementary Algebra |
| MA 142 | MAT 100 | Technical Mathematics |
| MA 150 | MAT 110 | Survey of Mathematics |
| MA 151 | MAT 120 | Intermediate Algebra |
| New | MAT 128 | Discrete Mathematics |
| New | MAT 130 | College Algebra |
| New | MAT 135 | Trigonometry |
| MA 154 | MAT 140 | Pre-Calculus Mathematics |
| MA 156 | MAT 165 | Survey of Calculus |
| MA 157 | MAT 170 | Analytic Geometry and Calculus I |
| MA 158 | MAT 175 | Analytic Geometry and Calculus II |
| MA 160 | MAT 125 | Statistics |
| MA 257 | MAT 210 | Analytic Geometry and Calculus III |
| MA 258 | MAT 215 | Differential Equations |
| MA 259 | MAT 220 | Linear Algebra |



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| MD 174..... | CAD 174 | Computer Aided Drafting: Auto CAD |
| MD 180..... | CAD 180 | Intermediate Architectural Drawing |
| ME 284..... | MED 284 | Medical Insurance |
| ME 287..... | MED 287 | Basic ICD Medical Coding |
| ME 288..... | MED 288 | Introduction to CPT Coding |
| MM 101 | DMT 111 | Multimedia Technology |
| MM 102 | DMT 112 | Digital Design |
| MM 201 | DMT 203 | Multimedia Development |
| MM 202 | DMT 204 | Multimedia Portfolio |
| MU 102 | MUS 102 | Musical Theatre Practicum |
| MU 111 | MUS 111 | College Chorus |
| NU 099..... | NUR 099 | Nursing Process |
| NU 105..... | NUR 105 | Nursing Science I |
| NU 106..... | NUR 106 | Nursing Science II |
| NU 205..... | NUR 205 | Nursing Science III |
| NU 206..... | NUR 206 | Nursing Science IV |
| NU 207..... | NUR 207 | Pharmacology |
| OT 133..... | BTA 133 | Introductory Keyboarding |
| OT 134..... | BTA 134 | Information Processing |
| OT 137..... | BTA 137 | Introduction to Business Technology |
| OT 139..... | BTA 139 | Business Systems and Applications |
| OT 244..... | BTA 244 | Advanced Microsoft® Word |
| OT 248..... | BTA 248 | Integrated Software Applications |
| OT 249 | BTA 249 | Business Systems Practicum |
| OT 283..... | MED 283 | Medical Terminology |
| OT 287..... | MED 289 | Medical Transcription and Editing I |
| OT 288..... | MED 291 | Medical Transcription and Editing II |
| PE 031..... | PED 031 | Intramural Activities |
| PE 111..... | PED 111 | Jogging |
| PE 115..... | PED 115 | Hiking |
| PE 116..... | PED 116 | Body Shaping |
| PE 118..... | PED 118 | Weight Training and Conditioning |
| PE 123..... | PED 123 | Bowling |
| PE 124..... | PED 124 | Golf |
| PE 126..... | PED 126 | Aerobic Walking |
| PE 127..... | PED 127 | Cross-Country Skiing |
| PE 128..... | PED 128 | Aerobic Dance |
| PE 130..... | PED 130 | Step Aerobics |
| PE 131..... | PED 131 | Volleyball |
| PE 133..... | PED 133 | Soccer |



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| PE 134..... | PED 134 | Athletic Performance Training |
| PE 136..... | PED 136 | Basketball |
| PE 137..... | PED 137 | Introduction to Cardiovascular Fitness/Weight Management |
| PE 138..... | PED 138 | Introduction to Stress Management, Flexibility, and Strength Training |
| PE 148..... | PED 148 | Core Stability Training |
| PE 150..... | PED 150 | Yoga |
| PE 151..... | PED 151 | Racquet Activities |
| PE 171..... | PED 171 | Ice Fishing |
| PE 201..... | PED 201 | Introduction to Health, Physical Education, and Recreation |
| PE 236..... | PED 236 | Introduction to Care and Prevention of Athletic Injuries |
| PE 254..... | PED 254 | Lifetime Sports: Soccer |
| PE 256..... | PED 256 | Lifetime Sports: Basketball |
| PE 257..... | PED 257 | Lifetime Sports: Racquet Activities |
| PH 171 | PHY 171 | Physics I |
| PH 172 | PHY 172 | Physics II |
| PH 271 | PHY 271 | Physics III |
| PT 199..... | PRT 199 | Training for Peer Tutoring |
| RT 101..... | RAD 101 | Introduction to Radiologic Technology |
| RT 102..... | RAD 102 | Patient Care I |
| RT 110..... | RAD 110 | Radiographic Procedures I |
| RT 111..... | RAD 111 | Radiographic Procedures II |
| RT 120..... | RAD 120 | Clinical Experience I |
| RT 121..... | RAD 121 | Clinical Experience II |
| RT 122..... | RAD 122 | Clinical Experience III |
| RT 130..... | RAD 130 | Radiographic Physics I |
| RT 131..... | RAD 131 | Radiographic Physics II |
| New | RAD 202 | Patient Care II |
| RT 210..... | RAD 210 | Advanced Radiographic Procedures I |
| RT 211..... | RAD 211 | Advanced Radiographic Procedures II |
| RT 212..... | RAD 212 | Sectional Anatomy |
| RT 220..... | RAD 220 | Clinical Experience IV |
| RT 221..... | RAD 221 | Clinical Experience V |
| RT 230..... | RAD 230 | Radiographic Health |
| RT 231..... | RAD 231 | Quality Management |
| SC 129..... | SCI 129 | Nutrition |
| SC 131..... | SCI 131 | Environmental Physics |
| SC 135..... | SCI 135 | Introductory Biology: Molecules and Cells |
| SC 136..... | SCI 136 | Essentials of Anatomy and Physiology |
| SC 137..... | SCI 137 | Human Biology |
| SC 139..... | SCI 139 | Introductory Biology: Animals and Plants |
| SC 143..... | SCI 143 | Earth Systems |



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| SC 144..... | SCI 144 | The Ancient Earth |
| SC 145..... | SCI 145 | Environmental Geology |
| SC 146..... | SCI 146 | Our Solar System |
| SC 161..... | SCI 161 | Introduction to Physics I |
| SC 162..... | SCI 162 | Introduction to Physics II |
| SC 170..... | SCI 170 | Introductory Chemistry I |
| SC 181..... | SCI 181 | Introduction to Environmental Science |
| SL 101..... | ASL 101 | Elementary Sign Language I |
| SL 102..... | ASL 102 | Elementary Sign Language II |
| SS 131..... | HIS 101 | World Civilizations I |
| SS 132..... | HIS 102 | World Civilizations II |
| SS 183..... | HIS 103 | Western Civilization I |
| SS 184..... | HIS 104 | Western Civilization II |
| SS 283..... | HIS 105 | Survey of American History I |
| SS 284..... | HIS 106 | Survey of American History II |
| SS 220..... | HIS 220 | New York State History |
| S 239..... | HIS 239 | The American Revolution |
| SS 241..... | HIS 241 | The Civil War |
| SS 287..... | HIS 287 | America Since 1945 |
| SS 293..... | HIS 293 | Diplomatic History of the United States Before 1900 |
| SS 295..... | HIS 295 | Diplomatic History of the United States Since 1900 |
| SS 296..... | HIS 296 | Israel: Biblical Period to 1948 |
| SS 282..... | POL 101 | American Political System |
| SS 104..... | POL 204 | Constitutional Law |
| SS 211..... | POL 211 | Public Administration |
| SS 278..... | POL 278 | International Politics |
| SS 280..... | POL 280 | Public Policy |
| SS 291..... | PSY 101 | General Psychology |
| SS 297..... | PSY 200 | Developmental Psychology |
| SS 298..... | PSY 210 | Child Development |
| SS 299..... | PSY 220 | Adolescent Development |
| SS 292..... | PSY 240 | Abnormal Psychology |
| SS 387..... | PSY 250 | Social Psychology |
| SS 384..... | PSY 260 | Personality Theories |
| SS 210..... | PSY 270 | Forensic Psychology |
| SS 281..... | SOC 101 | Introduction to Sociology |
| New | SOC 125 | Statistics for the Social Sciences |
| SS 237..... | SOC 137 | Human Sexuality |
| SS 264..... | SOC 200 | Diversity in America |
| SS 208..... | SOC 208 | Juvenile Delinquency |
| SS 209..... | SOC 209 | Criminology |



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| SS 294..... | SOC 210 | The Sociology of Families |
| SS 212..... | SOC 212 | Sociology of Law |
| SS 386..... | SOC 220 | Deviant Behavior and Social Control |
| SS 225..... | SOC 225 | Professional Ethics |
| New | SOC 230 | Building Peace: History, Theory and Practice |
| New | SOC 285 | Gender and Society |
| SU 101 | CST 231 | Surveying I |
| TC 131..... | COT 131 | Cisco Networking I |
| TC 132..... | COT 132 | Cisco Networking II |
| TC 133..... | COT 133 | Cisco Networking III |
| TC 134..... | COT 134 | Cisco Networking IV |
| TH 136 | THR 101 | Introduction to Theatre |
| TH 101 | THR 102 | Theatre History |
| TH 105 | THR 110 | Fundamentals of Acting |
| TH 102 | THR 120 | Stagecraft |
| TH 201 | THR 201 | Theatre Practicum |
| TH 202 | THR 202 | Theatre Seminar |
| TH 210 | THR 210 | Acting II |
| TH 220 | THR 220 | Principles of Theatrical Design and Production |
| TH 230 | THR 230 | Directing |
| TH 250 | THR 250 | Introduction to Film Studies |



Course Descriptions

- 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
- 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
Transfer
- 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
- 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



GENERAL NOTE: All courses described in this catalog are regularly 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.

General Education

Students who plan on earning an A.A. or A.S. degree are expected to complete courses in seven (7) of the (10) State University of New York (SUNY) General Education categories. Please consult with an academic advisor for specific course selections.

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.

Course descriptions are listed in alphabetical order, by three-letter course designators.

Please note: s.h., semester hours, refers to number of course credits.

ACC 100 Survey of Accounting **3 s.h.**

Survey of Accounting is designed for students who want to perform the essential accounting tasks encountered in the everyday on-the-job situations faced by office managers, secretaries, mechanics, salon owners, the self-employed, and many more. This course will especially benefit entrepreneurs who have little or no familiarity with accounting principles or business record keeping. Students will be exposed to basic bookkeeping, budgeting, and how to use financial statements and other accounting information. Additional topics will include petty cash, bookkeeping for office managers, payroll management, and third party billing. A key objective of this course is to help students make sound financial decisions and effectively communicate with financial professionals. Survey of Accounting is an ideal elective for non-business majors and entry-level business students alike. Students who are seeking college transfer credits should consult with their academic advisor or the course instructor before enrolling. *Hours of class per week: 3.*

ACC 101 Financial Accounting **4 s.h.**

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. *Hours of class per week: 4.*

ACC 102 Managerial Accounting **4 s.h.**

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. Hours of class per week: 4.*

ACC 137 Computerized Accounting: Principles and Applications **4 s.h.**

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. Hours of class per week: 4.*

ACC 201 Intermediate Accounting I 4 s.h.

This course covers the theoretical framework of accounting, with emphasis on the cost, matching, revenue, and full disclosure concepts and how they relate to the preparation of the four required financial statements. A detailed review of the accounting cycle is also covered. *Prerequisite: ACC 102. Hours of class per week: 4.*

ACC 202 Intermediate Accounting II 4 s.h.

This course provides a detailed examination of specific financial statement accounts or group of accounts, including but not limited to inventory, bonds payable, investments, stockholders' equity, fixed assets, and leases. The examination reviews the specific GAAP rules that apply to each account or group of accounts that are covered as well as their presentation on financial statements. *Prerequisite: ACC 201. Hours of class per week: 4.*

ACC 218 Federal Income Taxes 3 s.h.

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. Hours of class per week: 3.*

ART 100 Studio Art 3 s.h.

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) *Hours of class per week: 4. General Education: A.*

ART 101 Art History I 3 s.h.

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. *Hours of class per week: 3. General Education: A.*

ART 102 Art History II 3 s.h.

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). Hours of class per week: 3. General Education: A.*

ART 103 Language of Visual Art 3 s.h.

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. *Hours of class per week: 3. General Education: A.*

ART 106 Survey of Non-Western Art History 3 s.h.

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. *Hours of class per week: 3. General Education: O.*

ART 115 Drawing I 3 s.h.

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. *Hours of class per week: 4. General Education: A.*



ART 116 Drawing II **3 s.h.**
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. Hours of class per week: 4. General Education: A.*

ART 125 Painting I **3 s.h.**
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). Hours of class per week: 4. General Education: A.*

ART 150 Two-Dimensional Design **3 s.h.**
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. *Hours of class per week: 4. General Education: A.*

ART 160 Three-Dimensional Design **3 s.h.**
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. *Hours of class per week: 4. General Education: A.*

ART 175 Ceramics I **3 s.h.**
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. *Hours of class per week: 4. General Education: A.*

ART 200 Printmaking I **3 s.h.**
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. Hours of class per week: 4.*

ART 225 Painting II **3 s.h.**
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. Hours of class per week: 4. General Education: A.*

ART 230 Watercolor Painting **3 s.h.**
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 explores the creative process through a variety of visual problems derived from both observed and subjective sources. *Prerequisite: None (ART 115 recommended). Hours of class per week: 4. General Education: A.*

ART 240 Life Drawing **3 s.h.**
Students will develop anatomical knowledge of the human figure, while enhancing drawing techniques. Building upon basic drawing skills, this course will focus on observed perspective techniques, such as foreshortening and visual viewpoints, gesture studies, strengthening visual memory, and drawing sequential action figures. Application and analysis of compositional issues will be included, as well as an overview of mainstream figural concepts in contemporary art and illustration. Students will work with the human figure and explore how objective and subjective knowledge work together to create competent and creative images. Lab fee. *Prerequisite: ART 115 or permission of Instructor. Hours of class per week: 4.*



ART 245 Introduction to Sculpture 3 s.h.

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 3 s.h.

Building upon basic skills learned in ART 175, this course is a further exploration of 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 firing techniques, material and tool usage, glaze formulation, and historical and contemporary techniques. *Prerequisite: ART 175 or permission of Instructor. Hours of class per week: 4.*

ART 295 Gallery Management 3 s.h.

An introduction to the operation and management of a contemporary exhibition space. Practical experience will be gained through participation in planning, installing, and coordinating a variety of exhibitions in the college's gallery. These exhibitions will be part of the Gallery's yearly exhibition schedule, enabling students to work with a variety of visiting artists and to curate exhibitions dealing with historical or other cultural subjects. Class projects and lecture demonstrations will be used to explain the theories and procedures of curatorial practices for museums and galleries. Topics will include display principles, curatorial practices, public relations, management practices, and exhibition preparation and maintenance. Three field trips will be taken during the semester. *Prerequisites: ART 150. ART 160 highly recommended. Hours of class per week: 4.*

ART 299 Fine Arts Seminar 3 s.h.

