Vision Statement
Corning Community College will be a premier community college where learning transforms lives.

Mission Statement
Corning Community College serves lifelong learners in our region by providing access to high-quality, affordable transfer, career, and workforce development educational opportunities. Our learning environment fosters empowerment, leadership, and teamwork for academic, professional, and personal success. We collaborate locally and promote global awareness for social, environmental, and economic sustainability.

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

CCC Institutional Learning Outcomes
CCC’s Institutional Learning Outcomes are the expectation of student achievement through curricular and co-curricular activities
1. Demonstrate critical thinking.
2. Communicate effectively orally and in writing, and through other modes of expression.
3. Utilize research, apply scientific reasoning and mathematical concepts, and employ creative techniques to solve problems
4. Demonstrate knowledge and skill proficiency in their program of study.
5. Apply information literacy skills necessary to support continuous, lifelong learning.
6. Demonstrate cultural and global awareness and civic knowledge.
7. Demonstrate growth in professional and personal development.

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

The College’s policy is in accordance with federal and state law and regulations prohibiting discrimination and harassment. These laws include the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972, and the NYS Human Rights Law. These laws prohibit discrimination and harassment, including sexual harassment and sexual violence. Inquiries regarding the application of Title IX and other laws, regulations, and policies prohibiting discrimination may be directed to: R. Nannette Nicholas, Director of Human Resources/Title IX Coordinator, 1 Academic Drive, Corning, NY 14830, nicholas@corning-cc.edu, (607) 962-9444. Inquiries may also be directed to the United States Department of Education’s Office for Civil Rights, 32 Old Slip, 26th Floor, New York, NY 10005-2500, OCR.NewYork@ed.gov, (646) 428-3800. The College’s complete Equal Employment and Education Opportunity Policy, which includes the procedure for filing complaints of discrimination and harassment, is available in Appendix B of this catalog.

Catalog Information
Every effort is made to insure that the information provided in this catalog is accurate and current at the time of publication. Corning Community College reserves the right to correct errors and to add, withdraw or modify programs or courses based on changing needs or circumstances consistent with SUNY and NYS Education Department policy. Changes will be posted in the addendum section of the catalog as they occur. The data in this catalog was frozen as of 8/25/2014.
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Learning transforms lives.
### Telephone Directory

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<tr>
<th>Department</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main number</td>
<td>607-962-9CCC</td>
</tr>
<tr>
<td>Toll free</td>
<td>800-358-7171</td>
</tr>
<tr>
<td>Voice/TDD Service</td>
<td>use 711 relay</td>
</tr>
<tr>
<td>FAX</td>
<td>962-9456</td>
</tr>
<tr>
<td>Accelerated College Education Program (ACE)</td>
<td>962-9140</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>962-9231</td>
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<tr>
<td>Academic &amp; Workforce Development Center</td>
<td>936-5500</td>
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<tr>
<td>Admissions</td>
<td>962-9151</td>
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<tr>
<td>Advising &amp; Counseling Services</td>
<td>962-9434</td>
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<tr>
<td>Airport Corporate Park</td>
<td>936-7397</td>
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<tr>
<td>Alumni Relations</td>
<td>962-9473</td>
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<tr>
<td>Arthur A. Houghton, Jr. Library</td>
<td>962-9251</td>
</tr>
<tr>
<td>Athletics</td>
<td>962-9318</td>
</tr>
<tr>
<td>Bookstore</td>
<td>962-9322</td>
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<tr>
<td>Business Administration &amp; Computing Division</td>
<td>962-9260</td>
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<tr>
<td>Business Development Center</td>
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<td>Child Care Center</td>
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<td>Communications &amp; Humanities Division</td>
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<td>Continuing Education</td>
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<tr>
<td>Goff Road Facility/Criminal Justice Center</td>
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<td>Health &amp; Sciences Division</td>
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<td>Honors Program</td>
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<td>Housing Information</td>
<td>962-9528</td>
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<tr>
<td>Human Resources</td>
<td>962-9229</td>
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<tr>
<td>Information Technology (Help Desk)</td>
<td>962-9555</td>
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<td>Institutional Advancement</td>
<td>962-9458</td>
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<tr>
<td>Intramurals &amp; Recreation</td>
<td>962-9476</td>
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<tr>
<td>Math, Physics, Tech &amp; Engineering Science Division</td>
<td>962-9243</td>
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<tr>
<td>President</td>
<td>962-9232</td>
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<tr>
<td>Public Safety</td>
<td>962-9000</td>
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<tr>
<td>Social Sciences &amp; Social Services Division</td>
<td>962-9239</td>
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<tr>
<td>Student Administrative Services</td>
<td>962-9875</td>
</tr>
<tr>
<td>(financial aid, registration, bills)</td>
<td>962-9264</td>
</tr>
<tr>
<td>Student Development</td>
<td>962-9262</td>
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<tr>
<td>Student Disability Services</td>
<td>962-9245</td>
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<td>Student Life</td>
<td>962-9459</td>
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<tr>
<td>Student Support Services</td>
<td>962-9230</td>
</tr>
<tr>
<td>Student Transcripts</td>
<td>962-9276</td>
</tr>
<tr>
<td>Workforce Development &amp; Community Education</td>
<td></td>
</tr>
</tbody>
</table>
Calendar
The following calendar indicates important dates for traditional semesters. Courses offered at different times would follow a modified schedule. The Calendar is subject to change.

2014-15
Fall 2014
Classes begin ................................................................. August 25
No classes—Labor Day holiday ............................. September 1
Early alerts submitted .......................................... September 14
Warning grades submitted ............................................ October 12
No classes—Columbus Day break ................... October 13-18
Last day to drop a full-term course .................. November 2
No classes—Thanksgiving break .................. November 24-29
Last day of classes ................................................... December 13
Final examinations ..................................................... December 15-20

Spring 2015
Classes begin ................................................................. January 20
Early alerts submitted ........................................... February 8
No classes—President’s Day break .................... February 16-21
Warning grades submitted ................................. March 15
Last day to drop a full-term course .................. March 29
No classes—Spring break ............................... March 30-April 4
Last day of classes ..................................................... May 9
Final examinations ..................................................... May 11-16
Commencement .......................................................... May 17

Summer Sessions
Classes begin ................................................................. May 27
Last day of classes ..................................................... August 7

Day and evening summer sessions of varying lengths are offered throughout the summer. Specific information is available from Student Administrative Services.

Campus Building Hours
The campus buildings are open for student use Monday through Friday from 6 a.m. until 11 p.m. On weekends and College holidays, buildings are open only for scheduled classes or events.

College Closing
If the college closes due to inclement weather or other emergency, an announcement will be posted on the CCC website (www.corning-cc.edu) and released to local radio and television stations. Please help avoid overloading campus phone lines by going online or tuning in to a media station in your area. You can sign up to receive text messages about college closing and emergencies on campus by: Text “ccc” to 31996.
Academic Policies and Procedures

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

Consult Advising & Counseling Services, an advisor, or a counselor for assistance with interpretation of these policies. In matters where an educational judgment is necessary, Advising & Counseling Services or the appropriate associate dean can provide clarification. If you should disagree with the interpretation which you receive, the final source of appeal is the Vice President and Dean of Academic Affairs. Please ask questions about any policy which concerns you.

Academic Appeals

Any student has the right to appeal to the Academic Standards Committee for an exception to academic policies and procedures. The appeal process is readily available and each appeal is given careful individual consideration. The written appeal should clearly state the desired action and the reasons for the request. All appeals are submitted to Student Administrative Services and are evaluated by the Academic Standards Committee with a recommendation passed to the Faculty Assembly. Academic advisors or counselors are willing to assist in preparing an appeal.

Academic Progress Policy

Standards of Academic Progress

The Standards of Academic Progress at Corning Community College requires students to maintain a standard of progress to keep matriculation in a degree program and eligibility for financial aid. Good academic standing is important to all students. In order to be in good academic standing and to be making progress toward a degree or certificate, students must maintain an overall GPA of 2.0 grade point average and successfully complete 60% percent of their attempted credit/credit equivalent hours each semester. At least once each semester, students are encouraged to meet with their faculty advisor or with a counselor in Advising & Counseling Services to review their academic progress.

Matriculated CCC students (full-time and part-time) will be evaluated at the end of each semester of attendance, except summer and winter, on the following criteria and must meet both the GPA and passed hours requirements to remain in good academic standing. If the standard of progress is not achieved, a student will be placed on academic probation or academic suspension as indicated in the chart below.

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

How Academic Standing is Determined

a. GPA Requirements:

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

<table>
<thead>
<tr>
<th>CGPA</th>
<th>0.00-1.40</th>
<th>1.41-1.60</th>
<th>1.61-1.99</th>
<th>2.0+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total HA</td>
<td>Probation</td>
<td>Probation</td>
<td>Probation</td>
<td>Good Standing*</td>
</tr>
<tr>
<td>0.50-32.5</td>
<td></td>
<td></td>
<td></td>
<td>Probation</td>
</tr>
<tr>
<td>33-48.5</td>
<td>Suspension</td>
<td>Probation</td>
<td>Probation</td>
<td>Good Standing*</td>
</tr>
<tr>
<td>49+</td>
<td>Suspension</td>
<td>Suspension</td>
<td>Probation</td>
<td>Good Standing*</td>
</tr>
</tbody>
</table>

b. Passed Hours Requirement

Students meeting the GPA requirement for “Good Standing” must also pass 60% of hours attempted in the semester being evaluated. Students who do not pass 60% of hours attempted, in the semester being evaluated, will be placed on probation regardless of GPA.

Probation

Academic probation serves as warning that a student is in academic jeopardy. Students may be placed on academic probation either by their GPA, according to the above chart or by not passing 60% of their attempted hours within a semester. Students placed on academic probation must meet with their faculty advisor or with a counselor in Advising & Counseling Services to discuss the requirements for good academic standing, to register for courses, and to create an academic success plan. A student placed on academic probation will be limited to 13 credit hours for the subsequent semester unless an Academic Progress Appeal is submitted to and approved by the Academic Standards Committee (see Academic Appeal Process below).

Suspension

A student will be placed on academic suspension when their GPA fails to meet the requirements of the above chart based on the total number of hours he or she has attempted. Academic suspension means that the student is no longer in a degree program, loses all financial aid, and is not eligible to return to CCC for one full academic semester. If the student had pre-registered for courses, his or her schedule will be deleted. A student placed on academic suspension at the conclusion of the fall semester may not enroll in the subsequent winter session or spring semester. Likewise, a student placed on academic suspension at the conclusion of the spring semester may not enroll in the subsequent summer session or fall semester. A student will remain on aca-
A student who has been placed on academic suspension may appeal this action if extenuating circumstances have led to the lack of progress toward a degree/certificate. As part of the appeal process, students must submit a plan for academic success that identifies the causes of their poor academic performance and demonstrate that they have taken actions to avoid or eliminate these causes. To begin the appeal process, a student must meet with their faculty advisor or a counselor in Advising & Counseling Services to create a plan for academic success and to complete the Academic Progress Appeal. The Academic Progress Appeal is then submitted to the Academic Standards Committee for review. Academic Progress Appeals are available in Advising & Counseling Services.

Reinstatement
When an appeal is granted, the student will be reinstated with probationary status and be required to meet the conditions specified by the Academic Standards Committee, including, but not limited to, completing a specific course(s), limiting the number of credit hours for which the student may register, achieving a semester grade point average of 2.0, and successfully completing all coursework. Once reinstated, a student will be re-evaluated at the conclusion of the semester in accordance with the Standards of Academic Progress, as noted above. Moreover, if a re-instated student earns a semester GPA of 2.0 or higher and has completed at least 60% of the hours attempted in that semester but still falls in suspension status, the student will continue with probationary status.

Readmission for Students with Load Hour Limits
a. Following a period of one or more semesters of non-attendance at CCC, students must re-apply to the College through the Admissions office. Any prior academic status and credit limit is still in place. Students who wish a change in status must complete and submit a Readmit Appeal to the Academic Standards Committee. If the Appeal is approved, the student will be enrolled in probationary status and required to meet the conditions specified by the Academic Standards Committee.

b. If two or more years have elapsed since last attendance, students will be readmitted in good standing with no credit limit. However, subsequent academic progress will be reviewed in accordance with the policy, unless a student has earned a 2.0 or higher semester GPA and completed at least 60% of the hours attempted in the semester of the student’s return.

Adding Courses
Students can register for a course through their academic advisor or their MyCCC account. Registration occurs continuously throughout the academic year on a rolling semester basis. At the time of registration, course pre-requisites and enrollment capacity are checked. Once a course has started, it may be added only with the instructor’s permission. Usually courses cannot be added after the first week of classes. To submit an add request to the instructor for a course that has already started, the student submits an online add request through MyCCC.

Advanced Standing
Advanced standing may be granted to transfer students from other colleges or post-secondary schools, applicants with credit for life experiences and those who have shown proficiency in specific subject areas through standardized examination programs. (See Credit by Examination/Advanced Standing section below).
Animal Use In Courses Policy
Some majors-level courses and programs, within the Health & Sciences Division, require vertebrate dissection and/or the use of living animals. Unless required by a specific program, participation in dissection in non-majors courses, within the Health & Sciences Division, is not mandatory. Alternatives to dissection may be provided where necessary. Please see individual catalog descriptions for courses that may require participation in this activity.

Appeals Protocol to this Policy:
• Objections to this policy will first be brought, in writing, to the Biology/Chemistry Department Chairperson for discussion and a decision.
• If this decision is not satisfactory, the individual may refer the objection, in writing within five days, to the Associate Dean of the Health & Sciences Division for a decision.
• If this decision is not satisfactory, the individual may refer the objection, in writing within five days, to a committee comprised of the Vice President and Dean of Academic Affairs, one faculty member from the Biology/Chemistry Department (other than the one teaching the course in question), and one Associate Dean (other than the Associate Dean of the Health & Sciences Division). The decision of this committee is final.

Attendance
Success in courses is directly related to attendance. Regular attendance in class and laboratory sessions is expected of all students; however, instructors determine student attendance requirements for their courses. These attendance requirements, along with their relationship to final grades, should be clearly stated in the course syllabus. Attendance also affects eligibility for financial aid, and it is important that students attend classes on a regular basis to avoid loss of financial aid.

Students should contact the Health Office to report health-related absences if they are unable to attend classes for three or more consecutive days. The Health Office will notify instructions but is not responsible for missed assignments or lectures and should not take the place of discussion prolonged absences with instructors that may otherwise affect student progress.

Audit of a Course
A grade of T will be given to a student auditing a course. A student may audit a course with the permission of the instructor, but the decision to audit must be declared at the time of registration for the course. Enrollment for students auditing a course begins two weeks before the course starts. The last day for adding an audit course will be the same as that for adding any course for credit. The student may retake such a course for credit in a subsequent semester but may not receive a grade other than T in the semester in which intent to audit has been declared. Any person over 55 years of age can audit a course without paying tuition, though lab or other course fees still apply.

Catalog Changes
CCC’s Course Catalog and Information Guide is compiled and published each academic year during the Spring semester. The policies and procedures contained in the catalog are in effect as of August of the academic year of the catalog. Every effort is made to ensure that the information provided in this catalog is accurate and current at the time of publication. Corning Community College reserves the right to correct errors and to add, withdraw, or modify programs or courses based on changing needs or circumstances consistent with SUNY and NYS Education Department policy. Changes will be posted in the addendum section of the catalog as they occur. If policy or procedure changes are made during the academic year that take effect during the current catalog’s timeframe, the change will also be posted to the addendum section of the catalog.

Course Cancellations
Weather: On days when the weather is bad, College officials will make every effort to announce class cancellations no less than two hours prior to the effected class. Listen to local radio stations for the latest information on closings or visit www.corning-cc.edu.

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

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

Changing Programs
Students who wish to change from one program to another should begin by meeting with their advisor. Forms necessary for recording a change of program are available from MyCCC, advisors, Student Administrative Services, or Advising & Counseling Services. Program change requests require a student signature and are submitted to Student Administrative Services.
Course Shelf Life

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

Transferability of courses from other institutions would follow the same shelf life requirements as approved for CCC courses. Any appeals are to follow the current policy and procedure used for course waivers and substitutions.

Course Substitutions

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

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

Course waiver requests for wellness awareness (HLTH, HEPD, WELL) requirements should be initiated through the Associate Dean of the Social Science/Social Services Division. Course waiver requests for wellness awareness (REPD, PEPD) and wellness activity (PFIT, RECC) requirements should be initiated through the Associate Dean of the Health & Sciences Division. If the course waiver is due to a medical condition, the College Nurse, located in the Health Office, will initiate the waiver. Any waivers for the wellness requirements will then be sent to either the Associate Dean of the Health & Sciences Division or the Associate Dean of the Social Science/Social Services Division.

Course waiver requests for foreign language requirements should be initiated through the Associate Dean of the Communications & Humanities Division. A counselor for students with disabilities will be consulted when a documented disability is the basis for the request.

Credit / Advanced Standing

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

Degree candidates must complete a minimum of 30 program hours of credit in residence at CCC.

There are several methods by which credit is granted:

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

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

An applicant who has attended other colleges or post-secondary schools and wishes to receive transfer credit for work completed must provide the Admissions Office with an official transcript from each school.

2. Credit by Examination
Credit may be awarded to students who earn an appropriate grade in any of the following exams: CCC challenge exams, Excelsior College exams, Advanced Placement exams offered through the College Board, International Baccalaureate Exams, College Level Examination Program (CLEP) and DANTES/DSST exams. In some cases, CCC course work or other demonstration of skills may be required before credit is granted. You may obtain credit for these courses by successfully completing the exam (provided the academic divisions have comprehensive examinations available). Your transcript will show the credit earned. No letter grade is given; this credit will not affect your GPA (Grade Point Average). There is no limit to the amount of credit that can be earned in this manner; however, this credit does not apply to the residency requirement. Make arrangements through the appropriate academic division. Contact the Admissions Office or an academic advisor for information.

3. Credit for Prior Learning
Credit through portfolio assessment is granted by an academic division. Persons who have gained college-level learning through
work or other experiences may demonstrate that knowledge through various methods (performance, oral, or written). These credits are not considered CCC residency credits but are treated as transfer credit. There is a fee for credits awarded. See Admissions or an academic advisor for information.

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

**Credit Through Portfolio Assessment**
See Credit for Prior Learning.

**Dean’s and President’s Lists**
To be eligible for Dean’s List for a given semester, students must meet all the following criteria:
1. A semester GPA of 3.5 or higher
2. Twelve or more hours of earned credit (equivalent credit hours are not included)
3. No grade lower than C
4. No I or N grades

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

To be eligible for President’s List for a given semester, students must meet all the following criteria:
1. A semester GPA of 3.75 or higher
2. Twelve or more hours of earned credit (equivalent credit hours are not included)
3. No grade lower than C
4. No I or N grades

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

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

**Developmental Progress Policy**

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

**Developmental Progress Policy**
Based on placement, students may be required to take ENGL 0980, READ 0880, and/or ENGL 0990 before taking ENGL 1010, and take MATH 0960 or MATH 0860 before taking a credit class. If a student is placed into ENGL 0980 Reasoning, Reading, and Writing for Academic Studies, they will receive instruction in both reading and writing strategies; the grade is either fail or pass. Students who pass must also take ENGL 0880 Foundations of College Reading and ENGL 0990 Intermediate Writing and pass with a C or better before entering ENGL 1010 College Composition I. However, upon instructor recommendation, students with exceptionally strong work may be considered for waiver of either READ 0880 or ENGL0990. Students who place directly into ENGL 0990 must successfully complete it with a C or better before entering ENGL1010. READ 0880 may be taken with ENGL 1010, but to fulfill their reading requirement, students must successfully complete READ 0880 with a C or better; the reading requirement must be met before students can enter ENGL 1020 College Composition II.

If a learning need is identified in mathematics, students must register in MATH 0860 (Basic Math Review) or MATH 0960 (Pre-Algebra) as determined by the placement test. Students placed into either course must complete it with a grade of B- or higher.

Upon successful completion of either course, the student will be prepared to take MATH 1015 - Introductory Algebra. Even if a program does not require a credit-bearing Mathematics course, students must demonstrate entry-level college mathematics skills through assessment or by passing MATH 0860 or 0960 before they graduate.

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

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

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

The list of students who do not complete the required developmental courses and FYEX 1000 in three full-time (or equivalent) semesters will be reviewed by a committee appointed by the Academic Standards Committee to determine if dismissal is warranted. Those students who are dismissed (developmental dismissal) can register for further study at CCC only under the following conditions: (1) one year has elapsed since dismissal and (2) assessment testing determines that they place out of all developmental courses. Developmental dismissal may be challenged by a student by submitting an appeal to the Academic Standards Committee. For further information regarding this policy, contact Advising & Counseling Services.

Dropping a Course

**Process:**
The College realizes that students sometimes need to drop courses after classes begin. Students who have begun attendance in a course may drop the course without the instructor’s signature. To drop a class the student submits an online drop form through MyCCC.

Before dropping any course it is strongly recommended that the student:
1. Discuss the decision with their instructor, advisor, coach, and/or counselor.
2. Check with Student Administrative Services to determine any effects on financial aid, billing, academic progress, and/or developmental progress.
3. The date Student Administrative Services is notified of the drop will be the official drop date.

**Financial Aid:**
Check with a representative in Student Administrative Services before dropping a course. In some cases, course withdrawal can jeopardize eligibility to receive financial aid. Refer to related information under Financial Aid.

**Deadline:**
A course can be dropped up until 60% of the length of the course. For clarification of exact deadline dates, see the course instructor or a representative of Student Administrative Services. All student drops submitted after the official drop date must have the approval of the Vice President and Dean of Academic Affairs. After 60% of the length of a course has passed, students still have the option of officially withdrawing from the College. (See Withdrawal from College.)

**Academic Record:**
A course dropped in the first 20% of the length of the course passing, will not appear on the student’s academic transcript. Courses dropped between 20% and 60% of the length of the course will appear on the student’s academic transcript with a W indicating “withdrawal”. After 60% of a course has passed a course may not be dropped and a final grade will be recorded on the student’s academic transcript. For full term courses (15 weeks) a student has 3 weeks to drop the course without the course appearing on his or her transcript and ninth weeks to drop it with a W grade.

**Drops by Instructor**
Faculty members may drop students from their courses for non-attendance. Refer to the course syllabus and instructor.

**Early Alert**
Within the first three weeks of each semester, faculty identify students who are showing signs of problems that could result in their being unable to successfully complete the course. The faculty will specify an area of concern (i.e., attendance, preparation, effort, etc.) and report them to Advising & Counseling Services. Students who are identified receive a personal letter informing them of these concerns, along with suggestions for improvement. Contact Advising & Counseling Services for more information.

**Email**
Students and employees are given a CCC email account. The College uses email as an official communication tool. As the College may send official correspondence to Users via electronic mail; students, faculty, and staff, are expected to maintain available space in their @corning-cc.edu Email account and are responsible for regularly reading any such correspondence as may be transmitted. For more information refer to the College’s Acceptable Use Policy which can be found in MyCCC.

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

The final exam schedule will be posted in MyCCC. Students who have exam time conflicts should see their instructor.
Cancellations:
In the event a day of classes is cancelled during Final Exam week, the day shall be made up on the Monday of the following week. If multiple days are missed during Final Exam week, the second day missed shall be made up on Tuesday of the following week and so forth.

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

1. Their CGPA was below 2.0 when they left the College.
2. One calendar year has elapsed since their last attendance at CCC.
3. They have achieved a 2.5 GPA in the first 12 credits earned (excluding developmental and wellness activity courses) upon returning to CCC. If more than 12 credits are earned, then all earned credits (excluding developmental and wellness activity courses) up to and including that semester will be used to calculated GPA.
4. They have completed all developmental coursework and have no outstanding incompletes.

They must complete and submit an application for a Fresh Start to the Academic Standards Committee of the Faculty Assembly for evaluation.

Students may apply for Fresh Start only once. It cannot be applied to a previous degree. If granted Fresh Start, there may still be implications for financial aid, veteran’s benefits, and transferability. Once granted, Fresh Start may not be rescinded. All course work will remain on the transcript with the notation, “Fresh Start Granted”. No prior course work grades will be used in the calculation of the student’s GPA. Students will receive credit for the courses in which they achieved a C or better so that these credits can be used in program evaluations. Any prior course work in which students have earned a D grade cannot be used to meet degree requirements. Credits for courses in which a C or better has been achieved in work prior to the Fresh Start cannot be used to fulfill residency requirements. Once Fresh Start is granted, the GPA will be calculated with grades received only since the student’s return to the College. For more information or to apply, contact Advising & Counseling Services.