The course affords the student the opportunity to develop professional presentation and career skills for employment, college transfer, and exhibition oppor-

tunities. 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. *Hours of class per week: 3.*

ASL 101 Elementary American Sign Language I 3 s.h.

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. *Hours of class per week: 3. General Education: F.*

ASL 102 Elementary American Sign Language II 3 s.h.

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. Hours of class per week: 3. General Education: F.*

AUT 101 Introduction to Automotive Technology 3 s.h.

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. *Hours of class per week: 2. Hours of lab per week: 2.*

AUT 102 Automotive Engines and Support Systems 3 s.h.

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. *Co-requisite: AUT 101. Hours of class per week: 2. Hours of lab per week: 2.*

**AUT 103 Automotive Electrical Systems 3 s.h.**

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. *Pre-requisites: AUT 101, AUT 102. Hours of class per week: 2. Hours of lab per week: 2.*

AUT 104 Automotive Chassis Systems 3 s.h.

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. *Pre-requisites: AUT 101, AUT 102. Hours of class per week: 2. Hours of lab per week: 2.*

AUT 201 Introduction to Automotive Body Technology 3 s.h.

This course provides an introduction to the field of automotive body repair and technology. Students will receive instruction in safety and the proper use and operation of tools, spray guns, and basic welding. *Pre-requisites: AUT 101, AUT 102, AUT 103, AUT 104. Hours of class per week: 2. Hours of lab per week: 2.*

AUT 202 Automotive Engine and Powertrain Service and Performance 3 s.h.

This course provides instruction in the fundamentals and theory of engine performance and the automotive drivetrain. It includes drivability diagnostics, testing, and servicing of engine and powertrain systems. Computerized engine and powertrain systems are serviced using modern test equipment and hand-held scanners. *Pre-requisites: AUT 101, AUT 102, AUT 103, AUT 104. Hours of class per week: 2. Hours of lab per week: 2.*

AUT 203 Alternative Motor Fuels 3 s.h.

Through lecture and demonstration, this course provides an introduction to alternative fuels, with a focus on hybrid automobile technology and emerging industry trends. Students will learn about alternative power-system design and features that impact vehicle service and maintenance procedures. Safety, service, cost, and environmental impact will be emphasized. *Pre-requisites: AUT 101, AUT 102, AUT 103, AUT 104, AUT 202. Hours per week: 3.*

AUT 204 Current Automotive Trends and Seminar 1 s.h.

This course provides a hands-on capstone experience for students to participate in a field experience and prepare for employment. Student competencies will be assessed with regard to the inspection, diagnosis, repair, service, and preventative maintenance of the major automotive systems. Guest speakers will provide insight into emerging industry trends and employment opportunities. *Pre-requisites: AUT 101, AUT 102, AUT 103, AUT 104, AUT 202. Hours of class per week: 1. Hours of lab per week: 1.*

BIO 170 General Biology I: Organismal Biology 4 s.h.

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 morphology, physiology, evolution, and life history. *Hours of class per week: 3. Hours of lab per week: 3. General Education: N.*

BIO 171 General Biology II: Molecular and Cell Biology 4 s.h.

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. *Hours of class per week: 3. Hours of lab per week: 3. General Education: N.*

BIO 181 Anatomy and Physiology I 4 s.h.

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.

Hours of class per week: 3. Hours of lab per week: 3.

BIO 182 Anatomy and Physiology II 4 s.h.

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. *Hours of class per week: 3. Hours of lab per week: 3.*

BIO 272 Plant Biology 4 s.h.

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. Hours of class per week: 3. Hours of lab per week: 3.*

BIO 273 Animal Biology 4 s.h.

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. Hours of class per week: 3. Hours of lab per week: 3.*

BIO 276 Ecology 4 s.h.

A study of ecological principles that pertain to individual organisms, populations, communities, and ecosystems. Topics include temperature, water and energy balance within organisms, population distribution and abundance, intraspecific and interspecific interactions,

species abundance and diversity, energy flow and nutrient cycling through communities, and some of the mechanisms of population, community, and ecosystem that change over time. Laboratories will focus on both lab and field techniques in ecology, with a strong emphasis on experimental design. *Prerequisite: BIO 170 or permission of Instructor. (MAT 120 strongly recommended). Hours of class per week: 3. Hours of lab per week: 3.*

BIO 282 Microbiology 4 s.h.

A lecture and lab course that introduces major topics of microbiology. Topics include: microbial cell structure, function, physiology, metabolism, genetics, diversity, and ecology. Applied microbiology topics include biotechnology and medical microbiology. Students are introduced to basic microbiological skills in the laboratory, including sampling for microbes, aseptic technique, isolation, culturing, identification, and light microscopy techniques. Major emphasis is on bacteria. Other organisms discussed include viruses, fungi, and eukaryotic human parasites. *Prerequisite: BIO 170 or BIO 171 or SCI 135 or both BIO 181 and BIO 182 or permission of Instructor. Hours of class per week: 3. Hours of lab per week: 3.*

BTA 133 Introductory Keyboarding 1 s.h.

This course is taught using personal computers in the Business Technology Lab, by a self-paced, individualized method of instruction that combines basic word processing functions with 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. *Hours of class per week: 1.*

BTA 134 Information Processing 3 s.h.

This course uses a self-paced, individualized method of instruction. Speed and accuracy continue to be stressed. 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. A five-minute timed writing pretest is required. Advanced placement pretest is optional. *Hours of class per week: 3.*

BTA 137 Introduction to Business

Technology

3 s.h.

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. *Hours of class per week: 3.*

BTA 139 Business Systems and Applications

3 s.h.

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. *Hours of class per week: 3.*

BTA 244 Advanced Microsoft® Word

3 s.h.

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. Hours of class per week: 3.*

BTA 248 Integrated Software Applications

3 s.h.

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. *Prerequisites: CIS 105 or BTA 139 or equivalent. Hours of class per week: 3. Additional hours are required in the Business Technology Lab.*

BTA 249 Business Systems Practicum

2 s.h.

This is a capstone course for Business Technology and Applications 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 FM departments. In addition, students will complete a semester long project that integrates Microsoft® Office software applications in a simulated business format. Students are required to work five hours per week in the Model Office Center on actual work assignments in addition to meeting one hour per week with the Instructor to discuss work projects. *Hours of class per week: 2.*

BUS 101 Principles of Business

3 s.h.

An introductory course to the diverse world of business, its structure, operations, and impact upon each of us as employees, consumers, individuals, and members of society. The course acquaints the student with major disciplines of business, such as management, marketing, finance, human resource management, and production management, from which the student may choose a career core for future study and training. The course may use case studies and computerized and manual business games. *Hours of class per week: 3.*



BUS 103 Mathematics of Business Finance 3 s.h.

A review of the basic fundamentals and use of short-cut operations in arithmetic computations. Instruction in financial topics includes bank loans, interest, credit cards, bank reconciliation, property taxes, payroll, inventory, depreciation, trade and cash discounts, partial payments, markup and markdown, and present value. *Hours of class per week: 3.*

BUS 117 Hospitality Management 3 s.h.

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. *Hours of class per week: 3.*

BUS 118 Bar and Beverage Management 3 s.h.

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. *Hours of class per week: 3.*

BUS 137 Business Communication 3 s.h.

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. *Prerequisite: None (BTA 133 or equivalent recommended). Hours of class per week: 3.*

BUS 141 Marketing 3 s.h.

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. *Hours of class per week: 3.*

BUS 145 Salesmanship 3 s.h.

A comprehensive study of professional salesmanship, including an analysis of consumer types and buying motives, and the approach and development of sales strategy. Students are required to make sales presentations in role-playing situations. The course places equal emphasis on selling consumer and industrial products. *Prerequisite: BUS 141 or permission of Instructor. Hours of class per week: 3.*

BUS 151 Human Resources Management 3 s.h.

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. *Hours of class per week: 3.*

BUS 153 Supervision 3 s.h.

Study of the supervisor, a key person in a company's chain of command, as perceived by superiors, subordinates, and peers. The course addresses the skills, attitudes, and aptitudes that are necessary for effective supervision. Emphasis is on practical solutions to employer - employee problems that are within the supervisor's authority and responsibility. The course uses lecture, case discussion, and role-playing instructional techniques. *Prerequisite: BUS 101. Hours of class per week: 3.*

BUS 183 Purchasing 3 s.h.

This course covers the nature and importance of the procurement function in modern business organizations. Topics covered: the development of sources of supply; purchasing procedures, policies and techniques; the negotiation of process; vendor selection and price determination; and the service, quality and legal aspects of purchasing. *Hours of class per week: 3.*



BUS 201 Principles of Global Business 3 s.h.

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: BUS 101, ECO 180, or permission of Instructor. Hours of class per week: 3.*

BUS 203 Introduction to Finance 3 s.h.

The 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. Hours of class per week: 3.*

BUS 204 Advertising 3 s.h.

A survey of the advertising field that includes policies, procedures, and practices in planning and preparing various types of advertisements and media selection. *Prerequisite: BUS 141 or permission of Instructor. Hours of class per week: 3.*

BUS 205 Principles of Management 3 s.h.

The 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. *Hours of class per week: 3.*

BUS 207 Business Law I 3 s.h.

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. *Hours of class per week: 3.*

BUS 208 Business Law II 3 s.h.

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. *Prerequisites: BUS 207 recommended. Hours of class per week: 3.*

BUS 243 Retail Management 3 s.h.

A study of the principles and problems in the management of retail operations, including the organization, store planning, and selection of store locations, customer services, merchandising policies, stock levels, and purchasing procedures. *Prerequisite: BUS 101, BUS 141, or permission of Instructor. Hours of class per week: 3.*

BUS 262 Fundamentals of Investments 3 s.h.

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. *Hours of class per week: 3.*

BUS 265 Small Business Management 3 s.h.

The course includes study of the essential concepts of starting and operating a small business, with a focus on developing a business plan. Topics include entrepreneurship, franchise operations, and the development of marketing financial, and management plans. *Prerequisite: BUS 141 and ACC 101 recommended. Hours of class per week: 3.*

BUS 298-299 Business Internship 3-6 s.h.

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 (8) semester hours of credit may be earned by any one student. *Prerequisites: Previous business relevant coursework and approval of Instructor and appropriate Academic Dean. Hours of class per week: 3-6.*

**CAD 174 Computer Aided Drafting: Auto CAD3 s.h.**

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. *Hours of class per week: 2. Hours of lab per week: 2.*

CAD 180 Intermediate Architectural Drawing3 s.h.

This course teaches architectural drawing, as it relates to functional planning of residential buildings, and working drawings, including plans, elevations, section, details, notes, and specifications. *Hours of class per week: 2. Hours of lab per week: 2.*

CHI 101 Elementary Chinese I 3 s.h.

Students will learn the tone system and basic grammar of the Chinese spoken language. Students will also begin to learn how to handle everyday situations that involve asking and answering questions, making and responding to simple statements, and maintaining uncomplicated face-to-face conversations in Chinese. Topics will be limited to personal background, basic needs (such as getting meals), shopping, transportation, and routine social functions. Students will begin to learn the Pin Yin system of transcribing Chinese sounds and words. At the end of this course, students will have a speaking vocabulary of approximately 300 Chinese words. *Hours of class per week: 3. General Education: F.*

CHI 102 Elementary Chinese II 3 s.h.

Students will master the tone system and most of the basic grammar of the Chinese spoken language. Students will continue to learn how to handle everyday situations that involve asking and answering questions, making and responding to simple statements and maintaining uncomplicated face-to-face conversations in Chinese. Topics will include those in Chinese I but will also include asking for and understanding information beyond basic needs, such as making train, theater, or hotel reservations. The Pin Yin system will continue to be used, with particular emphasis on its use in modern Chinese/English dictionaries. At the end of the course, students will have a speaking vocabulary of approximately 700 Chinese words. *Prerequisite: CHI 101. Hours of class per week: 3. General Education: F.*

CHM 173 General Chemistry I 4 s.h.

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, modern atomic theory, periodicity, bonding, and states of matter, with emphasis on the gaseous state. 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. Hours of class per week: 3. Hours of lab per week: 3. General Education: N.*

CHM 174 General Chemistry II 4 s.h.

A continuation of CHM 173, stressing concepts designed for students pursuing mathematics, physics, chemistry, engineering, and pre-med studies. Topics covered include solution chemistry, kinetics, equilibrium, thermodynamics, and electrochemistry, and the introduction of organic chemistry. *Prerequisites: High School Algebra, MAT 040, CHM 173, or permission of Instructor. Hours of class per week: 3. Hours of lab per week: 3. General Education: N.*

CIS 105 Computer Applications 3 s.h.

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. *Hours of class per week: 3.*

CIS 112 Advanced Applications 3 s.h.

This course expands on introductory concepts and explores more powerful applications of spreadsheet and database productivity software. Students will develop macros and user defined functions, utilize a higher-level programming language, apply advanced techniques, such as grouping, aggregates, multi-page forms, and worksheets, and utilize data conversion and exchange



to develop software solutions. Students are required to use the microcomputer lab to complete various projects assigned. *Prerequisite: CIS 105 or permission of Instructor. Hours of class per week: 3. Additional computer hours, as needed.*

CIS 115 Programming Logic and Design 3 s.h.

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. *Co-requisites: CIS 105 or CIS 110. Hours of class per week: 3.*

CIS 120 Computer Science I 3 s.h.

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. Hours of class per week: 3.*

CIS 125 C++ Programming 3 s.h.

Students write computer programs for software engineering applications, using C++. The course emphasizes techniques to write, modify, test, and validate programs as well as interpret design specifications. Other topics include the use of an integrated development environment, standard C++ classes, user-defined classes (objects), with encapsulated data members, and member functions for object-oriented programming, expressions, control structures, arrays, and pointers. *Prerequisite: CIS 115 or permission of Instructor. Hours of class per week: 3. Additional computer hours, as needed.*

CIS 129 Visual Basic Programming 3 s.h.

This course teaches the basics of visual programming with Visual Basic (VB). This course is for all levels of programmers who wish to apply their knowledge in an object-oriented, event-driven environment. The course will identify the major steps in developing a VBsolution. Topics include Visual Studio development environment, fundamentals of event-driven programming, controls, and Visual Basic syntax. Advanced topics include creating objects, accessing databases, creating multi-form applications, menus, and executable applications, debugging, and error handling. *Prerequisite: CIS 115 or permission of Instructor. Hours of class per week: 3. Additional computer hours, as needed.*

CIS 131 Java Programming 3 s.h.