State University of New York (SUNY) General Education Requirement
The State University of New York (SUNY) requires students intending to receive a baccalaureate degree from a SUNY college or university to fulfill specific general education requirements. At least 30 credits must be earned in courses approved in the following ten areas: mathematics, natural science, social science, American history, western civilization, other world civilizations, humanities, arts, foreign languages and basic communication. CCC students in Associate in Arts or Associate in Science programs, except the Engineering Science program which is waived from the requirement, will be able to complete seven of ten SUNY General Education Requirement academic areas (including mathematics and basic communication), two competency areas, and 30 credits of SUNY General Education courses in all transfer programs. Once certified as meeting these general education requirements at CCC, students will not be required to complete them again upon transfer to any baccalaureate granting SUNY institution. Courses which have been approved as meeting the general education criteria are identified in their course description. On the following page is a chart indicating approved CCC courses and the approved SUNY general education category it fulfills.
<table>
<thead>
<tr>
<th>Mathematics (M)</th>
<th>Natural Sciences (NS)</th>
<th>Social Sciences (SS)</th>
<th>American History (AH)</th>
<th>Western Civilization (WC)</th>
<th>Other World Civilizations (OWC)</th>
<th>Humanities (H)</th>
<th>The Arts (A)</th>
<th>Foreign Language (FL)</th>
<th>Basic Communication (BC)</th>
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<td>ARTS1310</td>
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<td>ARAB1010</td>
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<td>PHIL2250</td>
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<td>ARAB2010</td>
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<td>PHIL2310</td>
<td>ARTS1500</td>
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</tbody>
</table>
Grades
Grades, as follow, will be issued at the end of each semester.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Achievement in Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Comprehensive knowledge, understanding; marked perception, originality.</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>Moderately broad knowledge, understanding; noticeable perception, originality.</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>Reasonable knowledge, understanding; some perception, originality.</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>Minimum knowledge, understanding; limited perception, originality.</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Unacceptable knowledge, understanding; failing work.</td>
</tr>
</tbody>
</table>

The following grades and administrative notations are not used to determine grade point average:

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

Grade Point Average (GPA)
To determine a grade point average (GPA), divide the total number of grade points earned by the number of credit hours taken.

Example:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1020</td>
<td>3 cr. hr.</td>
<td>A</td>
<td>4.0 pts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>= 12.0</td>
</tr>
<tr>
<td>HIST 1110</td>
<td>3 cr. hr.</td>
<td>C+</td>
<td>2.3 pts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>= 6.9</td>
</tr>
<tr>
<td>MATH 1000</td>
<td>1 cr. hr.</td>
<td>P</td>
<td>(no value)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>= 0.0</td>
</tr>
<tr>
<td>MATH 1110</td>
<td>3 cr. hr.</td>
<td>F</td>
<td>(0.0 pts.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>= 0.0</td>
</tr>
<tr>
<td>RECC 1010</td>
<td>1 cr. hr.</td>
<td>B</td>
<td>3.0 pts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>= 3.0</td>
</tr>
<tr>
<td></td>
<td>11 cr. hr.</td>
<td></td>
<td>total pts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>= 21.9</td>
</tr>
</tbody>
</table>

Dividing 21.9 points by 10 credits have point value

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

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

Grading Practices
If at any time you disagree with your instructor over a final grade, make an appointment with the instructor so that you can discuss the reason for your grade. You are entitled to know the basis upon which you are graded.

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

Time Limit for Grade Change:
A student has the right to challenge a final grade given by a faculty member within one year of the awarding of the grade. Only the faculty member who awarded a grade can authorize a change,
with the approval of the division’s associate dean. If a faculty member is unavailable, you can discuss this matter with the appropriate associate dean. After the one-year time limit has passed, all grade changes must be requested by submitting an academic appeal to the Academic Standards Committee (see Academic Appeals for process information).

**Graduation Application and Review**
A full semester before intended graduation, students should submit a degree application to Student Administrative Services. Their academic record will then be reviewed to determine that all degree requirements are met.

**Graduation Requirements**
Each graduating student must:
- Complete all of the requirements for the program as described in the catalog; and,
- Complete a minimum of 60 semester credit hours for degrees and the minimum required semester credit hours for certificates, (some programs require more than 60 credit hours); and,
- Earn a minimum 2.0 PGPA, and,
- Meet the College’s Residency requirement of 30 program credit hours for degrees and 15 program credit hours for certificates.

It is the student’s responsibility to make certain that all requirements for graduation have been met. Students have the right to come under the regulations published in the catalog in effect during the first semester of their matriculation at CCC or, if they choose, a catalog published after they have matriculated at CCC.

**Graduation honors:**
Pennon bearers are the graduates attending the graduation ceremony with the highest total Grade Point Average (GPA) in each degree. In order to be graduated Summa cum laude, students must have a GPA of 4.0; Cum laude requires a GPA of at least 3.5. To be eligible for program honors, graduates must have a Program Grade Point Average (PGPA) of at least 3.5. The award will be presented to the graduate with the highest PGPA in each program. In order to wear the Phi Theta Kappa gold stole at commencement, students must have completed all graduation requirements with a total GPA of 3.5 or higher.

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

**Independent Study**
These courses are supervised by instructors with permission of the appropriate associate dean. Interested students should contact the instructor to find out if an independent study in a given subject area is possible. Once approved by the instructor and the associate dean, the student adds for the course through MyCCC.

**Multiple Programs**
Students may be permitted to earn more than one degree or complete the requirements for more than one program. You can initiate that action by completing a program change form or meeting with the associate dean responsible for the new program. A degree can be awarded only once, but more than one program can be earned within any degree. It is recommended that students consult with financial aid before pursuing multiple programs.

The requirements for earning multiple programs are:
- All of the requirements for each program must be met.
- At least 15 additional credit hours must be earned for each additional program, at least nine of which have been earned in residence at CCC.

**Pass/No Grade-No Credit Option**
Students who have been named to the President’s List or Dean’s List may enroll the next semester in any one free elective course under the pass/no grade option. This course will not affect the CGPA, and it will be noted as pass/no grade on the transcript. When choosing this option, students must notify Student Administrative Services within two weeks of the beginning of the course in a 15-week semester (or equivalent). If, by the end of the 13th week (or equivalent), students wish to receive a standard grade, they may do so by notifying Student Administrative Services. Students can continue to use this option as long as they remain on the President’s List or Dean’s List. This option will be used for free electives only; however, if a student subsequently changes programs, courses with the P grade, already taken, can fulfill the new program’s requirement.

**Registration**
In order for a student to receive credit in a course, the student must be properly registered for that course. Enrollment in a course is not official until proper registration materials have been filed with Student Administrative Services. Also see Add a Course, Auditing a Course, Dropping a Courses

**Blocks to registration:** Further registration in courses may not be permitted until outstanding requirements are met. Examples of reasons for students’ registrations being blocked are satisfying the College’s academic, developmental, health and financial requirements.
It is a general College practice that when credit has been received for a course which requires a prerequisite, credit may not later be received for the prerequisite course or its equivalent, unless previously approved by the appropriate associate dean.

**Online Registration:** Online registration is available through MyCCC. Most continuing students in good academic standing will be permitted to register online during open registration periods. Students who meet with an academic advisor will be permitted to register prior to open registration. First-time full-time students, students with pending developmental requirements, students on probation, and students who are not in good academic standing are strongly encouraged to consult with an advisor before registering for courses.

Student-initiated online registration will be blocked for courses requiring instructor consent and courses for which prerequisites have not been met.

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

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

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

For questions about repeat courses, contact Advising & Counseling Services.

**Residency Requirement**
Students pursuing an associate degree must complete a minimum of 30 program hours of credit for a degree at CCC. For certificate students, 50% of the program hours of credit must be completed at CCC.

**Semester Schedule Limits and Course Loads**
The minimum full-time load is 12 load hours, usually four courses. An average load is 15 credit hours. If you take fewer than 12 load hours a semester, you are a part-time student. Permission from the Vice President and Dean of Academic Affairs is required to take more than 19 hours. Students who plan to work while taking classes should talk with their academic advisor or a College counselor to realistically plan how much time can be committed to college studies, work obligations and home responsibilities.

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

Recommended levels of work and study are as follows:
- If you work 1 to 10 hours per week, CCC recommends you schedule 13-16 credit hours.
- If you work 11 to 20 hours per week, CCC recommends you schedule 9-13 credit hours.
- If you work 21 to 30 hours per week, CCC recommends you schedule 6-9 credit hours.
- If you work 31 to 40 hours per week, CCC recommends you schedule 3-6 credit hours

**Student Progress Policy**
See Academic Progress Policy

**Transcript of Courses**
An official academic record listing courses and grades for each student each semester is kept in the Office of the Registrar. Requests for an official transcript should be addressed to Student Administrative Services (SAS). Students can access their unofficial transcript through their MyCCC account. Any student who has not satisfied obligations to the College may have the transcript of record withheld until such obligation is satisfied.

**Transfer Credit**
See Credit/Advance Standing

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

Wellness Requirement
Many programs have a wellness requirement that can consist of either or both an activity component and an awareness component. Courses that qualify for the wellness activity component have a PFIT or RECC prefix. Courses that qualify for wellness awareness have a WELL, HLTH, PEPD, or REPD prefix. RECC 1400 - Wilderness First Responder meets both the activity and awareness requirements. Students with military training may receive transfer credit towards the wellness requirement (1 activity credit and 1 awareness credit) by submitting an official military transcript or a DD214 that reflects completion of basic training.

Alternate methods for satisfying wellness requirement:
1. Proficiency Exams: These are arranged by appointment with the appropriate faculty.
2. Assessment for Prior Learning: Arrangements for review of documentation for current CPR can be completed through the Associate Dean for Social Science and Social Services Division.
3. Waiver/Substitution: Requests for medical waivers should be initiated through the College Nurse, located in the Health Office. Other types of waiver/substitution request should be directed to the Associate Dean of Health & Sciences or Associate Dean of Social Sciences and Social Services.

Withdrawal from College
Official withdrawal from the College is possible any time prior to the start of final exams. Obtain withdrawal information from Student Administrative Services, Advising & Counseling, or an advisor. An exit interview with a counselor should be arranged at Advising & Counseling.

To officially withdraw from College, the student must notify Student Administrative Services (SAS) by submitting an online drop request for each registered course through their MyCCC account. The date SAS is notified is the official withdraw date.

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

A grade of R may be placed on the record for each course being taken at the time of withdrawal. If there are any outstanding obligations, your academic records will be held until they are satisfactorily fulfilled; until that time no transcript requests will be processed.

Withdrawal from Courses
See Dropping a Course

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

Writing-Process (WP)
At least 60 percent of a student’s final grade must be determined from structured writing assignments: essays, research projects, technical and laboratory reports, etc. The assignments are designed to develop, reflect and reinforce writing expertise appropriate to college-level learning and thinking required in a particular discipline.

Structured writing assignments must total at least 3,000 words throughout a semester.

All structured assignments are read and evaluated by the classroom instructor. Assignments are graded not solely on content, but also on aspects of writing skills: focus, structure, development, standard written English, etc. Assignments emphasize writing process, including planning, shaping, drafting, revising, proofreading and editing. A specific revision policy for enhancing and honing student writing skills is provided.

Classroom time is devoted to topics directly related to writing in the discipline.

Writing-in-Content-Areas (WCA)
Thirty to 100 percent of a student’s final grade must be determined by writing: essays, essay examinations, technical and laboratory reports, observation reports, journals, concept illustrations (tie-ins), etc. The assignments are designed to evaluate, apply, reflect and reinforce course concepts.

The writing should be appropriate to college-level learning and thinking required in a particular discipline.

Structured writing assignments must total at least 1,500 words throughout a semester.

All structured assignments are read and evaluated by the classroom instructor. Assignments are graded mostly on content, coherence and standard written English.
Accelerated College Education Program (ACE)
Ace is a concurrent enrollment program for high school juniors and seniors who have a strong academic background (i.e., cumulative “B” high school average or higher). The program is nationally accredited through the National Alliance for Concurrent Enrollment Partnership (NACEP) and is one of only 57 colleges in the country to have achieved this status.

Students take college level courses at their home school and earn Corning Community College (CCC) credits at a substantially reduced tuition cost. These credits generate a CCC transcript and transfer directly to Corning Community College and over 300 colleges nationwide.

Students must meet the prerequisites for the courses, as described in the course section of this catalog. If a course requires eligibility to enroll in ENGL 1010 and the student has not taken that course, he or she must demonstrate proficiency through basic skills assessments in reading and writing.

For more information about the program, and cost savings students can benefit from, please contact the Office of Academic Outreach at (607) 962-9140; or visit the ACE website at www.corning-cc.edu/ace.

Honors Program
The Honors Program offers motivated students the opportunity to sharpen their research skills, broaden their knowledge across disciplines, and create unique projects tailored to their specific career goals and academic interests while collaborating with other students and in cooperation with faculty. In pursuit of academic excellence, students will be challenged to think critically, creatively, and in divergent ways.

Eligibility:
Entering freshmen with a high school GPA of 3.5 or equivalent and CCC students with a cumulative GPA of 3.5 and at least 12 credit hours earned are eligible to take Honors courses, either toward and Honors diploma or to simply enhance their academic work across disciplines.

Honors Courses:
Any student who is Honors-eligible can enroll in an Honors course regardless if he or she intends on completing an Honors diploma or not. Honors courses fall into the following categories:

Existing courses taken for Honors credit:
Any CCC course can be taken for Honors credit provided that the student and instructor agree on the additional curriculum and work that must be completed in order for the student to earn Honors credit.

To take an existing course for Honors credit, an interested student should approach his or her instructor within the first five weeks of the semester and ask if he or she can take the course for Honors credit. The student and instructor should write up and sign a brief “Honors Contract” that outlines the additional curriculum, work and instructor-student contact time that the student must complete and forward it to the Honors Program Coordinator for approval by the Honors Committee.

Honors Designated Courses:
These are courses designed specifically for the Honors Program although any Honors-eligible student can enroll in them.

Honors Forums:
The Honors Forum is a seminar for the discussion of various ideas and topics arising from outside readings or activities. Emphasis is on the preparation, presentation, discussion, and analysis of these topics, as well as on effective communication of ideas. Guest speakers and field trips are also often part of the Forum. The Honors Forum is usually offered every semester, though each semester will have a different topic as its underlying theme, with readings and activities changing accordingly. Students can repeat the Honors Forum twice and earn three credit hours each time. The Honors Forum is listed in the CCC Catalog and Class Schedule as Honors Forum I (HONS 2960) and Honors Forum II (HONS 2961.)

Honors Service Learning and Independent Study:
Service Learning and Independent Study courses can also be developed for Honors students. Eligible students who are interested should meet with the appropriate instructor and discuss the parameters of such a course. If the instructor agrees, an “Honors Contract” should be drawn up and submitted as described above.

Honors Diploma:
To earn an Honors Diploma, a student must complete no fewer than 15 credit hours of Honors course work, from the type of Honors courses listed above. Up to three credits can be taken as Service Learning or Independent Study.

Interested students should contact the Honors Coordinator.
Presidential Scholar
The Presidential Scholars award goes to students who graduate from high school ranked in the top ten percent of their graduating class. These students receive a scholarship that covers tuition less financial aid. Full-time status and a grade point average of 3.0 or higher is needed to maintain this award. A notation of this award appears on the academic transcript each semester the award is achieved.

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

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

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

Admission policies are the same for full and part-time status.
- Full-time (12 credit hours or more)
- Part-time (11.5 credit hours or less)

Students may enroll without having definite plans for the future. Academic advisors offer guidance and support, and they can help select appropriate courses for the first semester. Applicants interested in career planning services may contact Advising & Counseling for assistance in the career decision-making process.

Many students take a course or two for their own interest or because other obligations preclude full-time study. Students planning to attend as a non-matriculated student are not required to go through the admission process and can enroll for courses by registering through Student Administrative Services.

Students who are working toward a degree or who will be applying for financial aid need to complete the application process described on the college’s official web page.

Admission Policy
1. Preliminary Education Requirements
Applicants for matriculation must have a diploma from an accredited high school; equivalency diploma (i.e., GED or EDP); certification of completion of four year high school course as a home schooled student; or an associates or higher degree from a regionally accredited post-secondary institution (AOS degrees are not considered for matriculation purposes but students may receive transfer credit if applicable).

Admission into certain programs may require additional prerequisites. See program descriptions for details.

2. Correspondence Schools
As of March 2008, we will only accept correspondence school degrees if the student resided in the correspondence school’s state at the time of schooling and the school is registered with the department of education in that state.

Applicants who have completed an out of state correspondence school for their high school requirements may not meet the preliminary education requirement set by the New York State Department of Education.

3. Assessment / Placement Testing
Most entering students will be required to take basic skills assessments in reading, writing, and mathematics before registering for courses. The results will determine the courses students will take in these areas.

If students are not academically prepared, the College will work with them to carefully select courses to prepare them for college-level work. This may mean that one or more semesters of developmental courses will be required before they are allowed to register for credit courses.

Students with disabilities can make arrangements for accommodations by contacting the Student Disability Services Office well in advance of taking the assessments.

Entrance examinations such as Scholastic Aptitude Test (SAT) or American College Testing (ACT) are not required.
4. Accelerated Senior Year
Applicants who have substantially met high school graduation requirements at the end of their junior year may be considered for full-time study during their traditional 12th grade academic year only when the Director of Admissions judges the student to be academically prepared and capable of success. Decisions will be based on the following criteria:

a. An academic background that includes three years of English, social studies, mathematics, and science at the Regents level. Candidates should have an 85 average or higher in these academic disciplines. Other appropriate courses may be included when calculating the academic average.

b. A written recommendation from the high school principal or counselor which includes (1) a statement endorsing study at CCC, and (2) high school acceptance of CCC credits to meet graduation requirements.

c. A written recommendation from parent or guardian.

d. A written letter from the student addressing his/her academic goals and reason for attending.

e. Completed Accelerated Senior Year Form

f. A meeting with an admissions representative.

It is imperative that applicants considering early admission are academically prepared to take college-level courses.

High school students who enroll at CCC while completing requirements for their high school diploma are not eligible for any federal or state financial aid, including federal student loans.

5. Home Schooled Applicants
We recommend that all home schooled applicants meet with an admissions representative to discuss the process.

a. Home schooled applicants seeking admission to the college must submit certification of an equivalent of a four year high school course of study. Applicants home schooled in New York State (who do not have an equivalent diploma) are required to submit CCC’s Superintendent Form for Home Schooled Applicants. This form must be completed by the superintendent of the school district in which the student resided. The form must include the superintendent’s signature and school district seal to be valid.

b. Applicants completing their home school requirements outside of NYS, must provide a letter or other documentation from officials in the school district of their residence certifying the completion of a program of home instruction meeting the requirements of the state or residence for the recognized equivalent of a high school diploma.

c. Applicants who are under the compulsory age of attendance will be eligible for consideration for admission only if they can provide verification of an equivalent of a four year high school course of study.

d. Home schooled applicants beyond compulsory school age (completion of the school year in which the student turned 16, or older if required by the school district of residence) who cannot obtain certification of completion will not be eligible for financial aid or for matriculation. However, applicants may choose the following alternate paths towards matriculation:

1. Take courses that satisfy the New York State option for college coursework (see section 8); or

2. Earn a General Equivalency Diploma.

Once one of the above is completed, applicants would be considered for admission. (Applicants must notify the Office of Admissions for consideration).

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

7. International Applicants
International applicants must follow the application process as outlined for full-time matriculated students. In addition, they must submit scores from the Test of English as a Foreign Language (TOEFL) and satisfactory evidence that they have sufficient funding to finance both living and college expenses. Applicants with coursework taken at foreign institutions must provide the Office of Admissions with an official evaluation from an approved educational evaluation service. Contact the Office of Admissions to find out which evaluators are approved. See details of the international admissions process and deadlines on the college’s official web page.

8. Applicants who do not meet the preliminary education requirements
Although applicants without a high school diploma or its equivalent may not matriculate, an individual may take courses without federal financial aid or student loans. Individuals can satisfy New York State’s requirements for an equivalency diploma by completing 24 hours of college credits. The 24 credits must be in these subject areas: English—6 credits, math—3 credits, natural sciences—3 credits, social sciences—3 credits, humanities—3 credits, and credit hours in any other courses within the degree requirements—6 credits. New York State determines which 24 credit hours are used for the equivalency diploma. For more information on how college courses can be used to earn a equivalency diploma: http://www.acces.nysed.gov/ged.
9. Taking Courses Without Matriculating
Individuals who wish to take courses without matriculating are not required to go through the admissions process, however must speak with an Admissions Representative or an ACE Representative.

10. Additional Information
Health form. Each student must complete a self-reporting health questionnaire and submit it to the Health Office. Students may be accepted and register prior to receiving immunization records. However, immunization requirements must be met or a hold will be placed on the student’s record. All applicants born January 1, 1957 or after and taking 6 or more hours must have up-to-date vaccinations for measles, mumps, and rubella in order to be registered for classes. Health forms are available on the college’s web page. New health forms will be required of applicants who have not attended during the prior year.

Applicants in the Nursing Program or the Athletic Program must request a special health form that requires a complete physical by their Health Care Provider. Persons with physical limitations must have statements from their doctors and must contact the Health Office if excused from physical education activities.

Bills, Cost and Payment
After registering for courses, students receive a bill for tuition and fees, which will also indicate a payment due date. To be eligible for New York State tuition rates, submit the Certificate of Residence. Tuition and fees may be paid by MasterCard, Visa, cash, check or money order. Checks should be made payable to Corning Community College.

If payment is not made by the due date, a one percent per month late fee will be charged to the student’s account. Students with delinquent accounts will be blocked from registering for future courses, and a hold will be placed on transcripts until all past due balances are paid in full. If action is necessary to enforce collection, all reasonable costs of collection, including attorney fees, will be charged to the student. Students should seek the personal attention of the staff in Student Administrative Services if they have any questions or difficulties in making full payment by the payment due date.

Certificate of Residence
A Certificate of Residence qualifies students to pay the in-state tuition rate. Without a Certificate of Residence, the out-of-state tuition rate is also charged. To qualify for the in-state tuition rate, students must submit a Certificate of Residence issued by the county in which they reside.

To qualify for a Certificate of Residence, students must have lived in New York State for the past 12 months. Residency is verified by the county in which they have lived for the six months prior to attending college. If they have lived in more than one New York State county during those six months, verification from each county will be required. If a student moves to New York State from another state specifically to attend college, he/she does not qualify for the in-state tuition rate.

An application for the Certificate of Residence will be sent by the College at the appropriate time. Since each county follows its own procedures for issuing certificates, follow the procedures for the appropriate county as outlined on the back of the application form. Certificates must be on file within 30 days from the start of class. On the main campus and at the Elmira Center, certificates may be completed in Student Administrative Services. Note: the Certificate is valid for one academic year only; a new certificate is required for each academic year of attendance.

Installment Plan
The purpose of an installment plan is to help make college affordable. It allows students to spread their payments for tuition and fees over a four-month period. Students who wish to participate in the installment plan must complete financial aid applications and the Certificate of Residence to be eligible. There is a processing fee of $30. Students with delinquent accounts are ineligible for the installment plan. Questions about the installment plan may be directed to Student Administrative Services.

Emergency Loans
The purpose of an emergency loan is to provide a “bridge” for students who have financial needs at the beginning of a semester, while financial aid or other financial resources are being processed. These loans provide interim resources for necessary purchases, such as books and supplies. Students who wish to apply for an emergency loan must complete financial aid applications and the Certificate of Residence to be eligible. Students with delinquent accounts are ineligible. Questions about these loans may be directed to Student Administrative Services.

Taxpayer Relief Act
Taxpayers may be eligible for tax credits based on payment of qualified tuition and related expenses to CCC. For further information concerning the American Opportunity Credit or Lifetime Learning tax credits, please contact the IRS or a tax consultant. Information is also available at the following website: www.ed.gov.
Refund of Tuition and Fees
If students drop courses within the first three weeks of classes, but do not completely withdraw from the College, they may be eligible for a refund of tuition and fees. Those who completely withdraw from classes may receive a partial refund of tuition and fees. The withdrawal date is determined by the date Student Administrative Services is officially notified of the withdrawal.

The following schedule illustrates the percentage to be refunded for completely withdrawing from the College:

Fall or spring semester:

<table>
<thead>
<tr>
<th>Week of Withdrawal</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st week</td>
<td>75%</td>
</tr>
<tr>
<td>2nd week</td>
<td>50%</td>
</tr>
<tr>
<td>3rd week</td>
<td>25%</td>
</tr>
<tr>
<td>4th week and after</td>
<td>0%</td>
</tr>
</tbody>
</table>

Winter semester:

<table>
<thead>
<tr>
<th>Day of Withdrawal</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st week</td>
<td>75%</td>
</tr>
<tr>
<td>2nd week and after</td>
<td>0%</td>
</tr>
</tbody>
</table>

Summer semester:

<table>
<thead>
<tr>
<th>Week of Withdrawal</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st week</td>
<td>75%</td>
</tr>
<tr>
<td>2nd week and after</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

If students withdraw from a full-time course load, an administrative fee of $50 is charged to their account. If they withdraw from a part-time course load, a $25 fee will be charged. If students withdraw and still have financial obligations, their records (i.e. academic transcripts) will be held until those obligations are satisfied. Students who are dismissed from the College for other than academic reasons are not entitled to a refund.

Costs (refer to the CCC website for the exact fee schedule, www.corning-cc.edu)

Tuition (Subject to change)

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York State Resident with valid Certificate of Residence</td>
<td>$2,075.00 per semester</td>
</tr>
<tr>
<td>New York State Resident without valid Certificate of Residence</td>
<td>$4,150.00 per semester</td>
</tr>
<tr>
<td>Out-of-State Resident</td>
<td>$4,150.00 per semester</td>
</tr>
</tbody>
</table>

Part-time students (fewer than 12 credit hours or equivalent credit hours)

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York State Resident with valid Certificate of Residence</td>
<td>$173.00 per credit</td>
</tr>
<tr>
<td>New York State Resident without valid Certificate of Residence</td>
<td>$346.00 per credit</td>
</tr>
<tr>
<td>Out-of-State Resident</td>
<td>$346.00 per credit</td>
</tr>
</tbody>
</table>

Non-credit courses

Fees vary. Check the current registration publications for the exact fee schedules.