Java is an object-oriented programming (OOP) language that provides functionality, using classes from which user defined objects are instantiated. Code can be modularized as free-standing applications and/or web browser executable applets. The course content will include classes, expressions and flow control, selection structures, control structures, methods, the Java Virtual Machine, stream I/O, exception handling, and building GUIs. Students will gain a working knowledge of inheritance vs. composition, subclasses vs. superclasses, polymorphism, and encapsulation. A Java Platform, Standard Edition Development Kit (JDK) will be used for hands-on exercises and projects. The class may be taught in a multi-platform environment. *Prerequisites: CIS 115, or equivalent, or permission of Instructor. Hours of class per week: 3. Additional computer hours, as needed.*



CIS 160 Database Design and Programming 3 s.h.

The 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 perform database backups on the server. *Prerequisite: CIS 115 or permission of Instructor. Hours of class per week: 3. Additional computer hours, as needed.*

CIS 170 Web Site Development 3 s.h.

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 with text, lists, tables, frames, and hyperlinks and publish to a server. There will be an emphasis on writing client-side scripts (JavaScript). Advanced topics include processing user requests and generating dynamic Web pages. Other topics include domain name registration, Web server implementation, and ADA compliance. *Prerequisite: CIS 105 or permission of Instructor. Hours of class per week: 3. Additional computer hours, as needed.*

CIS 230 Internet Programming 3 s.h.

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. Students will demonstrate functional ability with HTML/XHTML. Additional topics include authenticating users, shopping-cart technologies, object-oriented programming, and e-commerce programming concepts. *Prerequisite: CIS 160 and CIS 170 or permission of Instructor. Hours of class per week: 3. Additional computer hours, as needed.*

CIS 235 Systems Analysis and Design 3 s.h.

In this course, students will utilize professional methods and techniques to analyze, design, and implement a pilot of an information system. Topics include business concepts and processes, project management, information gathering, data design, written and oral communication, problem-solving, input and output design techniques, cost/benefit analysis, presentation methods, and workplace skills. The course is designed to develop interpersonal and team-building skills. *Prerequisite: CIS 105 and any one of the following: CIS 129, CIS 131, CIS 125, CIS 160 or permission of Instructor. Hours of class per week: 3. Additional computer hours, as needed.*

CIS 236 Systems Development and Implementation 3 s.h.

In this course, students will develop and implement a software solution for an application, emphasizing joint application design, test case development, testing vs. production environments, data conversion, changeover, user training, and cost vs. benefit analysis. Students will expand interpersonal, teamwork, project management, and oral and written communication skills in professional scenarios. *Prerequisite: CIS 235 or permission of Instructor. Hours of class per week: 3. Additional computer hours, as needed.*

CIS 240 Hardware Concepts 3 s.h.

The 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. Topics include hardware/software concepts, boot process, command prompts, memory, hard drive configuration, expansion cards, fundamentals of installing/supporting operating systems, and using firmware and diagnostic software. *Prerequisites: CIS 105. Hours of class per week: 2. Hours of lab per week: 2. Additional computer hours, as needed.*

CIS 241 Networking Concepts 3 s.h.

This course enables students to recognize networking media and topology. The course will identify protocols and Open Source Initiative (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. *Prerequisite: CIS 240. Hours of class per week: 2. Hours of lab per week: 2. Additional computer hours, as needed.*

CIS 289 Professional Development Seminar 2 s.h.

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. *Co-requisite: INT 291 or Higher. Intended for students who have completed at least 12 credits in CIS courses. Hours of class per week: 2 consecutive hours. Additional computer hours, as needed.*

CLC 101 Collaborative Career Learning I 8 s.h.

CLC 102 Collaborative Career Learning II 8 s.h.

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. Co-requisite: Six to nine credits of on-campus study, related to career area. Hours of class per week, at business and industry site: 12.*

CLC 103 Collaborative Career Learning III 8 s.h.

CLC 104 Collaborative Career Learning IV 8 s.h.

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 101-102, enrollment in Collaborative Career Learning Program. Co-requisite: Six to nine credits of on-campus study, related to career area. Hours of class per week, at business and industry site: 12.*

CLC 110 Career Exploration 1 s.h.

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. *Prerequisite: Concurrent registration in CLC 101 or permission of Instructor. Hours of class per week: 3 (5 weeks).*

CLC 111 Career Success 1 s.h.

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. *Hours of class per week: 3.*

CLC 112 Career Search 1 s.h.

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. *Prerequisite: CLC 110 or permission of Instructor. Hours of class per week: 3.*

COM 101 Introduction to Mass Media 3 s.h.

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. *Hours of class per week: 3.*



COM 103 Writing for the Mass Media 3 s.h.

This class teaches the basics of writing for a newspaper, broadcast station, public relations firm, and advertising agency. This writing course is the foundation for writing in almost all mass media. *Hours of class per week: 3.*

COM 105 Basic Audio Production 3 s.h.

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. *Hours of class per week: 3.*

COM 107 Television Production 3 s.h.

This is an introduction to the basics of television production. Students learn to use the TV equipment, by turning scripts into finished productions. Students learn the basics of linear and non-linear editing and audio production. *Hours of class per week: 3.*

COM 202 Journalism 3 s.h.

A study of the principles and practices of journalism, with 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. *Prerequisites: COM 103 or permission of Instructor. Hours of class per week: 3.*

COM 204 Advanced Television Production 3 s.h.

Course content focuses on field production, news reporting, scripting, taping, and post-production, using non-linear editing techniques. This course incorporates audio production skills. *Prerequisites: COM 107. Hours of class per week: 3.*

COM 206 Introduction to Online Journalism 3 s.h.

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, in order to use online media effectively. Students produce the campus online newspaper. *Prerequisite: COM 202. Hours of class per week: 3*

COM 208 Public Relations 3 s.h.

The principles and theory of public relations management are discussed in the context of clients and business categories. Students learn the role of public rela-

tions practitioners as well as the ethical standards used by practitioners. A class or group project is assigned. *Prerequisites: COM 101, COM 103 or permission of Instructor. Hours of class per week: 3.*

COT 131 Cisco Networking I 4 s.h.

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. *Prerequisites: Major in Computer Technology or Electrical Technology, concurrent enrollment in ELT 125 or ELT 132 (see academic advisor for other options), or permission of Instructor. Hours of class per week: 3. Hours of lab per week: 3.*

COT 132 Cisco Networking II 4 s.h.

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 Model 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. Hours of class per week: 3. Hours of lab per week: 3.*

COT 133 Cisco Networking III 4 s.h.

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. Hours of class per week: 3. Hours of lab per week: 3.*



COT 134 Cisco Networking IV 4 s.h.

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 internet-works. 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. Hours of class per week: 3. Hours of lab per week: 3.*

CRJ 101 Introduction to Criminal Justice 3 s.h.

A survey of the historical and philosophical development of law enforcement, analysis of the court system, the criminal justice process, and the constitutional limitations placed upon the criminal justice system. The course emphasizes the inter-relationship between these agencies and future trends in law enforcement. *Hours of class per week: 3.*

CRJ 103 Criminal Law 3 s.h.

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. *Hours of class per week: 3.*

CRJ 105 Principles of Criminal Investigation 3 s.h.

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. Hours of class per week: 3.*

CRJ 107 Police-Community Relations 3 s.h.

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. *Hours of class per week: 3.*

CRJ 112 Organization and Management 3 s.h.

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. *Hours of class per week: 3.*

CRJ 113 Private Sector Issues 3 s.h.

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. *Hours of class per week: 3.*

CRJ 121 Introduction to Corrections 3 s.h.

A course designed to expose the student to the history of, and theories behind, various types of correctional programs. The corrections field is comprised of many areas. The course explores the continuum of correctional services, from probation to community corrections to institutional facilities (both the function of the facility and the inmate subculture) to parole. Further, the course addresses basic philosophical issues in corrections and focuses on the relationship between system goals and the needs of society. *Hours of class per week: 3.*

CRJ 123 Probation, Parole, and Community Corrections 3 s.h.

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. *Hours of class per week: 3.*

CRJ 260 Criminal Prosecution Seminar 3 s.h.

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, CRJ 105, permission of Instructor. Hours of class per week: 3.*

CRJ 289 Professional Development Seminar 2 s.h.

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. *Hours of class per week: 2.*

CRJ 298-CRJ 299 Criminal Justice Internship 3 s.h.

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 instructor. A maximum of eight (8) semes-

ter hours of credit may be earned by any one student. *Prerequisites: Previous relevant criminal justice coursework and approval of CRJ Instructor and the Academic Dean. Hours of class per week: To be determined.*

CST 101 Construction Safety 1 s.h.

The student will learn the fundamentals of job-site safety as well as the proper use of Personal Protection Equipment (PPE). Emphasis will be placed on the OSHA regulations and recommendations that constitute the OSHA ten-hour course. Upon successful completion of the course, the student will receive the ten-hour OSHA card. *Hours of class per week: 1.*

CST 102 Introduction to Construction 3 s.h.

In addition to orienting the new student to the CT program, this course introduces the principles and concepts that are fundamental to the building construction industry. While the course does focus on the characteristics of traditional building materials, the impact that new technology has on materials and methods is also discussed. Other topics of importance to this course are construction law, the relationship between owner, architect/engineer, and builder, contracts, scheduling, bonding, insurance requirements, building permits, and code enforcement. *Hours of class per week: 3.*

CST 103 Site Layout and Preparation 3 s.h.

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. *Hours of class per week: 2. Hours of lab per week: 1.*

CST 104 Blueprint Reading and Estimating 3 s.h.

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. Hours per week: 3.*

CST 105 Introduction to Framing 3 s.h.

A study of construction framing materials and techniques, for residential and light commercial buildings. The safe and proper use of framing tools and equipment is an integral part of the course. Students will participate in lab activities, beginning with framing floor systems and sequentially moving through framing systems, including gable and hip roofs and roof coverings. Green building techniques will also be an integral part of this course, where appropriate. *Prerequisite: CST 102. Hours of class per week: 2. Hours of lab per week: 2.*

CST 128 Building Technology 3 s.h.

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 placed 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. *Prerequisites: None. Hours of class per week: 3.*

CST 206 Interior/Exterior Finishes 3 s.h.

A study of construction framing materials and techniques for residential and light commercial buildings. Students will develop intermediate-level building skills, through proper use and handling of framing tools and equipment, with a strong emphasis on safety and maintaining OSHA standards in the building field. While reinforcing basic framing, students will develop advanced techniques for current Green building standards, including alternative framing and materials, for increased energy efficiency. Students will participate in lab activities that include techniques for cornice and rake trim, exterior trim and siding, sheetrock, jointing and taping, hanging doors and installing windows, and techniques for interior trim. *Prerequisite: CST 105. Hours of class per week: 2. Hours of lab per week: 2.*

CST 207 Commercial Construction 3 s.h.

A study of building fundamentals that are related to commercial construction principles and practices. Students will apply masonry and concrete construction methods to instruction in traditional brick/block laying and pouring concrete, related to building foundations and masonry exterior veneers. Students will learn about the relationship between concrete foundations and steel spanned-building. The safe and proper use of masonry and concrete tools and equipment is an integral part of this course. Structured laboratory activities include laying modern and traditional brick patterns, standard masonry block laying practices, setting concrete wall forms, placing and finishing concrete slabs, steel stud framing, and commercial store front building. *Prerequisite: CST 102, CST 105, CST 206. Hours of class per week: 2. Hours of lab per week: 2.*

CST 226 Residential Plumbing 3 s.h.

A basic course in plumbing and climate control, including use of tools, basic lead working, steam and hot water heating, water distribution, venting drainage, and general installation, maintenance, and repair. *Prerequisites: CST 101, 102, 103, 104, 105. OSHA ten hour safety card. Hours of class per week: 2. Hours of lab per week: 2.*

CST 229 Residential Wiring 3 s.h.

A course that allows the student to develop a basic understanding of the electrical trade, with a concentration on residential application of codes, practices, terminology, and equipment. Extensive use of hands-on lab time will reinforce reading assignments and lecture. *Prerequisite: None (EL 125 recommended or permission of Instructor). Hours of class per week: 2. Hours of lab per week: 2.*

CST 231 Solar Applications for Residential Homes 3 s.h.

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. *Prerequisites: CST 226, CST 229. Hours of class per week: 2. Hours of lab per week: 2.*

CST 232 Sustainable Building Technologies 3 s.h.

This course allows the student to develop a basic understanding of the Green building process. Green building incorporates environmental considerations into every phase of the home building process: the design stage, materials, energy efficiency, indoor quality, global impact and home rating systems, with a concentration on residential energy codes, best practices, and terminology. Students activities include performing energy audits for new homes, constructing alternative building methods, calculating building airflow standards, calculating building R-values and heat-loss calculations, and use of information to model different building scenarios. *Prerequisite: CST 128. Hours of lecture per week: 2. Hours of lab per week: 1.*

COE 291-299 Co-operative Education

Experience 1-8 s.h.

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 3-25 work hours per week depending upon credit. *Prerequisite: "B" average in major, 70% of Business courses completed. Hours of class per week: .5.*

DMT 101 Communication Design 3 s.h.

An introduction and orientation to the graphic communications industry that includes the basic history of printing, publishing, and advertising to current trends in print and web media. The course emphasis is directed toward the lithographic printing process with an overview of screen printing, flexography, ink jet, laser and basic computer platform comparisons. Emphasis is on creative design methods, various substrates, and an introduction to how printed products are made. Stu-

dents learn the basic principles and differences of the various printing process and their basic work flows. Students engage in hands-on training in digital design software, computer terminology, file formats, and utilities using Apple OSX® and Windows computers. A creative approach and overview of the Corel Painter® software application is taught to introduce and apply digital design concepts. *Hours of class per week: 2. Hours of lab per week: 3.*

DMT 102 Web Page Design 3 s.h.

Web Page Design introduces graphic arts students to the world wide web and provides artistic and technical training on how a web page is created and designed. Using page-authoring software, students build and preview text, images and links. Students learn how to apply standard HTML formats without typing HTML codes. In addition, basic flatbed scanning techniques are applied to graphic file formats that are acceptable for viewing on the World Wide Web. Adobe® web authoring software Dreamweaver® and Flash® are used to coincide with the Adobe® graphic design software that is used throughout the Visual Communications Technology Program. Apple OSX® and Windows® platform. *Prerequisite: DMT 101, Macintosh™ or Windows® knowledge, or permission of Instructor. Hours of class per week: 2. Hours of lab per week: 2.*

DMT 103 Web Page Design and Digital Illustration 3 s.h.

Web Page Design and Digital Illustration builds on the principles and practices learned in DMT 101. The course focuses on practical skills in print media design and lithographic reproduction. Students learn web page design techniques, including job planning, cascading style sheets, CMYK, RGB, web color spaces, digital imposition and linking text and graphics. Graphic design concepts and job pre-flighting are further explored, using Apple® and Windows computers. New print media techniques and digital workflows are reviewed to familiarize students with multiple software packages to design and integrate text and images into finished ad designs. Software such as: Adobe® Dreamweaver, Illustrator and QuarkXPress™, software is introduced. *Prerequisite: DMT 101, Macintosh™ or Windows® knowledge, or permission of Instructor. Hours of class per week: 2. Hours of lab per week: 3.*



DMT 104 Digital Publishing and Typography 3 s.h.