Special Fees (Subject to change)

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accident Insurance (mandatory)</td>
<td>$8.50 per semester</td>
</tr>
<tr>
<td>Advising, assessment, records</td>
<td>$7.50 per semester</td>
</tr>
<tr>
<td>4.5-6.5 credit hours</td>
<td>$15.00 per semester</td>
</tr>
<tr>
<td>7-11.5 credit hours</td>
<td>$30.00 per semester</td>
</tr>
<tr>
<td>Audit</td>
<td>$173.00 per credit</td>
</tr>
<tr>
<td>Challenge exam</td>
<td>$75.00 per credit</td>
</tr>
<tr>
<td>Credit for prior learning (Portfolio assessment)</td>
<td>$75.00 per credit</td>
</tr>
<tr>
<td>Family Development Credentialing (HUSR 1220)</td>
<td>$250.00 exam fee</td>
</tr>
<tr>
<td>Health</td>
<td>$5.00 per semester</td>
</tr>
<tr>
<td>Health Insurance (optional)</td>
<td>$1,487.00 per year</td>
</tr>
<tr>
<td>College ID card</td>
<td>$10.00 per semester</td>
</tr>
</tbody>
</table>
### Independent Study (with NYS residency)

$173.00 per credit

### Laboratory fees (unless otherwise noted)

$30.00 per credit

### Up to a maximum of

$180.00 per semester

### Late payment

1% per month

### Nursing liability insurance

$7.50 per semester

### Nursing program fee (NURS 1100, 1500, 2100, 2500)

$250.00 per semester

### Parking

$20.00 per year

### Physical education

$8.00 per semester

### Returned check

$25.00 per check

### Student Athletic Fee

$3.55 per credit

### Up to a maximum of

$42.60 per semester

### Student Activities Fee

$5.00 per credit

### Up to a maximum of

$60.00 per semester

### Technology

6-11.5 credit hours

$50.00 per semester

12 or more credit hours

$100.00 per semester

### Related Expenses (estimated)

#### Books and Supplies

$1,000.00 per year

#### Housing Costs

<table>
<thead>
<tr>
<th>Rate Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Room Rate</td>
<td>$3,900.00 per semester</td>
</tr>
<tr>
<td>Double Room Rate</td>
<td>$3,100.00 per semester</td>
</tr>
<tr>
<td>Meal Plan (including $150.00 in flex dollars)</td>
<td>$1,150.00 per semester</td>
</tr>
<tr>
<td>Resident Hall Program Fee</td>
<td>$25.00 per semester</td>
</tr>
<tr>
<td>Housing Deposit</td>
<td>$250.00</td>
</tr>
</tbody>
</table>

Uniforms, other (nursing)

$60.00 initial cost

#### Child Care at CCC (for each child)

| Deposit and Registration fee | $40.00 |
| Care Rate                    | Sliding scale based on income and family size |
Financial Aid Awards and Procedures:
The primary obligation for meeting college costs lies with the student and the student’s parents. However, financial aid, through the state and federal government and CCC Scholarships, provides funds to eligible students that can be combined or used separately to help meet the cost of attendance at CCC. While the financial aid process is sometimes complicated, helpful staff are available to assist students and parents with the process.

Types of Aid:
Financial assistance falls into three basic groups:
- Grants and scholarships: No repayment. Grants based on need. Scholarships based on need and student’s academic performance or special talents.
- Loans: Repayment at a specified time. Usually charge low interest.
- Employment: (Work-Study) Certain number of hours per week in on- or off-campus work.

Applying for State and Federal Aid:
To apply for most state and federal aid programs students must file the Free Application for Federal Student Aid (FAFSA) electronically at www.fafsa.gov. Students/parents should first apply for a personal identification number (PIN) at www.pin.ed.gov. The PIN is used as their electronic signature. CCC’s federal code is 002863; enter this on the FAFSA. Once the FAFSA is processed, students receive a Student Aid Report (SAR).

New York State residents may apply for the New York State Tuition Assistance Program (TAP). When completing your FAFSA on the Web, the confirmation page will provide a link to the TAP on the Web application. The CCC school code for NYS is 2042. You may also apply online at www.tapweb.org once your FAFSA is processed. If you are unable to complete the application electronically, you may request a paper Express TAP Application (ETA) from the CCC Financial Aid Office once your FAFSA is processed.

The Financial Aid Office will receive your FAFSA data electronically from the federal processor. You may be required to submit additional information or documentation to complete your application. If so, we will notify you once your FAFSA is received. Once your application is complete and correct, we will verify your admission status, academic progress and your expected enrollment status to determine your eligibility for financial aid. We will send you an award letter indicating your eligibility and instructions for your next steps to accept/decline your awards.

When to Apply:
You must apply for state and federal aid every year. Whether you are a new or continuing student, it is strongly suggested that you complete your FAFSA by April 1 if you will be enrolling in the fall semester and October 1 if you will not enroll until the spring semester of the academic year.

How Eligibility is Determined:
You must be officially accepted by the CCC Admissions Office in a degree program. Eligibility for all federal and state aid is mission awarded for enrollment in courses that are degree/program requirements. Students should review their “degree evaluation” on MyCCC to make certain that the courses they have registered for are degree/program requirements of their current primary program of study. TAP and the Pell Grants are awarded directly by their respective governmental agencies.

Enrollment Status (*hours in program of study)

<table>
<thead>
<tr>
<th>Award</th>
<th>12 or more hours*</th>
<th>9-11.5 hours*</th>
<th>6-8.5 hours*</th>
<th>.5-5.5 hours*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell Grant</td>
<td>100% of eligible award</td>
<td>75% of eligible award</td>
<td>50% of eligible award</td>
<td>0-25% of eligible award</td>
</tr>
<tr>
<td>TAP</td>
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<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Direct Loan</td>
<td>100% of eligible award</td>
<td>100% of eligible award</td>
<td>100% of eligible award</td>
<td>0%</td>
</tr>
</tbody>
</table>

Campus-based aid and Direct Stafford Loans are awarded on the basis of the student’s financial need (Cost of Education minus Family Contribution equals Financial Need). A student’s financial need is also adjusted for the receipt of private scholarships or grants, and it is the student’s responsibility to notify SAS if they are receiving assistance of this type. Also, benefits received from outside programs such as the Trade Adjustment Act, Workforce Investment Act, ACCESS (VESID), etc. will be used in determining a student’s financial need. Federal PLUS (parent loans) are available toassist families to bridge the gap between cost of education and student financial aid eligibility.

High school students who are enrolled at the College while completing requirements for their high school diploma are not eligible for any state or federal aid.

Basic Financial Aid Programs:
Pell Grant
Students accepted in a program and enrolled in courses that are degree/program requirements of their primary program of study should apply. Eligibility is determined by family size, income, assets, etc.; continued eligibility is affected by academic progress. Amounts range from approximately $595 to $5,730 per
Tuition Assistance Program (TAP)
New York State residents who are accepted in a program, enrolled in 12 or more program hours and are in good academic standing should apply for this grant. Usually students are eligible if their family’s state net taxable income is no more than $80,000. For independent students with no dependents, the net taxable income limit is $11,000. Incomes may be higher if more than one family member is in college full-time. Annual awards range from $425 to 100 percent of tuition. Students may use up to six semesters of TAP eligibility to pursue an associate degree. Complete the FAFSA and Express TAP applications.

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

Part-Time Tuition Assistance Program
Beginning with the 2006-2007 academic year, New York State residents who were accepted in a program as first-time freshmen, have earned 12 credits or more in each of two consecutive semesters, maintained a 2.0 cumulative GPA, and enrolled between 6 and 11 credit hours in their program of study should apply for this grant. Income guidelines are the same as the Tuition Assistance Program. Awards are based on a prorated schedule through NYSHESC. Complete the FAFSA and the Express TAP application.

Additional Financial Aid Programs:
Students who are accepted in a program and have financial need in excess of their Pell and/or Tap awards may be eligible for additional aid. Students must be enrolled in courses that are degree/program requirements of their primary program of study and meet the Colleges and federal financial aid academic progress requirements to be considered. Award amounts vary based on financial need.

Federal College Work-Study (FWS):
Jobs for students attending at least 6 credit hours. The total amount depends on need, other aid received, the availability of jobs and the number of hours a student can reasonably be expected to work. Complete the FAFSA.

Federal Supplemental Educational Opportunity Grant (SEOG):
From $300 to $600 per academic year and awarded to the neediest students attending at least 6 credit hours who are also Pell Grant eligible. Complete the FAFSA.

Aid for Part-Time Study (APTS):
This grant is for matriculated part-time students enrolled in at least 3 credit hours; however, priority is given to half-time students. Applicants must be New York State residents and be in good academic standing prior to applying. For dependent students or married students with dependents, the family net taxable income can range up to $50,500. Independent students must have a net taxable income of $34,250 or less. Students are not eligible if they have already used all semesters of TAP eligibility. Remedial courses can be counted toward a student’s part-time load hours if the student is also enrolled in at least three credit hours. Amounts: $485 to $1,000 per semester. APTS applications are available from Student Administrative Services or on the web at www.corning-cc.edu/future/financialaid/forms.php. Completed applications are submitted to Student Administrative Services.

Educational Loans:
CCC participates in the Federal Direct Stafford Loan Program for students and the Direct Parent Loans for Undergraduate Students (Direct PLUS). Funding for your student loan and/or parent loan will come directly from the U.S. Department of Education. Direct Loans may be used for any related educational expense. Students must be accepted in a program and registered for at least 6 credits of degree/program requirements in their primary program of study each semester. Loans are available to students with recognized financial need.

Federal Direct Loans (Subsidized/Unsubsidized):
“Subsidized” loans up to $3,500 for freshmen and $4,500 per year for sophomores (26 or more credit hours earned) per year are available depending on financial need. The federal government will pay the interest on “subsidized” loans while the student is in school. However, students must complete their educational program within 150% of the length to remain eligible for the interest subsidy. Additional “unsubsidized” loan funds may be available up to $2,000 per year for dependent students and $4,000 per year for independent students, however, interest accrues to the student from the time of disbursement of the loan. Loans are subject to an origination fee which is deducted from the proceeds of the loan. The interest rate is fixed for first-time borrowers, and repayment begins six months after leaving school. Minimum annual repayment is $600. Complete the FAFSA. For more information about these programs and to complete the Direct Loan Master Promissory Note and Entrance Counseling for first-time borrowers go to www.studentloans.gov.
Loan Repayment Example - 10 years (120 months)

<table>
<thead>
<tr>
<th>Loan Amount</th>
<th>Monthly Payment at 8% interest</th>
<th>Total repaid</th>
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</thead>
<tbody>
<tr>
<td>$5,000</td>
<td>$61</td>
<td>$7,320</td>
</tr>
<tr>
<td>$10,000</td>
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<td>$21,840</td>
</tr>
<tr>
<td>$20,000</td>
<td>$243</td>
<td>$29,160</td>
</tr>
</tbody>
</table>

Direct Parent Loans for Undergraduate Students (Direct PLUS):
Up to total educational expense minus financial aid per academic year on behalf of each dependent undergraduate. Interest rate is variable, and there is an origination fee. Repayment begins 60 days from the receipt of second disbursement of the loan. Complete the FAFSA. For more information and to complete a Direct Loan PLUS Promissory Note/Application go to www.studentloans.gov.

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

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

Awards:
These awards are presented to students graduating from CCC at the annual Awards Luncheon in May.

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

Veterans’ Benefits:
In addition to the traditional forms of financial aid, students who are military veterans, members of the Reserves or National Guard may be eligible for education benefits from the Department of Veterans Affairs. The Veteran’s Certification Representative at CCC is available to assist you in the application and payment process. The Department of Veterans Affairs provides educational assistance allowance to veterans eligible for:
- Montgomery GI Bill Active Duty (Ch. 30)
- Montgomery GI Bill Selected Reserve (Ch. 1606)
- Reserve Educational Assistance Program (REAP) (Ch.1607)
- Post-9/11 GI Bill (Ch. 33) – eligible veterans receive housing allowance, book stipend and tuition benefit.

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

Please consult the GI Bill Website (www.benefits.va.gov/gibill) for application procedures, eligibility requirements, payment rates, and additional information regarding VA benefits. You may also contact Tara Bauman, VA School Certifying Official by phone at 607-962-9433, toll free 800-358-7171, ext. 9433 or email bauman@corning-cc.edu.

Disabled Veterans with at least a 20 percent service connected disability may be eligible for Vocational Rehabilitation. Interested veterans should visit www.vba.va.gov/bln/vre for additional information and application.

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

Post -9/11 GI Bill Transfer of Entitlement: Veterans may be eligible to transfer their Post-9/11 GI Bill Benefits to their children and/or spouse.

Post 9/11 GI Bill: Marine Gunnery Sergeant John David Fry Scholarship: Children of an active duty member of the Armed Forces who had died in the line of duty on or after September 11, 2001, are eligible for this benefit. A child may be married or over 23 and still be eligible. Survivors’ and Dependents’ Educational Assistance Program (Ch. 35): Spouse/Widow or Child of a veteran who is permanently and totally disabled or died as a result of a service connected disability may be eligible.