An introduction to digital publishing and design, using Adobe® InDesign software. This course builds on the previous design and technical concepts learned. The course emphasizes the function of typefaces, type identification, point sizes, copy editing, proofreading, style sheets, column guides, and editing skills. File management, scanning, file formats, and color output equipment are used to complete design projects. Students learn image-generating techniques that are used in advertising, newspaper and the commercial print media sector of the industry. Students gain practical skills in digital publishing and advertising design, using the Apple® and Windows® computer platforms. Software includes Adobe® InDesign. *Prerequisite: DMT 101. Hours of class per week: 2. Hours of lab per week: 2.*

DMT 109 Adobe Photoshop® 3 s.h.

Adobe PhotoShop® is a powerful pixel-based image manipulation program, featuring a wide range of image editing tools for adjusting black and white, color photos and artwork. The program is used for the home office, by graphic and digital artists, digital photographers, illustrators, and service bureaus. PhotoShop® allows the digital artist to add creative enhancements to an image by using PhotoShop's® special effects features. This course is for beginners to intermediate users who want to become familiar with the program and its tools. The topics and hands-on training include toolbox identification and importing images from a photo CD, filters, layers, cropping rotating graphics, making selections, masks, channels, file compression techniques, and photo restoration. These techniques are performed using the Apple® Macintosh™ and the PC platform. *Hours of class per week: 2. Hours of lab per week: 2.*

DMT 111 Multimedia Technology 3 s.h.

This course examines both the software and hardware that are found in the multimedia developer's toolbox, by offering a survey of current multimedia applications and underlying technologies. The creation of digital images, sounds, video, animation, and web-based content are all explored. There is a special focus on the Internet and web-based technologies as well as delivery of multimedia content on CD-Rom. Topics: computer use in multimedia, sound, video, graphic picture formats, Internet web usage, basic HTML, two-dimensional drawing, two-dimensional animation, applications of multimedia, and current information on the multimedia

industry. *Hours of class per week: 2. Hours of lab per week: 2.*

DMT 112 Digital Design 3 s.h.

This course focuses on content design in a digital world. Creating three-dimensional worlds and animations teaches students the importance of lighting, color and texture in a digital world. This course also explores digital video and sound editing technologies to provide the student with production experience, as a means of showcasing his or her work. Students learn the fundamentals of a digital portfolio and multimedia authoring. *Prerequisite: DMT 101 or permission of Instructor. Prerequisite for non-majors: DMT 101, ART 150, or permission of Instructor. Hours of class per week: 2. Hours of lab per week: 2.*

DMT 124 DTP Using QuarkXPress™ 3 s.h.

This course is designed to provide students with hands-on training in basic and intermediate desktop publishing techniques, using QuarkXPress™ software. Students gain experience by developing digital publishing skills in the areas of typography, color, page layout and print media techniques. Through learning modules and course projects, students learn file management, setting preferences, working with master pages, creating style sheets, and setting tabs, proofing and editing skills. Students use black and white, color scanning techniques, and high-resolution color copying systems to accomplish design projects. *Prerequisite: DMT 104 or permission of Instructor. Hours of class per week: 2. Hours of lab per week: 2.*

DMT 201 Digital Photography and Design 3 s.h.

This course emphasizes technology, design, and the terminology of digital photography. Students learn how to use digital photography as a way to think visually. Students learn the functions of digital cameras. ISO, memory, white balance, photo composition and file management are taught. Pixel-based software digital cameras and scanners are used to capture and manipulate photo images. Students develop new approaches to creative design, using digital technology and traditional design principles. Students restore photos, explore lighting, balance, and special effects. Visual creativity is emphasized to enhance and stimulate creative and original thought processes. *Prerequisite: DMT 101, DMT 109, Macintosh™/PC experience, or permission of Instructor. Hours of class per week: 2. Hours of lab per week: 2.*



DMT 202 Creative Studio Photography 3 s.h.

The emphasis of this course is to build student experiences using studio lighting techniques to capture digital images. Students learn how to manage TIFF, JPEG and RAW camera files using photographic software. Students learn to work with the complexities of studio lighting, and learn creative photographic lighting techniques. The course focuses on digital cameras in the studio, lighting equipment controlling measuring light. Students are also engaged in learning professional software, as a tool for image enhancements, creative commercial advertising, and graphic design. *Prerequisite: DMT 109, DMT 201, Macintosh™ PC experience, or permission of Instructor. Hours of class per week: 2. Hours of lab per week: 2.*

DMT 203 Multimedia Development 3 s.h.

This course provides the student with an in-depth look at current multimedia authoring software and interactive media design. Students will create interactive illustrations and multimedia titles for distribution on both CD-Rom and Internet. Students are expected to have an intermediate level of understanding of graphic design principles and applications. Game design and theory, beginner level programming methods, and packaging of multimedia titles are all covered in this course. *Prerequisite: DMT 112. Hours of class per week: 2. Hours of lab per week: 2.*

DMT 204 Multimedia Portfolio 3 s.h.

This course provides the student with a capstone opportunity to use multimedia software to develop complex multimedia projects. Student work results in the production of an interactive multimedia titles and cumulative portfolio. *Prerequisite: DMT 203. Hours of class per week: 2. Hours of lab per week: 2.*

DMT 205 Graphic Design 3 s.h.

This course approaches the planning and design aspects of creating complete digital posters, publications, logo work and creative advertisements. Emphasis is directed toward designing multi-color publications produced in advertising agencies, newspaper firms, in-plant printing facilities and commercial print media businesses. Advanced design principles and multiple software applications are used for graphic design. Print and web media specifications are stressed. Job planning techniques using dummy's, thumbnail concepts

and design principles are developed. Page impositions and proofing techniques are emphasized. Artwork and design concepts are created manually, or by computer. Offset reproduction, paper specifications, grades and ink relationships are taught. This course emphasized completion of finished digital artwork. Introduction to graphic arts portfolio design. *Prerequisites: DMT 101, DMT 103 or DMT 111 or permission of Instructor. Hours of class per week: 2. Hours of lab per week: 2.*

DMT 207 Entrepreneurship and Portfolio

Seminar 3 s.h.

This course is designed to develop knowledge and skills in the area of organizational communication and basic print media management. Emphasis is directed toward the print media, advertising, marketing, publishing and freelance segments of print and web media. Topics include plant and studio layout, the balance sheet, wage policies, inventory control, equipment costing, and leasing and customer service. Creative design projects are emphasized in addition to all software learned in previous courses. Presentation and PDF software is used to develop digital portfolios. This course is designed to stimulate students to develop useful skills for sales, marketing, and entrepreneurship in the print media and the publishing industry. Time management, job research, job preparation, transfer options, and final portfolio organization are emphasized. Adobe® Acrobat and Microsoft® PowerPoint software is used. *Prerequisites: DMT 101, DMT 103, DMT 104, Macintosh™/PC experience or permission of Instructor. Hours of class per week: 2. Hours of lab per week: 2.*

DMT 210 Advanced Web Page Design 3 s.h.

Conceptual ideas are developed through the use of web page layout and design tools. In addition, students work with support software to create dynamic web pages. Animated Gifs. JPEG. file formats are created and used in conjunction with the software. The course defines tips and tricks used by graphic arts professionals for combining creative artwork, graphics and text to prepare images for the World Wide Web. This course builds on basic web page design principles. Course projects include analyzing web sites, web color space, web page construction, and the application of design principles for a successful web page. *Prerequisites: DMT 103 or DMT 111 or permission of Instructor. Hours of class per week: 2. Hours of lab per week: 2.*



DST 291-DST 294 Directed Study 1-4 s.h.

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 appropriate 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 s.h.

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. *Hours of class per week: 3.*

ECO 282 Macroeconomics 3 s.h.

This course is an analysis of aggregate economic behavior, with application to the dynamic present-day economy. A study in detail of macroeconomic fluctuations of the business cycle, with special emphasis on the income-expenditure theory of cycles and trends, forecasting, high level of employment, and international trade. The course reviews monetary resources and economic growth policies. *Hours of class per week: 3. General Education: S.*

ECO 283 Microeconomics 3 s.h.

An analysis of economic theory, coupled with practical applications that are related to the consumer and the individual firm. The course considers concepts of a more technical nature, relative to price, distribution, production, costs and indifference curves, under various market conditions. *Hours of class per week: 3. General Education: S.*

EDR 105 Freshman Year Experience 1 s.h.

This course provides an educational foundation for a student's major transition from high school to college and for adults returning to school. Through both the course curriculum and professional staff, students have an opportunity to gain a better understanding of their

educational and career goals and the academic skills they need to fulfill these goals. Students will also learn about ways to cope with and balance the academic, social and personal aspects of their lives. The course will provide an introduction to the FM campus community and the resources students have available to them at the College. *Hours of class per semester: 15.*

EDR 110 Introduction to College Research 1 s.h.

This course is designed to provide the student with the basic information literacy skills that are needed to successfully research a college-level term paper. Included are locating book and periodical information in both paper and electronic formats and conducting research, using the World Wide Web. The methods used are lecture, assignment, and hands-on use of materials and equipment. This course may also be offered in a web-based, distance learning format. *Hours of class per semester: 15.*

EDR 114 Introduction to Online Learning 1 s.h.

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. *Hours of class per semester: 15.*

EDU 171 Introduction to Early Childhood Education 3 s.h.

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. *Hours of class per week: 3.*

**EDU 175 Foundations of Education 3 s.h.**

A study of the historical, philosophical, political, legal, sociological, and ethical bases of N-12 education in the United States. The course also examines the role of the educator, public, and private educational institutions, cultural diversity, and contemporary educational issues. *Hours of class per week: 3.*

EDU 180 Safety, Health and Nutrition in Early Childhood 3 s.h.

The 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. *Hours of class per week: 3.*

EDU 185 Early Childhood Curriculum 3 s.h.

This course is designed to develop and foster a creative and holistic approach to teaching young children in early childhood settings. Using literature, music and movement, science, art, block, and cooking activities, the student explores the potential of varied teaching/learning techniques, for supporting a child's total development. Students work in teams to develop lesson plans and conduct learning activities. *Prerequisite: EDU 171. Hours of class per week: 3.*

EDU 201 Introduction to Teaching 1 s.h.

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, PSY 210 or PSY 220, PSY 101 (may be taken concurrently). Hours of class per week: 1.*

EDU 225 Arts and Crafts for Early Childhood Education 3 s.h.

This course presents materials and techniques for promoting creative artistic development in young chil-

dren, exploring a variety of art activities. Students gain hands-on experience in the artistic media and the use of art materials. Activities relate to the principles of child development, enhance creativity, and support all areas of the curriculum. *Prerequisites: EDU 171 or permission of Instructor. Hours of class per week: 3.*

EDU 250 Music for Early Childhood Education 3 s.h.

This course addresses the musical disposition of young children and presents developmentally appropriate instructional techniques for supporting them. It emphasizes helping children to develop listening, singing, and beat competency, by providing planned and spontaneous musical experiences. The course also covers musical concepts such as melody, rhythm, and form, along with movement activities. *Prerequisites: EDU 171 or permission of Instructor. Hours of class per week: 3.*

EDU 280 Introduction to Young Children with Special Needs 3 s.h.

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. *Prerequisites: None (PSY 210 recommended). Hours of class per week: 3.*

EDU 298-EDU 299 Early Childhood Practicum 4 s.h.

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. Hours of class per week: 1, plus additional hours, to be arranged. Course enrollment restricted to Early Childhood Education Majors.*



ELT 125 Electric Circuit Analysis I 4 s.h.

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. *Prerequisites: None. Hours of class per week: 3. Hours of lab per week: 2.*

ELT 126 Electric Circuit Analysis II 3 s.h.

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. *Prerequisites: ELT 125 or permission of Instructor. Hours of class per week: 2. Hours of lab per week: 2.*

ELT 131 Industrial Automation and Robotics I 3 s.h.

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. Hours of class per week: 2. Hours of lab per week: 3.*

ELT 132 Digital Electronics 4 s.h.

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. *Hours of class per week: 3. Hours of lab per week: 3.*

ELT 229 Electronics I 4 s.h.

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. *Prerequisites: ELT 125 or permission of Instructor. Hours of class per week: 3. Hours of lab per week: 3.*

ELT 230 Electronics II 3 s.h.

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. Hours of class per week: 2. Hours of lab per week: 3.*

ELT 231 Industrial Automation and Robotics II 3 s.h.

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. Hours of class per week: 2. Hours of lab per week: 3.*

**ELT 232 Nanotechnology and Integrated****Circuits****3 s.h.**

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, semiconductor devices, and fiber optic components. 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. The theory of fiber optic materials, interfaces, and systems is introduced. *Prerequisite: ELT 229 or permission of Instructor. Hours of class per week: 2. Hours of lab per week: 2.*

ELT 234 Telecommunications**3 s.h.**

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. *Prerequisites: ELT 125 or permission of Instructor. Hours of class per week: 2. Hours of lab per week: 2.*

ELT 236 Microcontroller Fundamentals**4 s.h.**

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. Hours of class per week: 3. Hours of lab per week: 3.*

ENG 020 Improving College Reading Skills 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. Hours of class per week: 3. **3 institutional (non-degree) credits.*

ENG 040 Introduction to Writing**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 COMPASS placement test. 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. Hours of class per week: 3. *3 institutional (non-degree) credits.*

ENG 103 English I**3 s.h.**

This course is designed to improve written and oral communication skills. Students learn to write specific types of essays that are coherent and grammatically and mechanically correct. They also participate in group discussion and/or oral presentation. The course covers research techniques and procedures for documenting sources. *Prerequisite: Grade of "C" or above in ENG 040 or results of COMPASS placement test. Hours of class per week: 3. General Education: C.*

ENG 104 English II**3 s.h.**

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. Hours of class per week: 3. General Education: C.*

ENG 127 Technical/Professional Writing 3 s.h.

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. Hours of class per week: 3.*

**ENG 128 Honors English 3 s.h.**

This course develops the writing and speaking skills of those students whose backgrounds enable them to function in an intense and independently-organized study of the arts and sciences. Among other assignments, students prepare an oral and a written presentation on some aspect of the creative process. In any program, this course may be used to meet the requirement of ENG 104. Either ENG 104 or ENG 128, but not both, may be credited toward a degree or certificate. *Prerequisite: ENG 103 or permission of Instructor. Hours of class per week: 3. General Education: C.*

ENG 132 Speech 3 s.h.

The 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. *Hours of class per week: 3.*

ENG 140 Introduction to Linguistics 3 s.h.

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. Hours of class per week: 3. General Education: S.*

ENG 150 Reading and Writing Poetry 3 s.h.

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: "C" or better in ENG 103 or permission of Instructor. Hours of class per week: 3. General Education: H.*

ENG 200 Short Story 3 s.h.

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. *Prerequisite: ENG 103, ENG 104 or permission of Instructor. Hours of class per week: 3. General Education: H.*

ENG 210 Popular Literature 3 s.h.

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, ENG 104. Hours of class per week: 3. General Education: H.*

ENG 222 Children's Literature 3 s.h.

A survey of all forms of children's literature and 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, ENG 104 or permission of Instructor. Hours of class per week: 3.*

ENG 231 Masterpieces of World Literature I 3 s.h.

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. *Prerequisite: ENG 103, ENG 104 or permission of Instructor. Hours of class per week: 3. General Education: H.*

ENG 232 Masterpieces of World Literature II 3 s.h.

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. *Prerequisite: ENG 103, ENG 104 or permission of Instructor. Hours of class per week: 3. General Education: H.*

**ENG 233 American Literature I 3 s.h.**

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. *Prerequisite: ENG 103, ENG 104 or permission of Instructor. Hours of class per week: 3. General Education: H.*

ENG 234 American Literature II 3 s.h.

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. *Prerequisite: ENG 103, ENG 104 or permission of Instructor. Hours of class per week: 3. General Education: H.*

ENG 235 Modern Drama 3 s.h.

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. *Prerequisite: ENG 103, ENG 104 or permission of Instructor. Hours of class per week: 3. General Education: H.*

ENG 239 Modern Novel 3 s.h.

The 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. *Prerequisite: ENG 103, ENG 104 or permission of Instructor. Hours of class per week: 3. General Education: H.*

ENG 243 English Literature I 3 s.h.

A survey of the first eight centuries of English literature, examining both thematic and stylistic continuity and significant developments over the course of the period. The course will begin with a close reading of Beowulf, before proceeding to representative works of the Middle Ages, Renaissance, and Restoration/Eighteenth Century. Selected readings include: the poetry of the Gawain poet, Chaucer, Spenser, Donne, Jonson, Marvell, Milton, Dryden, and Pope; the prose of Malory, Bacon, Swift, and Johnson; and the drama of the Mystery Plays of Marlowe, Shakespeare, Wycherley, and Congreve. Discussions will examine pertinent historical, biographical, and intellectual contexts of the readings. *Prerequisite: ENG 103, ENG 104 or permission of Instructor. Hours of class per week: 3. General Education: H.*

ENG 244 English Literature II 3 s.h.

A survey of the last two centuries of English literature, examining both thematic and stylistic continuity and significant developments over the course of the period. The course will begin with a close reading of the major Romantic poets before proceeding to representative works in the Victorian, Modern, and Postmodern periods. Selected readings include: the poetry of Blake, Wordsworth, Keats, Tennyson, Hardy, Yeats, Eliot, Auden, and Heaney; the prose of Austen, the Brontes, Dickens, Conrad, Joyce, Lawrence, and Woolf; and the drama of Beckett and Pinter. Discussions will examine pertinent historical, biographical, and intellectual contexts of the readings. *Prerequisite: ENG 103, ENG 104 or permission of Instructor. Hours of class per week: 3. General Education: H.*

ENG 245 World Drama 3 s.h.

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. *Prerequisite: ENG 103, ENG 104 or permission of Instructor. Hours of class per week: 3. General Education: H.*

**ENG 250 The Graphic Novel 3 s.h.**

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. Hours of class per week: 3. General Education: H.*

ENG 257 Creative Writing 3 s.h.

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 portfolio. 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. *Prerequisite: ENG 103 and ENG 104. Hours of class per week: 3.*

ESC 125 Introduction to Engineering 2 s.h.

This course provides an orientation to the profession, for students choosing an engineering career. It is divided into three parts that introduce the student to the engineering fields and profession, the engineering design process, and computer aided engineering. *Hours of class per week: 1. Hours of lab per week: 2.*

ESC 235 Mechanics: Statics 3 s.h.

A course designed for sophomores who are pursuing studies in engineering, mathematics, and physics. It presents the principles of statics of particles and rigid bodies and indicates the general methods of applying them to the solution of varied engineering problems, developing the analytical ability of the student. Topics covered: vector algebra; forces and equilibrium; structures, plane and space trusses; frames and machines; centroids of lines, areas, and volumes; flexible cables; beams with distributed loads; friction. *Prerequisites: PHY 171, MAT 170, and completion of or concurrent registration in MAT 175. Hours of class per week: 3.*

ESC 236 Mechanics: Dynamics 3 s.h.

This course, designed for sophomore engineering and physics majors, presents the principles of dynamics of particles and rigid bodies and indicates the general methods of applying them to the solution of varied engineering problems, developing the analytical ability of the student. Topics covered are equations of motion, rectilinear and curvilinear motion, motion relative to translating and rotating axes, moment of inertia, work and energy, impulse and momentum, central force motion, simple harmonic motion, damped oscillations, and forced oscillations. *Prerequisites: PHY 171, MAT 170 - MAT 175. Hours of class per week: 3.*

ESC 251 Materials Science 3 s.h.

This is a first course in materials science and engineering, for Engineering Science majors. The emphasis of the course is on the relationships between structure of solids and their physical properties. Topics covered include atomic and molecular structure, phase equilibria, microstructures, deformation and fracture, materials treatments and processes, metals, ceramics, polymers and composites, electrical and magnetic properties, and materials performance. *Prerequisites: PHY 171, CHM 173. Hours of class per week: 3.*

ESC 281 Electric and Electronic Circuits 4 s.h.

A course on the analysis of linear and nonlinear circuits, designed for engineering and physics majors. Topics covered: Ohm's law; Kirchoff's laws; superposition principle; mesh analysis; modal analysis; Thevenin's theorem; Norton's theorem; maximum power transfer; inductance and capacitance; response of first- and second-order systems — natural response; steady state response and complete response; average and rms values; phaser; impedance; complex power, series, and parallel resonant circuits; complex frequency; transfer functions, poles and zeroes; characteristics of diodes and transistors; and operational amplifiers. *Prerequisites: PHY 172 and concurrent registration in MAT 215. Hours of class per week: 3. Hours of lab per week: 3.*

FRE 101 Elementary French I 3 s.h.

For the first part of Elementary French, it is assumed that the student has little or no French background. This course focuses on students communicating from day one. Students prepare grammatical material and bring questions to class. Class time is then spent on the



use and practice of new material. Students are evaluated by a mid-term, final, oral exams, journal (writing) assignments, and class participation. Quizzes may also be administered periodically. This course is not open to Native or Heritage speakers of French. *Hours of class per week: 3. General Education: F.*

FRE 102 Elementary French II 3 s.h.

For the second part of Elementary French, it is assumed that the student has either one semester of college French or one year of high school French. This course focuses on students communicating from day one. Students prepare grammatical material and bring questions to class. Class time is then spent on the use and practice of new material. Students are evaluated by a mid-term, final, oral exams, journal (writing) assignments, and class participation evaluations. Quizzes may also be administered periodically. This course is not open to Native or Heritage speakers of French. *Hours of class per week: 3. General Education: F.*

FRE 201 Intermediate French I 3 s.h.

For this first part of Intermediate French, it is assumed that the student has two semesters of college French or two years of high school French. This course focuses on students communicating from day one and expanding their knowledge of grammar. Students prepare grammatical material and bring questions to class. Class time is then spent on the use and practice of new material. Students complete a final course portfolio, which will include journal (writing) assignments, class participation evaluations, and a final project. This class is not open to Native or Heritage Speakers of French. *Hours of class per week: 3. General Education: F.*

FRE 202 Intermediate French II 3 s.h.

For the second part of Intermediate French, it is assumed that the student has three semesters of college French or three years of high school French. This course emphasizes more developed writing and conversation in French, as well as a review of the main grammar points that were covered in the first three semesters. Students prepare grammatical material and bring questions to class. Class time is spent on the use and practice of new material. Students complete a final course portfolio that will include journal (writing) assignments, class participation evaluations, and a final project. *Hours of class per week: 3. General Education: F.*

GER 101 Elementary German I 3 s.h.

For the first part of Elementary German, it is assumed that the student has little or no German background. This course focuses on students communicating from day one. Students prepare grammatical material and bring questions to class. Class time is spent on the use and practice of new material. Students are evaluated by a mid-term, final, oral exams, journal (writing) assignments, and class participation. Quizzes may also be administered periodically. This course is not open to Native or Heritage speakers of German. *Hours of class per week: 3. General Education: F.*

GER 102 Elementary German II 3 s.h.

For the second part of Elementary German, it is assumed that the student has either one semester of college German or one year of high school German. This course focuses on students communicating from day one. Students prepare grammatical material and bring questions to class. Class time is spent on the use and practice of new material. Students are evaluated by a mid-term, final, oral exams, journal (writing) assignments, and class participation evaluations. Quizzes may also be administered periodically. This course is not open to Native or Heritage speakers of German. *Hours of class per week: 3. General Education: F.*

HIS 101 World Civilizations I 3 s.h.

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. *Hours of class per week: 3. General Education: O.*

HIS 102 World Civilizations II 3 s.h.

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. *Hours of class per week: 3. General Education: O.*

HIS 103 Western Civilization I 3 s.h.

This course is a survey of western civilization, from ancient times until the 17th 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. *Hours of class per week: 3. General Education: W.*

**HIS 104 Western Civilization II 3 s.h.**

This course is a survey of western civilization, from the 17th 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. *Hours of class per week: 3. General Education: W.*

HIS 105 Survey of American History I 3 s.h.

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. *Hours of class per week: 3. General Education: U.*

HIS 106 Survey of American History II 3 s.h.

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. *Hours of class per week: 3. General Education: U.*

HIS 220 New York State History 3 s.h.

This course is a survey of the history of New York, from pre-colonial times to the present. Topics include the transition of New York from a Dutch to an English colony, the American Revolution, the part New York played in the coming about of the Civil War, the effect the Erie Canal had in state development, immigration and migration, and the emergence of New York State in the modern world. *Hours of class per week: 3.*

HIS 239 The American Revolution 3 s.h.

This course examines the political, constitutional, social, economic, and intellectual origins of the American Revolution. It also looks at the events of the revolution proper, from varying perspectives, including military, social, and intellectual. Finally, the course explores the consequences and ramifications of the Revolution, including social and economic changes and the development of federalism. *Hours of class per week: 3.*

HIS 241 The Civil War 3 s.h.

This course will investigate the causes, events, and consequences of the American Civil War. It will focus on the various theories of the origins of the war, examine in-depth the people and events made prominent in the war, and look at the lasting effects of the war. The course will utilize several perspectives, including social, military, economic, and constitutional. *Hours of class per week: 3.*

HIS 287 America Since 1945 3 s.h.

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. *Hours of class per week: 3. General Education: U.*

HIS 293 Diplomatic History of the United States Before 1900 3 s.h.

This course examines the relations of the United States with foreign nations, from the American Revolution until the Spanish-American War. *Hours of class per week: 3. General Education: U.*

HIS 295 Diplomatic History of the United States Since 1900 3 s.h.

A continuation of HIS 293, this course studies American foreign relations, from the turn of the century to the present. *Hours of class per week: 3. General Education: U.*

HIS 296 Israel: Biblical Period to 1948 3 s.h.

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. *Hours of class per week: 3. General Education: W.*

**HLT 101 Introduction to Allied Health 2 s.h.**

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. *Hours of class per week: 2.*

HLT 111 Introduction to Patient Care 1 s.h.

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. Hours of class per week: 1.*

HLT 120 Professional Ethics in Allied Health 3 s.h.

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 health-care practitioners and allied personnel must uphold. *Hours of class per week: 3.*

HLT 135 Personal Health 3 s.h.

A course dealing with the application of scientific principles of effective, healthful living. Topics include critical areas of health, the causes and effects of health problems, and the practical application of this knowledge toward positive action. The course covers drugs as well as environmental health, family hygiene, mental health, and social diseases. *Hours of class per week: 3.*

HLT 136 First Aid and Safety 3 s.h.

A course granting National Safety Council: First Aid (Level III) and CPR Certification, and New York State Education Department First Aid and CPR Certification for Coaches, following satisfactory completion. The course emphasizes safety with discussion of accident causation and prevention, in recreation, home, and community. *Hours of class per week: 3.*

HLT 138 Health Care Provider CPR 1 s.h.

This course is an American Heart Association CPR course which includes infant, child, and adult CPR. *Hours of class per week: 1.*

HLT 201 Health Science Seminar 1 s.h.

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. Hours of class per week: 1.*

HNS 291 Honors Seminar 3 s.h.

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 Dean of Arts and Sciences. Hours of class per week: 3.*

HUD 100 Studies of the Person 3 s.h.

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. *Hours of class per week: 3.*

HUD 110 Human Relations and Group Dynamics 3 s.h.

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 commu-



nication, attending behavior, listening skills, communication skills, conflict management, systems theory, gender differences, family dynamics, leadership, group roles, and group norms and pressures. *Hours of class per week: 3.*

HUM 170 Myth, Story and Symbol 3 s.h.

The 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: "C" or better in ENG 103 or permission of Instructor. Hours of class per week: 3. General Education: H.*

HUM 171 Comparative Religions 3 s.h.

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: "C" or better in ENG 103 or permission of Instructor. Hours of class per week: 3. General Education: H.*

HUM 180 Survey of American Popular Music 3 s.h.

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: "C" or better in ENG 103 or permission of Instructor. Hours of class per week: 3. General Education: H.*

HUS 100 Introduction to Human Services 3 s.h.

This course offers students a general introduction to the field of human services. It defines the present-day structure of the Human Services field, as it fits within the broader context of human service professions. The historical evolution of the helping profession provides a background from which to view current social problems. The course discusses the education and training structure, as it relates to the development of the practical skills, knowledge, and values that are necessary for successful human service work. It also discusses theoretical concepts that have determined a variety of intervention strategies to meet a vast assortment of client needs. Students study basic topics, beginning with the concept of human needs, that have dictated the shape of the existing network of agencies and services. Self-awareness opportunities encourage students to appraise their suitability to the field. *Hours of class per week: 3.*

HUS 101 Human Services Interventions 3 s.h.

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. *Hours of class per week: 3.*

HUS 211 Problems of Substance Use Disorders 3 s.h.

This course introduces students to the subjects of drugs and alcohol - their use, misuse, and abuse, using a multi-dimensional approach that reviews the historical, social, legal, biological, pharmacological, and psychological aspects of the topic. The course emphasizes the problems that arise from the legal and illegal use of substances. Students are encouraged to think critically and examine personal beliefs and values regarding drug and alcohol use or abuse. In addition, attention is given to methods of prevention and treatment. *Prerequisite: PSY 101. Hours of class per week: 3.*

HUS 212 Mental Health Services 3 s.h.

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. *Prerequisites: HUS 100 (PSY 101, PSY 240 recommended). Hours of class per week: 3.*

HUS 213 Introduction to Gerontology 3 s.h.

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. Hours of class per week: 3.*

HUS 214 Family Violence Issues 3 s.h.