New York State residents may qualify for the Veterans Tuition Award: Eligible students are those who are New York State residents discharged under honorable conditions from the U.S. Armed forces and who are: Vietnam Veterans who served in Indochina between December 22, 1961 and May 7, 1975. Persian Gulf Veterans who served in the Persian Gulf from August 2,
1990. Afghanistan Veterans who served in Afghanistan during hostilities on or after September 11, 2001. Veterans of the armed forces of the United States who served in hostilities that occurred after February 28, 1961 as evidenced by receipt of an Armed Forces Expeditionary Medal, Navy Expeditionary Medal or a Marine Corps Expeditionary Medal. Amounts: Awards are 100% of tuition. If the veteran also receives TAP, the combination of the two awards cannot exceed tuition. Students should complete the New York State Veterans Tuition Award (VTA) the FAFSA and the Express TAP application. The VTA form is available at www.hesc.ny.gov. Additional state aid includes Military Service Recognition Scholarship (Child/Spouse), Regents Awards for Children of Deceased & Disabled Veterans. Recruitment Incentive and Retention Program (Army & Air National Guard, and Naval Militia). For more information regarding eligibility for these programs visit www.hesc.ny.gov.

Policies Affecting Eligibility for Financial Aid:
Program of Study & Financial Aid Eligibility
As stated previously, state and federal financial aid award amounts (TAP, PT-TAP, APTS, PELL Grant, Stafford Loans, etc.) are based on hours in program. College policy allows students to change their primary program of study or, if in a dual program, add/change their secondary program of study at any time. However, the policy governing state and federal financial aid eligibility is as follows:

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

Primary Programs & Financial Aid Eligibility Issues:
To resolve an “audit” issue, when courses do not apply to our program of study, students will have until the end of the ninth week of classes to officially change their current primary program of study for TAP, and the last day of classes for federal aid (however it is not recommended that you wait).

Failure to make the necessary changes to the primary program of study by the end of the ninth week of classes will result in decertification of the student’s TAP award for that semester.

Secondary Programs & Financial Aid Eligibility Issues:
Adding or changing a secondary program of study will not resolve an “audit” issue for that current semester once the semester has begun. However, the new secondary program will be used in evaluating the student’s eligibility for subsequent semesters.

Program Hours & Financial Aid Eligibility:
Financial aid award are determined based on hours applicable to the student’s program of study. Semester awards will be recalculated for changes in enrollment status through the end of the third week of classes and at that time, the student’s enrollment status will be “frozen”. After the student’s enrollment status is frozen, there will be no recalculation of the student’s federal aid if the student adds courses (with the exception of the Federal Direct Loan program and requirement for half-time enrollment status.) However, failure to attend or dropping a late starting course may result in recalculation of state and/or federal aid for the semester. Also, recalculation of federal aid awards may occur throughout the semester if the student withdraws from all courses or if the student receives F grades in all courses and the College determines that the student did not attend past the 60% point of the semester.

Full-time New York State TAP awards require a student to carry 12 hours or more of new study within the program of record and meet all academic and pursuit of program guidelines to maintain eligibility. If a student fails to maintain full-time status in program, the full-time award will be canceled.

The only exception to the requirement of being full-time in program for NYS TAP eligibility is the special consideration given in the student’s graduating term. If the student does not need 12 or more hours in program to meet the degree requirements and graduate, courses that would qualify as free electives can be added to establish full-time status.

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

This does not apply to the federal aid programs. Students attending for only one semester during the academic year or summer term to complete degree/program requirements will only receive federal aid, if eligible, for courses that are required for program completion.

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

a) The student is repeating a course that requires a minimum grade to continue in program, or the repeat course has a shelf life that has expired.
b) Students repeating a course only to better their cumulative grade point average or to affect their enrollment status should understand that this repeated course will not be considered when determining financial aid enrollment status or eligibility.

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

Academic Progress Policy for Federal Financial Aid
Academic progress for continued federal financial aid eligibility is based on the College’s Academic Progress Policy, however, there are several exceptions relative to multiple probation semesters, Fresh Start and program completion requirements which are explained below.

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

Status: Good Standing for College and Federal Aid Eligibility:
Students who have met the College’s academic progress requirements and are deemed to be in “Good Standing” are in good standing for continued federal financial aid eligibility for the next semester. To meet this standard the student must have a 2.0 grade point average and have passed 60% of the hours attempted in the prior semester of attendance. (See exception regarding students granted “Fresh Start” by the College.)

Status: Probation for the College
Federal Aid Warning
The first time that a student who has been in “Good Standing” is placed on probation by the College they will be placed on “federal aid warning” and will maintain federal financial aid eligibility for their next semester of enrollment. To maintain federal aid eligibility the student must return to “Good Standing” by the end of the next semester.

The number of “federal aid warning” semesters is not limited. A student who returns to “Good Standing” and then is later placed on “Probation” by the College would be placed on “financial aid warning” in the next semester of attendance and so on.

Federal Aid Probation
Students who fail to return to “Good Standing” at the end of the “federal aid warning” semester will not be eligible for further federal financial aid (regardless of whether or not the student received federal financial aid while on “financial aid warning”). The student would have two options for the next semester of attendance. The student may attend without federal financial aid in an effort to return to “Good Standing” on their own or they may appeal for reinstatement of their federal financial aid and if approved would be placed on “federal aid probation”.

Approval of appeals is not automatic and would be based on the student’s academic plan as outlined in their appeal and the ability to return to “Good Standing” by the next semester or within a reasonable time-frame.

Status: Suspension for the College and Federal Aid Eligibility
Students who are placed on “Suspension” may appeal for reinstatement of their federal financial aid. Students may submit to Student Administrative Services, Financial Aid Office, a copy of the appeal form that is submitted to the Academic Standards Committee to appeal their suspension.

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

Program Completion Requirement (150% Rule) for Federal Financial Aid Eligibility
For federal aid eligibility, students must complete their program of study within a time-frame not greater than 150% of the published hours required for graduation. For example, if the program requires 62 hours for completion, once the student has attempted 93 hours, including transfer hours applicable to the program, they are no longer eligible for federal aid at CCC. Once the student has graduated from one program of study at CCC, federal aid eligibility may be reinstated for pursuit of a subsequent program of study, provided they meet all other requirements for federal aid eligibility (academic progress, etc.)

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

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

Students who have completed/graduated from one program of study and are readmitted to another program of study will be evaluated based on the courses that apply to their current program in terms of total hours attempted, total hours passed and cumulative grade point average. They will be allowed to receive federal aid for an additional period of time based on 150% of the additional credit hours required for the new program of study. Students attempting to complete a third (or more) program of study may be denied further federal aid if the new program is not "substantially" different from the other programs that the student has already completed. In any case, each student will be evaluated on a case-by-case basis.

Withdrawals:

Courses dropped before the census date (20 percent of the course) or official withdrawals from the College before the census date will not count in hours attempted. However, students who withdraw totally from the institution either officially or unofficially, will not meet academic progress and will be placed on financial aid warning or probation.

Non-credit Remedial Courses:

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

Fresh Start and Federal Aid Eligibility:

Granting of “Fresh Start” does not alter the calculation of the academic progress for federal aid. The Student Administrative Services, Financial Aid Office will recalculate the student’s grade point average based on all GPA hours in the student’s academic history. This calculation of GPA will be used to determine the student’s academic progress for federal financial aid.

Cumulative Grade Point Average (CGPA):

The CGPA is the average of all course grades (excluding transfer courses) relative to their quality points.
Subject to change as mandated by NYS Higher Education Services Corporation and NYS Department of Education.

**Repeat Courses:**
See Policies Affecting Eligibility for Financial Aid.

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Pts. Accrued</th>
<th>0pts</th>
<th>6pts</th>
<th>12pts</th>
<th>18pts</th>
<th>24pts</th>
<th>30pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeking the</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st payment</td>
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<td></td>
<td></td>
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<tr>
<td>A student must have earned at least this many credits</td>
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<td>15</td>
<td>27</td>
<td>39</td>
<td>51</td>
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<tr>
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<td>1.5</td>
<td>1.8</td>
<td>2.0</td>
<td>2.0</td>
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<td>6hrs comp to grade</td>
<td>6hrs comp to grade</td>
<td>9hrs comp to grade</td>
<td>9hrs comp to grade</td>
<td>12hrs comp to grade</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
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<th>Pts. Accrued</th>
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<th>6pts</th>
<th>12pts</th>
<th>18pts</th>
<th>24pts</th>
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</tr>
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<td>1st payment</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>A student must have earned at least this many credits</td>
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<td>3</td>
<td>9</td>
<td>18</td>
<td>30</td>
<td>45</td>
</tr>
<tr>
<td>With at least this grade point average</td>
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<td>0.5</td>
<td>0.75</td>
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<td>9hrs comp to grade</td>
<td>12hrs comp to grade</td>
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Subject to change as mandated by NYS Higher Education Services Corporation and NYS Department of Education.

Repeat Courses:
See Policies Affecting Eligibility for Financial Aid.

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

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

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

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

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

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

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

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

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

Regaining Eligibility:
Students who are denied an award for failing to achieve a cumulative GPA of 2.0 can regain award eligibility by completing appropriate coursework - without state support - to achieve a cumulative GPA of 2.0. Students cannot regain eligibility by remaining out of school for a period of time.

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

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

The student would obtain, complete and return a New York State TAP Waiver of the C-Average Requirement Form available in SAS. Specific details regarding the extenuating circumstance(s) need to be reported, such as specific events and dates, and the appropriate third party documentation is required whenever possible. The Director of Financial Aid will review the appeal and make a determination.
Degree Requirements
CCC offers the following degrees:
• Associate in Arts
• Associate in Science
• Associate in Applied Science
• Associate in Occupational Studies Certificate

Associate in Arts Degree (AA)
Associate in Arts programs must contain from 60 to 64 credit hours with more than 75% of the required credits drawn from the Liberal Arts and Sciences. Approved waivers may allow an Associate in Arts program to exceed 64 credits. Associate in Arts programs must provide for the completion of seven of the ten SUNY General Education areas and for completion of thirty credits of approved SUNY General Education courses.

Curriculum requirements for AA:
• six credits of English (three in rhetoric and three in literature)
• three credits of mathematics
• six credits of laboratory science
• six credits of social sciences
• six credits of humanities and
• sufficient liberal arts and sciences requirements or electives to achieve the 75% minimum

Any remaining credits can be assigned to free electives or other program requirements. A minimum of nine credits must be upper-level. These specific requirements may be modified if there is demonstrated evidence that the modifications are warranted by transfer requirements, but the requirements must still conform to SUNY and NYS Education Department regulations.

Associate in Science Degree (AS)
Associate in Science programs must contain from 60 to 64 credit hours with between 50% and 75% of the required credits drawn from the Liberal Arts and Sciences. Approved waivers may allow an Associate in Science program to exceed 64 credits. Associate in Science programs must provide for the completion of seven of the ten SUNY General Education areas and for completion of thirty credits of approved SUNY General Education courses.

Curriculum requirements for AS:
• six credits of English (three in rhetoric and three in literature)
• three credits of mathematics
• three credits of laboratory science
• six credits of social sciences or three credits of social sciences and three credits of humanities and
• sufficient liberal arts and sciences requirements or electives to achieve the 25% minimum

Any remaining credits can be assigned to free electives or other program requirements. These specific requirements may be modified if there is demonstrated evidence that the modifications are warranted by career or transfer requirements, but the requirements must still conform to SUNY and NYS Education Department regulations.

Associate in Applied Science Degree (AAS)
Associate in Applied Science programs must contain from 60 to 64 credit hours with between 25% and 50% of the required credits drawn from the Liberal Arts and Sciences. Approved waivers may allow an Associate in Applied Science program to exceed 64 credits.

Curriculum requirements for AAS:
• six credits of English (three in rhetoric and three in literature)
• three credits of mathematics
• three credits of laboratory science
• six credits of social sciences or three credits of social sciences and three credits of humanities and
• sufficient liberal arts and sciences requirements or electives to achieve the 25% minimum

Any remaining credits can be assigned to free electives or other program requirements. These specific requirements may be modified if there is demonstrated evidence that the modifications are warranted by transfer requirements, but the requirements must still conform to SUNY and NYS Education Department regulations.

Associate in Occupational Studies Degree (AOS)
Associate in Occupational Studies programs must contain a minimum of 60 credit hours and a program grade point average of 2.0 must be achieved for graduation. This degree has no liberal arts requirement but does require minimum competencies in communication and quantitative skills.

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

Certificates
Certificate programs require approximately 30 hours of coursework in a specific career area. Students do not earn an Associate’s degree, but most courses can be applied toward a degree if a student wishes to take additional courses later.
Learning transforms lives.
For a Career or Major In ........................................ See Our Programs In ...................................................... Pages

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Gerontology .............................................................................. Human Services, Liberal Arts & Sciences: ................................. Human Services, Liberal Arts & Sciences: 

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<td>Wildlife Biology/Zoology</td>
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</table>
Five academic divisions offer more than 40 programs and more than 800 credit and non-credit courses. In addition to daytime offerings on campus, a wide variety of credit and non-credit courses are taught in the evening and during the summer at various locations throughout Steuben, Chemung, Schuyler, Tioga and Yates counties. Specific preparation for programs will be found on the program pages. To be eligible to receive financial aid, students must be accepted in one of the following approved programs.