The 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, SOC 210 recommended). Hours of class per week: 3.*

HUS 215 Developmental Disabilities 3 s.h.

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. *Prerequisite: HUS 100, PSY 200. Hours of class per week: 3.*

HUS 298-HUS 299 Human Services Internship I and II 4 s.h.

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: An earned grade of "C" or higher in HUS 100 and HUS 101, and the approval of HUS program faculty and the Academic Dean. Hours of class per week: 1, plus additional hours to be arranged.*

IND 291-IND 294 Independent Study 1-4 s.h.

The 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. *Hours: to be arranged.*

INT 291-INT 294 Internship 1-4 s.h.

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 Academic 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. Hours of class per week: to be arranged.*

ITA 101 Elementary Italian I 3 s.h.

For the first part of Elementary Italian, it is assumed that the student has little or no Italian background. This course focuses on students communicating from day one. Students prepare grammatical material and bring questions to class. Class time is spent on the use and practice of new material. Students are evaluated by a mid-term, final, oral exams, journal (writing) assignments, and class participation. Quizzes may also be administered periodically. This course is not open to Native or Heritage speakers of Italian. *Hours of class per week: 3. General Education: F.*

**MAT 010 Number Sense** **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. Hours of class per week: 2. *2 Institutional (non-degree) Credits.*

MAT 040 Elementary Algebra **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. Hours of class per week: 4. *4 Institutional (non-degree) credits.*

MAT 100 Technical Mathematics **4 s.h.**

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. Hours of class per week: 4.*

MAT 110 Survey of Mathematics **3 s.h.**

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. Hours of class per week: 3. General Education: M.*

MAT 120 Intermediate Algebra **4 s.h.**

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 de-

gree (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 Precalculus or higher. Prerequisite: Grade of "C" or above in MAT 040, placement by academic advisor, or permission of Instructor. Hours of class per week: 4. General Education: M.*

MAT 125 Statistics **3 s.h.**

A course designed to give a foundation in statistics for students in Business, Social Sciences, Education, Humanities, or Computer Information Systems, who are planning to transfer to four-year programs. Topics include descriptive statistics, counting principles and probability, binomial, Student-t, and normal distributions; confidence intervals and hypothesis testing; and linear regression and correlation. *Prerequisites: Grade of "C" or above in MAT 040, Math A, or Integrated Algebra; placement by academic advisor; or permission of Instructor. Hours of class per week: 3. General Education: M.*

MAT 128 Discrete Mathematics **4 s.h.**

This course is an introduction to the fundamental concepts and methods of proof in mathematics and computer science. Topics include logic, sets, relations, induction, binomial, theorem, permutations and combinations, counting, and other related topics. *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 the Instructor. Hours of class per week: 4.*

MAT 130 College Algebra **4 s.h.**

This course provides a working knowledge of college-level algebra and its applications. Topics include: functions; polynomial functions, graphs, and equations; exponential and logarithmic functions, graphs, equations and applications; methods for solving systems of equations, including matrices and determinants; and linear programming. *Prerequisite: 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. Hours of class per week: 4. General Education: M.*

**MAT 135 Trigonometry** 2 s.h.

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 Analytic Geometry and Calculus I, MAT170. Not open to students who have credit for Pre-Calculus Mathematics or MAT140. *Prerequisite: 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. Hours of class per week: 2.*

MAT 140 Pre-Calculus Mathematics 4 s.h.

This course covers background material for the study of calculus. Topics include graphs, equations, and applications for the following: polynomial functions, rational functions, exponential and logarithmic functions, and trigonometric functions. *Prerequisite: 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. Hours of class per week: 4. General Education: M.*

MAT 165 Survey of Calculus 4 s.h.

A streamlined approach to differentiation and integration of algebraic and transcendental functions. This condensed version of a traditional calculus course is to make formulas and theorems reasonable and clear, using arguments that can be made rigorous, if desired. *Prerequisite: Precalculus or satisfactory performance on the placement exam. Hours of class per week: 4. General Education: M.*

MAT 170 Analytic Geometry and Calculus I 4 s.h.

This is the first course in a sequence of four courses, covering topics from calculus, analytic geometry, differential equations and advanced areas. It is primarily for students who are pursuing studies in mathematics and sciences, though qualified students from other fields are encouraged to elect the course. Topics include limits, continuity, asymptotes, differentiation, curve sketching, anti-differentiation, Riemann sums, the Fundamental Theorem of Calculus, integration by substitution, and applications. *Prerequisite: Grade of "C" or above in MAT 140 or high school Pre-Calculus, placement by academic advisor, or permission of Instructor. Hours of class per week: 4. General Education: M.*

MAT 175 Analytic Geometry and Calculus II 4 s.h.

This is the second course in a sequence of four courses, covering topics from calculus analytic geometry, differential equations, and advanced areas, and is a continuation of MAT 170. Topics include: the differentiation and integration of logarithmic, exponential, inverse trigonometric, and hyperbolic functions; areas; volumes; integration techniques; approximations; improper integrals; infinite series; Taylor polynomials; tests for convergence/divergence, and applications. *Prerequisite: Grade of "C" or above in MAT 170 or high school Calculus or permission of Instructor. Hours of class per week: 4. General Education: M.*

MAT 210 Analytic Geometry and Calculus III 4 s.h.

This is the third course in a sequence of four courses, covering topics from calculus, analytic geometry, differential equations, and advanced areas, and is a continuation of MAT 175. Topics include: conic sections; parametric equations; polar equations; arc length; vector differentiation and integration; tangent and normal vectors; multivariate differentiation and integration in several coordinate systems; line integrals; and applications including lines, planes, areas, volumes, mass, and moments. *Prerequisite: Grade of "C" or above in MAT 175 or permission of Instructor. Hours of class per week: 4.*

MAT 215 Differential Equations 4 s.h.

This is the final course in a sequence of four courses, covering topics from calculus, analytic geometry, differential equations, and advanced areas, and is a continuation of MAT 210. Topics include definitions and properties of differential equations, differential equations of first degree and order, applications, Bernoulli's equation, linear independence, general solutions to homogeneous and non-homogeneous equations, differential operators, auxiliary equations, the Laplace transformation and its inverse, and series solutions about ordinary and singular points. *Prerequisite: Grade of "C" or above in MAT 210 or permission of Instructor. Hours of class per week: 4.*

MAT 220 Linear Algebra 3 s.h.

A course designed for second-year science students. Topics include systems of linear equations, vector spaces, linear dependence, bases, dimension, linear



transformations, matrices, determinants, and eigenvectors. *Prerequisite: Grade of "C" or above in MAT 175 or permission of Instructor. Hours of class per week: 3.*

MED 283 Medical Terminology 3 s.h.

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. *Hours of class per week: 3.*

MED 284 Medical Insurance 3 s.h.

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. Hours of class per week: 3.*

MED 287 Basic ICD Medical Coding 3 s.h.

This course will provide an introduction to the international classification of diseases, 9th revision. It will cover basic coding steps and guidelines for assigning ICD-9 diagnosis and procedure codes. Students will review and code examples of medical records. This course will benefit students seeking employment in hospital or physician's office settings. *Prerequisite: MED 283 or permission of Instructor. Hours of class per week: 3.*

MED 288 Introduction to CPT Coding 3 s.h.

This course provides instruction in entry-level health information management positions in a physician's office, hospital, or other medical facility. The course includes an introduction to indexing conditions and procedures, using the Current Procedural Terminology (CPT) coding system. It covers how to code from actual medical records and introduces the current prospective payment system(s). *Prerequisite: MED 283. Hours of class per week: 3.*

MED 289 Medical Transcription and Editing I 3 s.h.

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, proof-reading and transcription skills are systematically reinforced. Assignments include a variety of medical documents and dictator accents. The Business Technology Lab is used. *Prerequisite: BTA 134, MED 283, or permission of Instructor. Hours of class per week: 3.*

MED 291 Medical Transcription and Editing II 3 s.h.

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. *Prerequisite: MED 289, CIS 105 or permission of Instructor. Hours of class per week: 3.*

MUS 102 Musical Theatre Practicum 3 s.h.

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. Hours of class per week: 4. General Education: A.*

MUS 111 College Chorus 1 s.h.

Study and performance of a variety of choral literature. The emphasis is on students developing the ability to sing in a group. Special attention is paid to choral phrasing and interpretation. Each semester's work culminates in a campus performance by the Chorus. May be taken for credit for four semesters. No prior experience with choral singing is required. *Hours of class per week: 2.*

NUR 099 Nursing Process 1 s.h.

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. *Prerequisite: BIO 181, PSY 101. Hours of class per semester: 15. 1 institutional (non-degree) credit.*

NUR 105 Nursing Science I 7 s.h.

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. *Prerequisite: completion of or concurrent registration in BIO 181 and PSY 101. Hours of class per week: 5. Hours of lab per week: 6.*

NUR 106 Nursing Science II 7 s.h.

The course focuses on the commonalities 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, completion of/or concurrent registration in BIO 182, PSY 200. Hours of class per week: 4. Hours of lab per week: 10.*

NUR 205 Nursing Science III 9 s.h.

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, completion of or concurrent registration in BIO 282. Hours of class per week: 5. Hours of lab per week: 12.*

NUR 206 Nursing Science IV 10 s.h.

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. Hours of class per week: 6. Hours of lab per week: 11. In addition, a 3-week preceptorship is required.*

NUR 207 Pharmacology 3 s.h.

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. *Prerequisite: Completion of NUR 105 and NUR 106 and within 12 months of graduation. Hours of class per week: 3.*

PED 031 Intramural Activities 1 s.h.

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. *Hours of class per week: 1.*

PED 111 Jogging 1 s.h.

A course designed to instruct individuals in developing cardiovascular fitness through jogging, with an emphasis on monitoring fitness indicators. *Hours of class per week: 2.*

PED 115 Hiking 1 s.h.

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. *Hours of class per week: 2.*



PED 116 Body Shaping 1 s.h.

This course is designed to instruct individuals to improve cardiorespiratory function, muscle tone, strength, and flexibility, through basic movement exercises. *Hours of class per week: 2.*

PED 118 Weight Training and Conditioning 2 s.h.

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. This course satisfies **one** physical education activity course requirement. *Hours of class per week: 3.*

PED 123 Bowling 1 s.h.

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. *Hours of class per week: 2.*

PED 124 Golf 1 s.h.

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. *Hours of class per week: 2.*

PED 126 Aerobic Walking 1 s.h.

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. *Hours of class per week: 2.*

PED 127 Cross-Country Skiing 1 s.h.

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. *Hours of class per week: 2.*

PED 128 Aerobic Dance 1 s.h.

A fitness course designed to improve cardio-respiratory function, muscle tone, strength, and flexibility. It emphasizes low-impact activities. *Hours of class per week: 2.*

PED 130 Step Aerobics 1 s.h.

A high-intensity activity course to promote cardio-respiratory fitness using low-impact steps techniques. *Hours of class per week: 2.*

PED 131 Volleyball 1 s.h.

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. *Hours of class per week: 2.*

PED 133 Soccer 1 s.h.

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. *Hours of class per week: 2.*

PED 134 Athletic Performance Training 1 s.h.

This course is designed to improve the individual's speed, agility, quickness, muscle strength, endurance, balance, and flexibility, through a variety of anaerobic training activities. *Hours of class per week: 2.*

PED 136 Basketball 1 s.h.

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. *Hours of class per week: 2.*

PED 137 Introduction to Cardiovascular Fitness/Weight Management 1 s.h.

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. *Hours of class per week: 2.*

**PED 138 Introduction to Stress Management, Flexibility, and Strength Training 1 s.h.**

A survey of stress management, flexibility, strength training. It has both lecture and lab components. Laboratory sessions present a variety of stress management, flexibility, and strength-training activities. Course lectures cover the physiological and emotional effects of stress management techniques, flexibility, strength training exercise, and a variety of wellness issues. *Hours of class per week: 2.*

PED 148 Core Stability Training 1 s.h.

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. *Hours of class per week: 2.*

PED 150 Yoga 1 s.h.

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. Hours of class per week: 2.*

PED 151 Racquet Activities 1 s.h.

An introduction to basic skills, rules, and strategies of tennis and badminton. Emphasis is on improving skill level and progression to game play. *Hours of class per week: 2.*

PED 201 Introduction to Health, Physical Education, and Recreation 3 s.h.

The course provides an historical background and understanding of health, physical education, and recreation. Experiences in classroom observations, athletics, and administration are interspersed with lectures. Individual objectives and qualifications are reviewed, as are opportunities in the profession. Not credited toward Physical Education activity course requirements. Course meets at sites other than main campus. Students make their own transportation arrangements. *Hours of class per week: 3.*

PED 236 Introduction to Care and Prevention of Athletic Injuries 3 s.h.

The 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. *Prerequisite: HE 136. Hours of class per week: 3.*

PED 254 Lifetime Sports: Soccer 2 s.h.

Philosophy and instructional techniques in soccer, for Physical Education majors. Not credited toward Physical Education activity course requirements. *Hours of class per week: 2. Hours of lab per week: 1.*

PED 256 Lifetime Sports: Basketball 2 s.h.

Philosophy and instructional techniques in Basketball, for Physical Education majors. Not credited toward Physical Education activity course requirements. *Hours of class per week: 2. Hours of lab per week: 1.*

PED 257 Lifetime Sports: Racquet Activities 2 s.h.

Philosophy and instructional techniques for Physical Education majors, in one of the lifetime sports areas: Racquet Activities. Not credited toward Physical Education activity course requirements. *Hours of class per week: 2. Hours of lab per week: 1.*

PHI 150 Introduction to Philosophy 3 s.h.

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: “C” or better in ENG 103 or permission of Instructor. Hours of class per week: 3. General Education: H.*

PHI 258 Ethics 3 s.h.

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, nat-



ural law, natural rights, and Platonism. *Prerequisites:* ENG 103, either ENG 104 or PHI 150, or permission of Instructor. *Hours of class per week:* 3. *General Education:* H.

PHI 260 Introduction to Philosophy of the Arts

3 s.h.

The 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, either ENG 104 or PHI 150, or permission of Instructor. *Hours of class per week:* 3. *General Education:* H.

PHY 171 Physics I

4 s.h.

This first course in the physics sequence stresses the basic concepts and relations between the concepts and laws of physics and is designed for students who are pursuing studies in engineering, mathematics, and science. Topics covered include Newton's three laws of motion, Newton's law of gravitation, motion in one- and two-dimensions, mechanical energy conservation principle, impulse-momentum principle, momentum conservation principle, torque, moment of inertia, and angular momentum conservation principle. The course places major emphasis on developing the analytical ability and problem-solving skills of the student. *Prerequisite:* previous or concurrent registration in MAT 170 or permission of Instructor. *Hours of class per week:* 3. *Hours of lab per week:* 3. *General Education:* N.

PHY 172 Physics II

4 s.h.