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<tr>
<th>Program</th>
<th>Type</th>
<th>Degree</th>
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<td>Mechanical Technology: CAD Design</td>
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<td>Teaching Assistant</td>
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*See the program page for details.
Accounting
Associate in Applied Science Degree, Career program
Division of Business Administration and Computing, Interim Associate Dean: Deborah Dunbar
Department Chair: David Quattrone

The AAS in Accounting program is designed to prepare students for immediate entry level positions in accounting. Graduates have found jobs in recordkeeping. Positions include complete general ledger accounting for a small business as well as working in a section of a large business such as payroll accounting, accounts receivable, accounts payable or inventory.

Graduates are able to:

• Develop the basic skills required in designing and maintaining a moderately complex, double entry set of accounting records;
• Describe the theoretical foundations of the accounting discipline;
• Develop basic quantitative skills required by those who are employed in entry-level accounting positions;
• Understand basic written and oral communication skills required by those who are employed in entry-level accounting positions;
• Expose our graduates to “alternative” accounting systems;
• Understand computer technology and its relationship to the accounting field.

Program Requirements:

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<td>Mathematics (MATH 1015, 1215, or higher)</td>
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<td>Economics elective</td>
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<td>Liberal Arts and Sciences elective</td>
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<td>Microcomputer modules</td>
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<td>Business Law II (BUSN 1232)</td>
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<td>Management elective (MGMT 2041, 2042, 2045, or 2047)</td>
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<tr>
<td>General Business (BUSN 1030)</td>
<td>3</td>
</tr>
<tr>
<td>Wellness</td>
<td>2</td>
</tr>
</tbody>
</table>

Total hours: 64

Sample Sequence: (intended as a guide for academic planning. It need not be followed exactly or completed in four semesters).

First Semester

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Accounting (ACCT 1030)</td>
<td>4</td>
</tr>
<tr>
<td>English (ENGL 1010)</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (MATH 1015, 1215, or higher)</td>
<td>3</td>
</tr>
<tr>
<td>Microcomputer modules (CSST 1031, 1051, 1101)</td>
<td>3</td>
</tr>
<tr>
<td>Laboratory Science elective</td>
<td>3</td>
</tr>
<tr>
<td>Wellness (Awareness/Instructional Component)</td>
<td>1</td>
</tr>
</tbody>
</table>

Second Semester

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics elective</td>
<td>3</td>
</tr>
<tr>
<td>English (ENGL1020)</td>
<td>3</td>
</tr>
<tr>
<td>Managerial Accounting (ACCT 1040)</td>
<td>4</td>
</tr>
<tr>
<td>Fundamental Accounting Procedures (ACCT 1060)</td>
<td>2</td>
</tr>
<tr>
<td>Microcomputer modules (CSST 1052 and one other)</td>
<td>2</td>
</tr>
<tr>
<td>Wellness (Activity Component)</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Third Semester

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting (ACCT 1100 or 2090)</td>
<td>3</td>
</tr>
<tr>
<td>Intermediate Accounting I (ACCT 2030)</td>
<td>4</td>
</tr>
<tr>
<td>Social Sciences elective</td>
<td>3</td>
</tr>
<tr>
<td>Business Communications (BUSN 1030)</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts &amp; Sciences elective</td>
<td>3</td>
</tr>
<tr>
<td>Wellness (Activity Component)</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Fourth Semester

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Law II (BUSN 1232)</td>
<td>3</td>
</tr>
<tr>
<td>Computerized Accounting (ACCT 2100)</td>
<td>3</td>
</tr>
<tr>
<td>Cost Accounting (ACCT 2050)</td>
<td>4</td>
</tr>
<tr>
<td>Program elective (see below)</td>
<td>3</td>
</tr>
<tr>
<td>Management elective (see program requirements)</td>
<td>3</td>
</tr>
</tbody>
</table>

Footnotes:

* Based on placement, students may be required to take ENGL 0950 and/or ENGL 0990 before taking ENGL 1010, and MATH 0960 before taking a math credit course.
* Take CSST 1031, 1051, 1052, 1101 and any one of the following: BUOT 1062; CSIT 1001, 1002, 1151; CSST 1053, 1091, 1102, 1103, 1161.
* This program is not intended for transfer. Students looking for the first two years of a four-year degree in accounting should enroll in the Business Administration AS transfer program.
* Take MATH 1215 or higher if planning to transfer to a four-year college.
Auto Body and Collision Repair  
Associate in Applied Science Degree, Career program  
Division of Math, Physics, Technology & Engineering Science, Associate Dean: Bradley Cole  
Department Chair: Chris Blackwell

This program has a target audience of students wanting to pursue careers in auto body and collision management, teaching vocational education or working with automotive engineering. Although this program is designed for immediate placement into a career, many students will end up transferring to another institution to further their education. Students must take English, math, physics, psychology, sociology and chemistry as well as select auto body courses. Career opportunities for program graduates are vocational education, collision technicians, body shop managers and owners. This industry needs manufacturing supervisors, foremen, and team leaders. The major focus of this program is major collision repair. There is a severe shortage of frame repair supervisors and technicians. Students will be able to become employed at a higher entry level as a body technician.

Graduates are able to:  
- Analyze, estimate and communicate necessary repairs;  
- Know how to develop business, safety and shop operation plans;  
- Weld, assemble, and spray any product;  
- Handling various toxic and highly flammable materials, making them a great safety asset in industry.

Students admitted to the Auto Body program are required to meet with an auto body advisor each semester to plan their program of study. Space is limited in these classes so preference is given to auto body and automotive matriculated students who are prepared to enter MATH 1230 and ENGL 1010 or higher. Students will be required to attend an advisory interview, sign a student code of conduct, and maintain and possess a valid driver’s license at all times. All students are required to own and supply their own approved hand tools; proof of tool ownership is a requirement for final acceptance into the program (proof of purchase will be accepted.) Students will be able to purchase these tools at a discount.

Program Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010 and ENGL 1020)</td>
<td>6</td>
<td>Auto Body Requirements</td>
<td>41</td>
</tr>
<tr>
<td>Mathematics (MATH 1230 and MATH 1240)</td>
<td>6</td>
<td>Wellness</td>
<td>2</td>
</tr>
<tr>
<td>Social Sciences electives</td>
<td>6</td>
<td>Physics (PHYS 1010)</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry (CHEM 1010)</td>
<td>4</td>
<td>Total hours</td>
<td>69</td>
</tr>
</tbody>
</table>

Sample Sequence: (intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.)

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010)</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (MATH 1230)</td>
<td>3</td>
</tr>
<tr>
<td>Auto Body Fundamentals (ABOD 1000)</td>
<td>3</td>
</tr>
<tr>
<td>Welding &amp; Cutting (ABOD 1020)</td>
<td>4</td>
</tr>
<tr>
<td>Automotive Lab I (AUTO 1000)</td>
<td>4</td>
</tr>
<tr>
<td>Wellness</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Fourth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto Refinishing (ABOD 1510)</td>
<td>4</td>
</tr>
<tr>
<td>Minor Collision Repair (ABOD 2030)</td>
<td>4</td>
</tr>
<tr>
<td>Elementary Physics (PHYS 1010)</td>
<td>4</td>
</tr>
<tr>
<td>Social Sciences Elective**</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences Elective**</td>
<td>3</td>
</tr>
</tbody>
</table>

Footnotes:  
**Select from the following Social Sciences electives: PSYC 1101 or ECON 2002 (recommended for transfer to technical 4-year program); SOCI 1010.  
*ABOD 2040 strongly recommended to be taken with this program of study.  
*Students who do not place in MATH 1230 or ENGL 1010 or higher may acquire the necessary coursework. Based on placement, students might be required to complete preparatory course(s) before attempting further program requirements.

Learning transforms lives.
Auto Body and Collision Repair
Associate in Occupational Studies Degree, Career program
Division of Math, Physics, Technology & Engineering Science, Associate Dean: Bradley Cole
Department Chair: Chris Blackwell

The Associate in Occupational Studies degree program is for students who have a keen interest in the construction of the automobile. Welding, refinishing and frame repairs are strongly emphasized with a goal of returning a damaged automobile back to factory specifications. Students may specialize or seek a comprehensive course of auto body study.

Graduates are able to:
- Learn how to make repairs on any make automobile or material;
- Refinish any material applying the latest auto body procedures and refinishing products;
- Have various career opportunities with titles that include: auto body repairer, auto body electrician, auto body mechanic, collision technician, welder, frame man, industrial welder, assembler, industrial painter, automotive painter, paint mixer, auto glass installer, job estimator or damage appraiser.

Students admitted to the Auto Body program are required to meet with an auto body advisor each semester to plan their program of study. Space is limited in these classes so preference is given to auto body and automotive matriculated students who are prepared to enter MATH 1230 and ENGL 1010 or higher. Students will be required to attend an advisory session, sign a student code of conduct and maintain a valid driver’s license. All students are required to own and supply their own approved hand tools; proof of tool ownership is a requirement for final acceptance into the program (proof of purchase will be accepted.) Students will be able to purchase these tools at a discount. Prior to and during attendance student must have and maintain a valid driver’s license.

Program Requirements:

<table>
<thead>
<tr>
<th>Auto Body Requirements</th>
<th>60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Electives</td>
<td>9</td>
</tr>
<tr>
<td>Total Hours</td>
<td>69</td>
</tr>
</tbody>
</table>

Sample Sequence:  (intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.)

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto Body Fundamentals (ABOD 1000)</td>
<td>3</td>
</tr>
<tr>
<td>Automotive Lab I (AUTO 1000)</td>
<td>4</td>
</tr>
<tr>
<td>Automotive Electronics I (AUTO 1410)</td>
<td>4</td>
</tr>
<tr>
<td>Automotive Fuel Systems I (AUTO 1420)</td>
<td>4</td>
</tr>
<tr>
<td>Technical Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Fourth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Damage Analysis &amp; Estimation (ABOD 2040)</td>
<td>3</td>
</tr>
<tr>
<td>Auto Refinishing (ABOD 1510)</td>
<td>4</td>
</tr>
<tr>
<td>Minor Collision Repair (ABOD 2030)</td>
<td>4</td>
</tr>
<tr>
<td>Automotive Components (ABOD 2020)</td>
<td>4</td>
</tr>
<tr>
<td>Technical Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Footnotes:
* Technical Electives: any ABOD or AUTO course or MACH 1040, ENGL 1501, ENGL 1502, FIRE 1200, CHEM 1030.
* Based on placement, students might be required to successfully complete preparatory course(s) before attempting further course or program requirements.
* While not specific program requirements, in order to graduate from this program students must demonstrate the writing skills necessary to enter ENGL 1010 and the math skills necessary to enter MATH 1230.
Automotive Mechanics
Certificate, Career program
Division of Math, Physics, Technology & Engineering Science, Associate Dean: Bradley Cole
Department Chair: Chris Blackwell

Students interested in the automotive field may choose from three programs, each addressing a different approach to this area. The Certificate program is offered primarily to prepare students for employment in the service segment of the automotive industry. Occupational titles include, among others: line mechanic, service station mechanic, auto parts clerk. Courses focus on the fundamental systems of the automobile: cooling and heating, electrical, suspension, brakes, exhaust and emission controls. Hands-on experience is emphasized. Students spend 18 hours per week in the fall semester and 14 hours per week in the spring semester in automotive-related laboratories developing the necessary manual skills to enter this occupation. During the second semester, students take one ASE exam of their choice.

Graduates will be able to:
• Service the following automotive systems: cooling, air conditioning, electrical, suspension, brake, exhaust, fuel, and emission controls;
• Demonstrate the use of industry safety standards;
• Understand basic automotive history and language.

The automotive facilities are located on campus and at CCC’s Airport Corporate Park facility in Big Flats. After evaluation by CCC’s faculty, students with BOCES training may receive advanced standing. Students who have graduated from the Certificate program and elect to enter the A.O.S. degree program can complete the additional requirements in one academic year. Those selecting the A.A.S. degree program will usually need three additional semesters of academic work. In order to participate in any automotive lab, a student must maintain a valid automobile driver’s license. Students will be required to purchase a prescribed list of hand tools at the beginning of the program. See Appendix D for this tool list.

Program Requirements:
Technical Concentration (ABOD 1010 or 1510; AUTO 1000, 1010, 1090, 1410, 1420, 1510, 1520, 1540) 34
Total hours 34

While not specific program requirements, in order to graduate from this program, students must demonstrate the writing skills necessary to enter ENGL 1010, College Composition I, and the math skills necessary to enter MATH 1015, Introductory Algebra. Based on assessment, students may need to successfully complete ENGL 0990, Basic Writing Skills, and MATH 0960, Basic Mathematics Skills, to fulfill the graduation requirement. It is essential that students discuss this with their advisors. All 34 credit hours of this program apply towards the specific 67 credit requirement of the Automotive Technology A.O.S. program. 30 of the 34 credit hours of this program apply towards the specific 65 credit requirement of the Automotive Technology A.A.S. program. This allows a student the opportunity to apply the credits earned in the certificate towards the completion of a two-year degree.