A continuation of PHY 171 Physics I, the course stresses the basic concepts and relations between the concepts and laws of physics and is designed for students

who are pursuing studies in engineering, mathematics, and science. Topics covered include electricity and magnetism, oscillations and waves, heat and thermodynamics, and a brief introduction to atomic and nuclear physics. Fundamental forces and conserved quantities are used as unifying themes for the different branches of physics. The course places major emphasis on developing the analytical ability and problem-solving skills of the student. *Prerequisites:* PHY 171, MAT 170 or permission of Instructor. *Hours of class per week:* 3. *Hours of lab per week:* 3.

PHY 271 Physics III

4 s.h.

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-MAT 175. *Hours of class per week:* 3. *Hours of lab per week:* 3.

POL 101 American Political System

3 s.h.

The purpose of this study is to examine the various political and governmental structures that make up the American political system: political culture, constitutional arrangements, public opinion, pressure groups, political parties, elections, Congress, the President, courts, and bureaucracy. The major theme is the understanding that since the American political system was intentionally designed to make it difficult for any one individual or group to govern effectively, public policies are usually the results of compromises; hence, the final outcome may be less than one wishes. Hoping to make the student a realistic observer of the process, the course explores, then, how the "system" affects the relationship between the promises and the performances of elected officials. *Hours of class per week:* 3. *General Education:* S.

**POL 204 Constitutional Law 3 s.h.**

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. *Hours of class per week: 3.*

POL 211 Public Administration 3 s.h.

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. *Hours of class per week: 3.*

POL 278 International Politics 3 s.h.

This course examines the new patterns of relations that have developed among nation-states, Inter-Governmental Organizations (IGO's), and Non-Governmental Organizations (NGO's), in the post-Cold War period. The focus will be on the increasing regionalization and globalization of governmental and non-governmental organizations and movements and their effects on world stability and the lives of average citizens. Using the new and competing models of world politics, students will focus on: the roles of the state and individuals in developing foreign policies; the increasing role of NGO's (from human rights groups to international terrorist groups) in shaping the actions of states, wars, and conflict management; and the global economy and the divide between "North and South." Students will also examine specific global issues, such as AIDS, pollution, human rights, workers' rights, and terrorism. *Hours of class per week: 3.*

POL 280 Public Policy 3 s.h.

This course examines what governments do and don't do to address the perceived social problems of the nation. The study progresses in the following fashion: 1) an analysis of what "policy" is; 2) a comparison of the way liberals, conservatives, and radicals identify and define social issues and the role they believe the government should play in solving problems; 3) an examination of the policy-making process; and 4) a discussion of the existing and possible alternative policies designed to

deal with issues related to crime, welfare, education, health, economic growth, and affirmative action. *Hours of class per week: 3. General Education: S.*

PRT 199 Training for Peer Tutoring 1 s.h.

The course provides practice in effective techniques for peer tutoring. Prerequisites: completion of at least 15 credit hours, a minimum G.P.A. of 3.0, and recommendation of area Instructor. *Hours of class per week: to be arranged.*

PSY 101 General Psychology 3 s.h.

This course is intended to acquaint students with the discipline of psychology, the scientific study of behavior, and mental processes. Given the complex nature of its subject matter, the topics addressed by psychologists are wide-ranging. They may include the history and systems of psychology, the scientific method, the brain and nervous system, sensation and perception, states of consciousness, motivation and emotion, learning, problem-solving, life-span development, personality, social psychology, cultural diversity, adjustment, health psychology, mental illness, counseling, and psychotherapy. *Hours of class per week: 3. General Education: S.*

PSY 200 Developmental Psychology 3 s.h.

A systematic examination of the patterns of development and behavior changes that occur during each of the principal stages of life: childhood, adolescence, adulthood, and old age. Attention is given to cultural, social, and genetic forces affecting human development. *Prerequisite: PSY 101 or permission of Instructor. Hours of class per week: 3.*

PSY 210 Child Development 3 s.h.

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. Hours of class per week: 3.*

PSY 220 Adolescent Development 3 s.h.

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. Hours of class per week: 3.*



PSY 240 Abnormal Psychology **3 s.h.**
A biological, psychosocial, and sociocultural approach, structured around the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, (DSM-V). The course stresses the nature, causes, and treatment of these maladaptive behaviors. It investigates historical information, clinical assessment, and biologically-based and psychologically-based therapies. *Prerequisites: PSY 101 or permission of Instructor. Hours of class per week: 3.*

PSY 250 Social Psychology **3 s.h.**
Human social behavior, a scientific attempt to understand and explain how the thoughts, feelings, and behavior of individuals are influenced by the actual, imagined, or implied presence of others. The study of people: loving, hating, working, helping, trusting, fighting, and communicating. *Prerequisite: 3 credit hours of Sociology or Psychology. Hours of class per week: 3.*

PSY 260 Personality Theories **3 s.h.**
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. Hours of class per week: 3.*

PSY 270 Forensic Psychology **3 s.h.**
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). Hours of class per week: 3.*

RAD 101 Introduction to Radiologic Technology **3 s.h.**
This course provides the students with a basic understanding of the science of radiology. The role of a health care provider and the radiographer's responsibilities will be discussed. Ethical behavior and ethical issues in a clinical setting will be discussed. The introduction of radiology medical terminology will be discussed, along with the role terminology plays in understanding orders directly pertaining to patient care in radiology and other related medical care. The role of the radiographer students in direct patient care and patient education will be discussed. *Hours of class per week: 3*

RAD 102 Patient Care I **1 s.h.**
This course offers students a clinical overview of medical imaging, as it pertains to patient care. The major topics include: patient education and communication, legal and ethical aspects of medical imaging, infection control, patient assessment, and preparation for imaging examinations. This course includes a one-week clinical assignment at an affiliate hospital as well as clinical performance and assessment in aseptic technique, patient transfer, venipuncture, vital signs, and care of medical equipment. *Hours of class per week: 1. Clinical requirements: 30 hours.*

RAD 110 Radiographic Procedures I **3 s.h.**
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. *Hours of class per week: 2. Hours of lab per week: 2*

RAD 111 Radiographic Procedures II **3 s.h.**
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. *Hours of class per week: 2. Hours of lab per week: 2*

RAD 120 Clinical Experience I **4 s.h.**
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. Hours of lab per week: 16.*

**RAD 121 Clinical Experience II 4 s.h.**

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. Hours of lab per week: 16.*

RAD 122 Clinical Experience III 7 s.h.

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 (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. Hours of lab per week: 40.*

RAD 130 Radiographic Physics I 3 s.h.

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. *Hours of class per week: 3.*

RAD 131 Radiographic Physics II 3 s.h.

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, comput-

ed tomography, and digital imaging, will be discussed. Special emphasis will be on quality control, and laboratory focus will be on quality control testing. *Hours of class per week: 3.*

RAD 202 Patient Care II 2 s.h.

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. Hours of class per week: 2.*

RAD 210 Advanced Radiographic Procedures I 3 s.h.

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. *Hours of class per week: 2. Hours of lab per week: 2.*

RAD 211 Advanced Radiographic Procedures II 2 s.h.

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 include digital angiography and digital spot imaging, magnetic resonance imaging, diagnostic ultrasound, nuclear medicine, bone densitometry, positron emission testing, and radiation oncology. The fundamentals of quality assurance in a diagnostic radiology department will be presented. *Hours of class per week: 2.*

**RAD 212 Sectional Anatomy 1 s.h.**

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. *Hours of class per week: 1.*

RAD 220 Clinical Experience IV 6 s.h.

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. Hours of lab per week: 24.*

RAD 221 Clinical Experience V 6 s.h.

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. Hours of lab per week: 24.*

RAD 230 Radiographic Health 3 s.h.

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. *Hours of class per week: 3.*

RAD 231 Quality Management 2 s.h.

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. Hours of class per week: 2.*

SCI 129 Nutrition 3 s.h.

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. Hours of class per week: 3.*

SCI 131 Environmental Physics 3 s.h.

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. *Hours of class per week: 2. Hours of lab per week: 2. General Education: N.*

SCI 135 Introductory Biology: Molecules and Cells **3 s.h.**

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. *Hours of class per week: 2. Hours of lab per week: 3. General Education: N.*

SCI 136 Essentials of Anatomy and Physiology **3 s.h.**

This course is designed for the study of basic human anatomy and physiology, including anatomical terminology, basic biochemistry, 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. *Hours of class per week: 2. Hours of lab per week: 3. General Education: N.*

SCI 137 Human Biology **3 s.h.**

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. *Hours of class per week: 2. Hours of lab per week: 3. General Education: N.*

SCI 139 Introductory Biology: Animals and Plants **3 s.h.**

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. *Hours of class per week: 2. Hours of lab per week: 3. General Education: N.*

SCI 143 Earth Systems **3 s.h.**

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. *Hours of class per week: 2. Hours of lab per week: 2. General Education: N.*

SCI 144 The Ancient Earth **3 s.h.**

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. *Hours of class per week: 2. Hours of lab per week: 2. General Education: N.*

SCI 145 Environmental Geology 3 s.h.

The course will explore the underlying processes behind all major geologic hazards, such as volcanoes, landslides, earthquakes, floods, and hurricanes, and their impact on humanity. In-depth coverage will be given to tsunamis, meteorite impacts and subsidence. The distribution and human consumption of our natural resources will be discussed. *Hours of class per week: 2. Hours of lab per week: 2. General Education: N.*

SCI 146 Our Solar System 3 s.h.

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. *Hours of class per week: 2. Hours of lab per week: 2. General Education: N.*

SCI 161 Introduction to Physics I 3 s.h.

This is one 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. *Prerequisite: High School Algebra, MAT 040 or equivalent, or permission of Instructor. Hours of class per week: 2. Hours of lab per week: 3. General Education: N.*

SCI 162 Introduction to Physics II 3 s.h.

This is one of a two-course sequence in physics, designed for technology students and other non-science 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, but not required for SCI 162). Hours of class per week: 2. Hours of lab per week: 3. General Education: N.*

SCI 170 Introductory Chemistry I 3 s.h.

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. Hours of class per week: 2. Hours of lab per week: 3. General Education: N.*

SCI 181 Introduction to Environmental Science 3 s.h.

A broad-based approach to environmental relationships and issues, emphasizing critical thinking and research techniques. The course focuses on four major areas: (1) what ecosystems are and how they work; (2) balancing needs and resources; (3) pollution of the soil, water, and air; and (4) seeking solutions to environmental problems. *Prerequisites: None. (High-school Biology, Chemistry, Math recommended). Hours of class per week: 2. Hours of lab per week: 3. General Education: N.*

SOC 101 Introduction to Sociology 3 s.h.

An introductory course designed to acquaint the student with the study of sociology as one of the sciences that deals with the relationship between individuals and the wider society. The methods and objectives of sociological research, varying patterns of social organization, and the examination of society in relation to individual and group behavior are major areas of study. *Hours of class per week: 3. General Education: S.*

SOC 125 Statistics for the Social Sciences 3 s.h.

This course offers students a general introduction to statistics as they are used in the social sciences, education, and health professions. The course will focus on analysis, quantification, and synthesis. Students will develop the ability to comprehend research reports, ap-



ply problem-solving and or modeling strategies to social issues, and perform basic statistical calculations.

Prerequisite: MAT 040. Hours of class per week: 3.

SOC 137 Human Sexuality 3 s.h.

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, STD's, HIV, coercive behavior, courtship, relationship, marriage, parenthood, and sexuality, through the life cycle. *Hours of class per week: 3.*

SOC 200 Diversity in America 3 s.h.

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). Hours of class per week: 3. General Education: S.*

SOC 208 Juvenile Delinquency 3 s.h.

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. *Prerequisite: SOC 101 and PSY 101. Hours of class per week: 3.*

SOC 209 Criminology 3 s.h.

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. *Prerequisite: SOC 101 and PSY 101. Hours of class per week: 3.*

SOC 210 The Sociology of Families 3 s.h.

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. Hours of class per week: 3. General Education: S.*

SOC 212 Sociology of Law 3 s.h.

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. *Hours of class per week: 3.*

SOC 220 Deviant Behavior and Social Control 3 s.h.

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 assignments, class discussions, and presentations. *Prerequisite: SOC 101 or permission of Instructor. Hours*

SOC 225 Professional Ethics 3 s.h.

This course is an inquiry into the relationship between morality and the rule of law. A wide range of moral di-



lemmas, 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. *Hours of class per week: 3. of class per week: 3.*

SOC 230 Building Peace: History, Theory and Practice **3 s.h.**

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. *Hours of class per week: 3.*

SOC 285 Gender and Society **3 s.h.**

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. Hours of class per week: 3.*

SPA 101 Elementary Spanish I **3 s.h.**

For the first part of Elementary Spanish, it is assumed that the student has little or no Spanish background.

This course focuses on students communicating from day one. Students prepare grammatical material and bring questions to class. Class time is spent on the use and practice of new material. Students are evaluated by a mid-term, final, oral exams, journal (writing) assignments, and class participation. Quizzes may also be administered periodically. This course is not open to Native or Heritage speakers of Spanish. *Hours of class per week: 3. General Education: F.*

SPA 102 Elementary Spanish II **3 s.h.**

For the second part of Elementary Spanish, it is assumed that the student has either one semester of college Spanish or one year of high school Spanish. This course focuses on students communicating from day one. Students prepare grammatical material and bring questions to class. Class time is spent on the use and practice of new material. Students are evaluated by a mid-term, final, oral exams, journal (writing) assignments, and class participation evaluations. Quizzes may also be administered periodically. This course is not open to Native or Heritage speakers of Spanish. *Hours of class per week: 3. General Education: F.*

SPA 201 Intermediate Spanish I **3 s.h.**

For this first part of Intermediate Spanish, it is assumed that the student has two semesters of college Spanish or two years of high school Spanish. This course emphasizes more developed writing and conversation in Spanish as well as a review of the main grammar points that were covered in the first two semesters. Students prepare grammatical material and bring questions to class. Class time is spent on the use and practice of new material. Students complete a final course portfolio that will include journal (writing) assignments, class participation evaluations, and a final project. *Prerequisite: SPA 102. Hours of class per week: 3. General Education: F.*

SPA 202 Intermediate Spanish II **3 s.h.**

For the second part of Intermediate Spanish, it is assumed that the student has three semesters of college Spanish or three years of high school Spanish. This course emphasizes more developed writing and conversation in Spanish as well as a review of the main grammar points that were covered in the first three semesters. Students prepare grammatical material and



bring questions to class. Class time is spent on the use and practice of new material. Students complete a final course portfolio that will include journal (writing) assignments, class participation evaluations, and a final project. *Hours of class per week: 3. General Education: F.*

THR 101 Introduction to Theatre 3 s.h.

The course is intended as a survey to introduce students to theatre as a technique apart from, though closely related 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. *Hours of class per week: 3. General Education: A.*

THR 102 Theatre History 3 s.h.

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. *Hours of class per week: 3. General Education: A.*

THR 110 Fundamentals of Acting 3 s.h.

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. *Hours of class per week: 3. General Education: A.*

THR 120 Stagecraft 4 s.h.

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. *Hours of class per week: 4. General Education: A.*

THR 201 Theatre Practicum 4 s.h.

This course includes rehearsal and participation in an FMCC 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. *Hours of class per week: 4. General Education: A.*

THR 202 Theatre Seminar 3 s.h.

This course is the application of theatre study to the challenges of theatre practice. The course provides an intensive study of the components of theatre in relation to actual productions; plays are produced and directed by seminar students. *Prerequisite: THR 201 or permission of Instructor. Hours of class per week: 3.*

THR 210 Acting II 3 s.h.

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. Hours of class per week: 3.*

THR 220 Principles of Theatrical Design and Production 3 s.h.

An introduction to the study of the major elements of theatrical production. This is a project-oriented course that introduces an understanding of the relationship between text and visual representation. Students explore the various mediums and methods of artistic presentation that are used by professional designers. Topics range from scenic, costume, and lighting design to production organization, management, and procedures. *Prerequisite: THR 120. Hours of class per week: 3.*

THR 230 Directing 3 s.h.

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 read-



ing 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. Hours of class per week: 3.*

THR 250 Introduction to Film Studies 3 s.h.

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. Hours of class per week: 3.*

English as a Second Language Intensive Language Program (ESL)

Fulton-Montgomery Community College 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 cannot be used as electives towards 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

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. *Hours of class per week: 5. Credit-Equivalent hours: 5.*

Reading Skills

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. *Hours or class per week: 5. Credit-Equivalent hours: 5.*

Writing Skills

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. *Hours of class per week: 5. Credit-Equivalent hours: 5.*

Speaking Skills

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. *Hours of class per week: 5. Credit-Equivalent hours: 5.*

Orientation to American Culture

Assistance through lecture/workshop/field trip and guest speaker series in adjusting to life and studies at FMCC and the surrounding community, and in understanding specific and broader aspects of American culture. Mandatory for all incoming full-time international students. *Hours of class per week: 5. Credit-Equivalent hours: 5.*

Content Based ESL I

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. *Hours of class per week: 5. Credit-Equivalent hours: 5.*

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

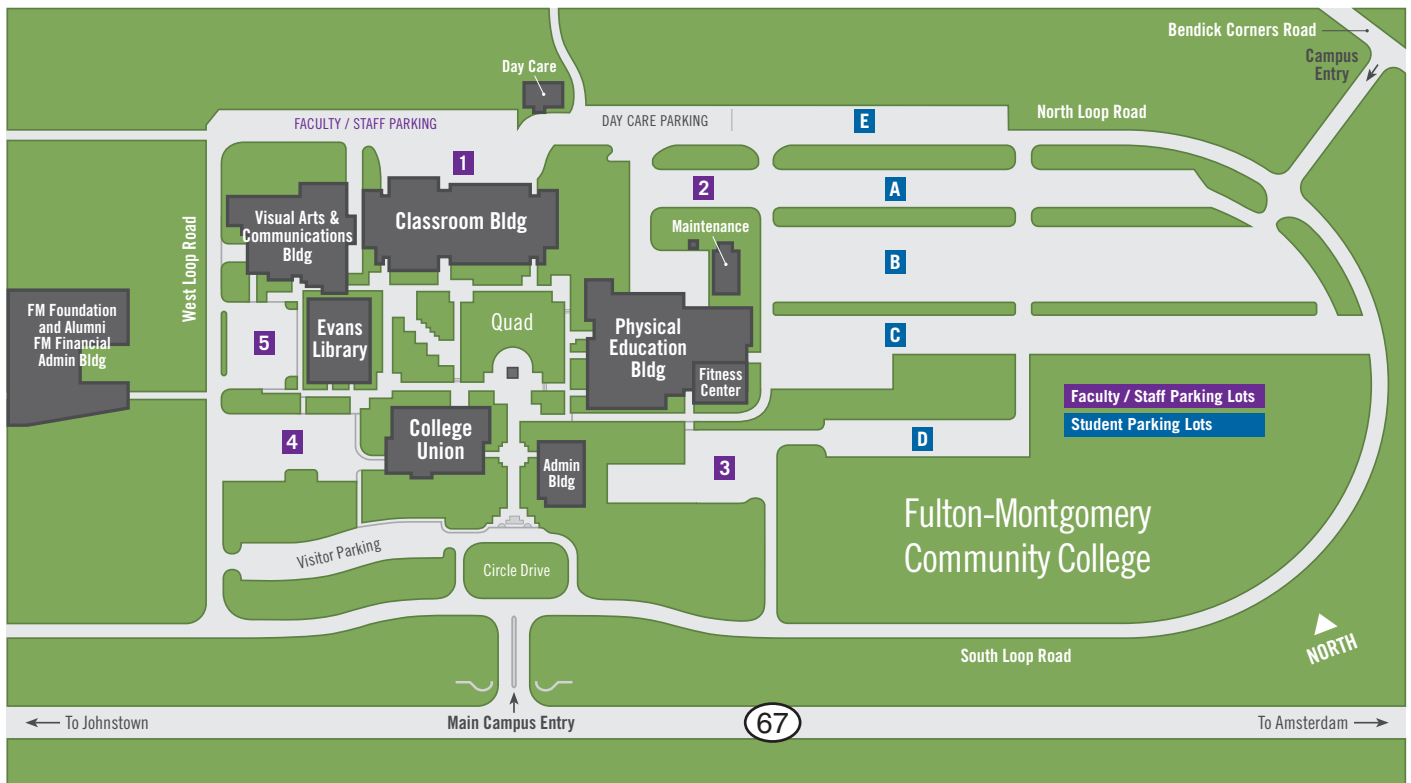
This course has been designed to provide hands-on electric circuitry experience for those students who are enrolled in electrical programs that require additional work in electricity. *Hours vary according to student needs.*

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

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| Jennifer Gardella, Amsterdam, NY | 2014 |
| Taiyebah Ghazi-Moghadam, Amsterdam, NY | 2012 |
| Lee Hollenbeck, Amsterdam, NY | 2018 |
| Edmund C. Jasewicz, Amsterdam, NY | 2017 |
| James Landrio, Gloversville, NY | 2017 |
| Larry Peck, Gloversville, NY | 2013 |
| Michael J. Pepe, Amsterdam, NY | 2015 |
| Christopher Swatt, Johnstown, NY | 2018 |
| John B. Thomas, Fultonville, NY | 2016 |





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Frank Casler, Financial Advisor, Key Investment Services
Nancy Collins, Director of Primary and Specialty Care, St. Mary's Hospital
Henry Legendziewicz, Senior Vice President and CFO, Nathan Littauer Hospital
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Trisha Martin, International Marketing Manager, Townsend Leather
Dick Naylor, Director of Community Articulation, The Sage College of Albany
Irene Norsworthy, Faculty Mentor/Unit Coordinator, Empire State College
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Joseph Semione, Owner, Perfection Cleaning Service

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Tariq Gill, MD, Director St. Mary's Hospital
Peter Holtermann, Director of Medical Imaging/Cardiopulmonary Service, St. Mary's Hospital
Lynn Johnson, Manager of Medical Imaging, Bassett Healthcare, Cooperstown
Deb McClary, Radiology, Ellis Hospital
Wayne Mc Neil, Director of Radiology/Cardiopulmonary Services, Nathan Littauer Hospital
Margaret Miggins, Manager of Medical Imaging, Bassett Schoharie County
Howell Morris, Manager, Diagnostic Radiology, Albany Medical Center Hospital
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Janine Dykeman, Mental Health Association of Fulton and Montgomery Counties
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Carol Greco, St. Mary's Healthcare
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Linda Horan, Domestic Violence Program, The Family Counseling Center
Michelle Jones, Johnstown Senior Center

Peter Lenz, Resource Center for Independent Living
Sue Mullarkey, Northeast Parent and Child Society
John Nasso, Catholic Charities of Fulton and Montgomery Counties
Candy Opalka, Liberty ARC
Kathy Paton, St. Mary's Healthcare
Mercedes Ramirez, St. Mary's Healthcare
Ann Rhodes, HFM Prevention Council
Tressa Rossi, MICA Community Residence Program Director, Catholic Charities of Fulton and Montgomery Counties
Deb Skivington, The Family Counseling Center
Kathy Simone, Lexington Family Services
Linda Smith, St. Mary's Healthcare
Lori Tambasco, Wilkinson Adult Day Care

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Barbara Campbell, RN MS Director of Patient Services, Community Health Center
Joanne Conaway, RN, BS Nurse Manager, St. Theresa Hall, St. Mary's Hospital
Theresa Decarlo, RN Director of Surgical Services, St. Mary's Hospital
Susan Frasier, RN Patient Care Supervisor, Community Hospice of Amsterdam
Denise Frederick, RN, BS Public Health Director, Fulton County Public Health
Patricia Green, RN Nurse Manager, Emergency Dept., St. Mary's Hospital
Vellecia Izzo, RN, BS Director of Nursing Services, Wilkinson Center
Michelle Kuman, RN Patient Care Supervisor, Community Hospice of Amsterdam
Gbama Mbayo, RN, BA, MSN Nurse Manager, St. Theresa Hall, St. Mary's Hospital
Nancy Mead, RN, BS, PCCN Staff Educator, St. Mary's Hospital
Mary Mraz, RN, BS Staff Development, Nathan Littauer Hospital
Regina Mulligan, RN, BPS Vice President for Nursing, Nathan Littauer Hospital
Leigh Novak, RN Nurse Manager, Inpatient Mental Health, St. Mary's Hospital
Raquel Parisi, BS, RN, BC Director of Nursing Practice, St. Mary's Hospital
Susan Roth, RN Lead Instructor School of Practical Nursing, HFM Boces
Julia Shafer, RN, BC Director of Maternity Services, St. Mary's Hospital
Jana Smith, RN, BC Nurse Manager, Maria Hall, St. Mary's Hospital
Margaret Spiak, RN-BC Nurse Manager, Progressive Care Unit/William Hall, St. Mary's Hospital
Renee Swartz, RN Director of Nursing, Wells Nursing Home
Sharon Tedesco, RN Clinical Educator, Wilkinson Center
Eric Vedder, RN Director of Nursing, River Ridge Living Center
Michele Walsh, RN, MS Vice President of Nursing, St. Mary's Hospital
Stacey Warner, RN Nurse Manager, Intensive Care Unit

Perkins Advisory Board

Pierre Alric, Owner, Pickett Memorial Company
Jay DeTraglia, Director-Principal, Career and Technology, HFM Boces



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Thomas Guiffre, Senior Vocational Rehabilitation Counselor, VESID
Tammy Mickan, Student Representative
Stormy Orengo, Centro Civico
Ken Rose, Administrative Director, Montgomery County IDA
Lisa Royal, Parent Representative
Terry Swierzowski, Director of Communications, Lexington Center ARC

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Christina Akers, Applications Development Manager, Keymark Corporation (CIS/CS)
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Alex Cabrera, Senior Web Developer, Amsterdam Printing and Litho (CIS/CS)
Daniel Colon, Director of Data Processing/Printing, Montgomery County Data Processing (CIS/CS)
Mario Compagnino, Production Manager, QuadGraphics (GA/VC)
Thomas Davis, Instructor, HFM BOCES (AT)
Jim DeGross, VP Information Services, Ascension Health Information Services, St. Mary's Hospital (CIS/CS)
Kevin Dufel, Electronics Technician, GE Global Research Center (ET)
Ben Faux, Systems Analyst, Xerox Corporation (GA/VC)
Fred Hauck, Health and Safety Officer, HFM BOCES (CT)
Stan Kucel, Owner, Kucel Contractors, Inc. (CT)
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Donald Riggs, Assistant Professor, Schenectady County Community College (CIS/CS)
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Mark Ward, Director of Human Services, Amsterdam Printing and Litho (GA/VC)
Matt Waterman, Proprietor, Amsterdam Carquest Auto Parts (AT)
Mark Wheeler, Operations Manager, QuadGraphics (GA/VC)
Dana Worland, Human Resource Manager, QuadGraphics (GA/VC)



****Date in parenthesis indicates year of initial appointment to the College.****

DUSTIN SWANGER, *President*

B.A., State University of New York College, Fredonia; M.A., State University of New York College, Brockport; Ed.D., Nova Southeastern University (2006)

LENA C. ANDERSSON, *Assistant Professor, English*

B.A., University of New Orleans; M.A., University of Denver (2006)

LACEY ARDUINI, *Education Support Specialist I, Achievement Advisor HEALTH Grant Program*

A.A.S., B.T., State University of New York, Canton (2009)

JOHN J. ARMSTRONG, *Assistant Professor, Criminal Justice*

A.S., B.S., M.S., University of New Haven (2007)

ANNA BIEL, *Instructor, Social Sciences*

B.A., State Teachers' University, Orel, Russia; M.A., Ph.D., University at Albany (2010)

WILLIAM P. BONNER, *Senior Education Support Specialist V, IT Infrastructure Administrator*

A.A.S., Suffolk County Community College; B.S., Empire State College; Chancellor's Award for Excellence in Professional Service, 2007 (1990)

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*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.

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College of Technology at Cobleskill
College of Technology at Delhi
College of Technology at Farmingdale
College of Technology at Morrisville

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College of Human Ecology at Cornell University
School of Industrial and Labor Relations at
Cornell University

College of Veterinary Medicine at Cornell University

**COMMUNITY COLLEGES
(Locally-sponsored, two-year colleges under the
program of State University)**

Adirondack Community College at Glens Falls
Broome Community College at Binghamton
Cayuga County Community College at Auburn
Clinton Community College at Plattsburgh
Columbia-Greene Community College at Hudson
Community College of the Finger Lakes at
Canandaigua
Corning Community College at Corning
Dutchess Community College at Poughkeepsie
Erie Community College at Williamsville, Buffalo, and
Orchard Park
Fashion Institute of Technology at New York City***
Fulton-Montgomery Community College at Johnstown
Genesee Community College at Batavia
Herkimer County Community College at Herkimer
Hudson Valley Community College at Troy
Jamestown Community College at Jamestown
Jefferson Community College at Watertown
Mohawk Valley Community College at Utica
Monroe Community College at Rochester
Nassau Community College at Garden City
Niagara County Community College at Sanborn
North Country Community College at Saranac Lake
Onondaga Community College at Syracuse
Orange County Community College at Middletown
Rockland Community College at Suffern
Schenectady County Community College at
Schenectady
Suffolk County Community College at Selden,
Riverhead and Brentwood
Sullivan County Community College at Lock Sheldrake
Tompkins-Cortland Community College at Dryden
Ulster County Community College at Stone Ridge
Westchester Community College at Valhalla

*The Health Sciences centers at Buffalo and Stony Brook are operated under the administration of their respective University Centers.

**These operate as "contract colleges" on the campuses of independent universities.

***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.

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