Sample Sequence: (intended as a guide for academic planning. It need not be followed exactly or completed in two semesters.)

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto Lab I (AUTO 1000)</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Automotive Technology (AUTO 1010)</td>
<td>3</td>
</tr>
<tr>
<td>Automotive Electronics I (AUTO 1410)</td>
<td>4</td>
</tr>
<tr>
<td>Fuel Systems I (AUTO 1420)</td>
<td>4</td>
</tr>
<tr>
<td>Autobody I (ABOD 1010 or 1510)</td>
<td>4</td>
</tr>
</tbody>
</table>

Footnotes:
* Based on placement, students might be required to successfully complete preparatory course(s) before attempting further course or program requirements.
Automotive Technology

Associate in Applied Science Degree, Associate in Applied Science Degree, Career program

Division of Math, Physics, Technology & Engineering Science, Associate Dean: Bradley Cole
Department Chair: Chris Blackwell

Students interested in the automotive field may choose from three programs, each addressing a different approach to this area. The A.A.S. degree program in Automotive Technology is a four-semester sequence designed to prepare students for a career in the automotive field or for transfer to a vocational-technical program. Career opportunities include positions as automotive technicians, service managers, shop supervisors, specialty technicians, as well as other support functions associated with automotive and industrial manufacturers. In addition, the general education courses may qualify graduates for supervisory positions dealing directly with customer relations, sales, or factory representatives. Students who transfer for a bachelor’s degree can become qualified to teach in a variety of vocational-technical programs. The automotive facilities are located on campus and at CCC’s Airport Corporate Park facility in Big Flats. After evaluation by CCC’s faculty, students with BOCES training may receive advanced standing. In order to participate in any automotive lab, a student must maintain a valid automobile driver’s license. Students will be required to purchase a prescribed list of hand tools at the beginning of the program.

Graduates will be able to:
- Service the following automotive systems:
  - Cooling, Air Conditioning, Electrical, Suspension, Brake, Exhaust, Fuel, and Emission Control;
- Diagnose microprocessor controls, major engine/drive train systems;
- Demonstrate the use of industry safety standards;
- Understand project management techniques;
- Qualify graduates for supervisory positions dealing directly with customer relations, sales, or factory representatives.

Program Requirements:

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010 and 1020 or 1030)*</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics (MATH 1230-1240 or higher)*</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences electives</td>
<td>6</td>
</tr>
<tr>
<td>Physics (PHYS 1010)</td>
<td>4</td>
</tr>
<tr>
<td>Technical Concentration (AUTO 1000, 1010, 1090, 1410, 1420, 1510, 1520, 1540, 2130 or 2190, 2210)</td>
<td>38</td>
</tr>
<tr>
<td>Free elective</td>
<td>3</td>
</tr>
<tr>
<td>Wellness</td>
<td>2</td>
</tr>
<tr>
<td>Total hours</td>
<td>65</td>
</tr>
</tbody>
</table>

Two years of mathematics are required, including algebra and either geometry or intermediate algebra. Students who do not have this preparation will be able to get it here, but it will take longer to complete the program.

Sample Sequence: (intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.)

First Semester
- English: 3
- Mathematics (MATH 1230): 3
- Auto Lab I (AUTO 1000): 4
- Introduction to Automotive Technology (AUTO 1010): 3
- Automotive Electronics I (AUTO 1410): 4
- Wellness (Awareness/Instructional Component): 1

Second Semester
- English: 3
- Mathematics (MATH 1240): 3
- Chassis and Alignment Lab (AUTO 1540): 4
- Automotive Electronics II (AUTO 1510): 4
- Automotive Chassis (AUTO 1090): 3
- Wellness (Activity Component): 0.5

Third Semester
- Social Sciences elective: 3
- Internal Combustion Engine (AUTO 2130): 3
- Power Transmissions (AUTO 2210): 4
- Electronic Engine Controls (AUTO 2190): 4
- Fuel Systems I (AUTO 1420): 4
- Wellness (Activity Component): 0.5

Fourth Semester
- Social Sciences elective: 3
- Physics (PHYS 1010): 4
- Fuel Systems II (AUTO 1520): 4
- Free elective: 3

Footnotes:
*Based on placement, students may be required to take ENGL 0950 before taking ENGL 1010, and MATH 0960 before taking a math credit course.
Automotive Technology
Associate in Occupational Studies Degree
Associate in Occupational Studies Degree, Career program
Division of Math, Physics, Technology & Engineering Science, Associate Dean: Bradley Cole
Department Chair: Chris Blackwell

Students interested in the automotive field may choose from three programs, each addressing a different approach to this area. The A.O.S. degree program is a four-semester curriculum consisting of 58 credit hours of automotive-related courses. It provides students with an opportunity to acquire skills in specialized phases of the automotive service industry unavailable to students in the Certificate or A.A.S. degree programs. Courses in auto body repair, courses in automotive electronics, diagnostic computer utilization, automatic and manual transmissions, major engine repair, electronic ignitions and fuel systems are required. This training program culminates in an automotive practicum that gives the student an opportunity to work and learn under the supervision of the faculty. Career opportunities encompass all phases of the automotive service industry. Some of the job titles include line mechanic, transmission and engine diagnosis technician and computerized systems analyst. Students are required to take at least two ASE certification tests prior to graduation.

Graduates will be able to:
- Service the following automotive systems:
  - cooling, air conditioning, electrical, suspension, brake, exhaust, fuel, and emission control;
  - Diagnose microprocessor controls, major engine/drive train systems;
  - Demonstrate the use of industry safety standards;
  - Understand project management techniques;
  - Understand basic automotive history and language.

The automotive facilities are located on campus and at CCC’s Airport Corporate Park facility in Big Flats. After evaluation by CCC’s faculty, students with BOCES training may receive advanced standing. In order to participate in any automotive lab, a student must maintain a valid automobile driver’s license. Students will be required to purchase a prescribed list of hand tools at the beginning of the program.

Program Requirements:
Automotive courses: (ABOD 1010, 1510; AUTO 1000, 1010, 1090, 1410, 1420, 1510, 1520, 1540, 2130, 2140, 2190, 2210, 2960)

Total hours 67

Sample Sequence: (intended as a guide for academic planning. It need not be followed exactly or completed in four semesters).

First Semester
- Auto Lab I (AUTO 1000) 4
- Introduction to Automotive Technology (AUTO 1010) 3
- Automotive Electronics I (AUTO 1410) 4
- Fuel Systems I (AUTO 1420) 4

Second Semester
- Chassis and Alignment Lab (AUTO 1540) 4
- Automotive Chassis (AUTO 1090) 3
- Automotive Electronics II (AUTO 1510) 4
- Fuel Systems II (AUTO 1520) 4

Third Semester
- Internal Combustion Engines (AUTO 2130) 4
- Electronic Engine Controls (AUTO 2190) 4
- Power Transmissions (AUTO 2210) 4
- Auto Body I (ABOD 1010) 4
- Free elective 3

Fourth Semester
- Drivability (AUTO 2960) 4
- Auto Refinishing (ABOD 1510) 4
- Automotive Practicum (AUTO 2140) 4
- Free electives 6

Footnotes:
While not specific program requirements, in order to graduate from this program students must demonstrate the writing skills necessary to enter ENGL 1010, College Composition I, and the math skills necessary to enter MATH 1015, Introductory Algebra. Based on placement, students might be required to successfully complete preparatory course(s) before attempting further course or program requirements. It is essential to discuss this with an advisor.
Business Administration
Associate in Applied Science Degree, Career program
Division of Business Administration and Computing, Interim Associate Dean: Deborah Dunbar
Department Chair: David Quattrone

The career program in Business Administration offers an excellent opportunity for students looking for employment following graduation. This program will enable students to develop the skills and abilities necessary for entry-level employment in such fields as marketing, sales, retail, office management, and hospitality, among others. For those who want to concentrate in a particular business area, this program offers specialization in sales and customer service, administrative professional, and hospitality. To enhance employability, take business electives in one of these areas of specialization. While most of the coursework will be centered on general business subjects, the diversity of liberal arts courses will help students to better understand and relate to business associates and others.

Graduates will be able to:
• Demonstrate the foundation of business knowledge required to successfully complete the transition to a position in business;
• Specialize in a variety of business-related areas
• Understand a broad based liberal arts education suitable to multiple applications and occupations;
• Provide educational enhancement opportunities for employers looking to increase the expertise of their employees.

Program Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010 and 1020 or 1030)*</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics (MATH 1015, 1215, or higher)*</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences elective</td>
<td>3</td>
</tr>
<tr>
<td>Economics elective</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts &amp; Sciences elective</td>
<td>3</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>3</td>
</tr>
<tr>
<td>Free electives</td>
<td>5</td>
</tr>
<tr>
<td>Wellness</td>
<td>2</td>
</tr>
</tbody>
</table>

Business Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting (ACCT 1000 or 1030)</td>
<td>4</td>
</tr>
<tr>
<td>A Law Course</td>
<td>3</td>
</tr>
<tr>
<td>Applied Business Math (BUSN 1033)</td>
<td>3</td>
</tr>
<tr>
<td>Business Communications (BUSN 1030)</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Business (BUSN 1040)</td>
<td>3</td>
</tr>
</tbody>
</table>

Computer Electives: CSIT 1390 or BUOT1062, CSST 1031, 1051, and 1101 | 4 |

Total hours | 63 |

Business Sequences: follow suggested sample sequences below.

Business Administration - Sample Sequence: (intended as a guide. It need not be followed exactly.)

First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010)</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Business (BUSN 1040)</td>
<td>3</td>
</tr>
<tr>
<td>Computer elective (CSIT 1390 or CSST modules)</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics elective</td>
<td>3</td>
</tr>
<tr>
<td>Wellness (Awareness/Instructional Component)</td>
<td>1</td>
</tr>
</tbody>
</table>

Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>Accounting (ACCT 1000, 1030)</td>
<td>4</td>
</tr>
<tr>
<td>Business Communications (BUSN 1030)</td>
<td>3</td>
</tr>
<tr>
<td>Program electives</td>
<td>6</td>
</tr>
<tr>
<td>Professionalism (BUSN 1055)</td>
<td>3</td>
</tr>
<tr>
<td>Wellness (Activity Component)</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Third Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics elective</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts &amp; Sciences (SPCH 1080 recommended)</td>
<td>3</td>
</tr>
<tr>
<td>Business Law I (BUSN 1231)</td>
<td>3</td>
</tr>
<tr>
<td>Applied Business Mathematics (BUSN 1033)</td>
<td>3</td>
</tr>
<tr>
<td>Free elective</td>
<td>3</td>
</tr>
<tr>
<td>Wellness (Activity Component)</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Fourth Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory Science</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences elective</td>
<td>3</td>
</tr>
<tr>
<td>Program electives</td>
<td>6</td>
</tr>
<tr>
<td>Free elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Footnotes:

1. Program electives: Select from PHIL 2500; SPCH 1080; or courses with the following prefixes: ACCT, BUOT, BUSN, CSCS, CSIT, CSNT, CSST, CSWT, ECON, MGMT, MKTG, TRVL.
2. If mathematics placement is MATH 1215 or higher, students may substitute another business course for BUSN 1033.
3. Based on placement, students might be required to successfully complete preparatory course(s) before attempting further course or program requirements.
### Administrative Professional -

**Sample Sequence:** (intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.)

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010)</td>
<td>English (ENGL 1020)</td>
</tr>
<tr>
<td>Foundations of Word Processing (BUOT 1010)</td>
<td>Office Techniques (BUOT 1520)</td>
</tr>
<tr>
<td>Mathematics (MATH 1015, 1215, or higher)</td>
<td>Principles of Business (BUSN 1040)</td>
</tr>
<tr>
<td>Applied Business Math (BUSN 1033)</td>
<td>Microcomputer Literacy (CSIT 1390 or BUOT 1062,</td>
</tr>
<tr>
<td>Liberal Arts elective (SPCH 1080)</td>
<td>CSST 1031, 1051, 1101)</td>
</tr>
<tr>
<td>Wellness (Awareness/Activity)</td>
<td>Professionalism (BUSN 1055)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Fourth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Procedures (BUOT 2010)</td>
<td>Economics elective</td>
</tr>
<tr>
<td>Laboratory Science elective</td>
<td>Social Sciences elective</td>
</tr>
<tr>
<td>Accounting (ACCT 1000 or ACCT1030)</td>
<td>Office Technology Practicum (BUOT2960)</td>
</tr>
<tr>
<td>Business Communications (BUSN 1030)</td>
<td>Business elective</td>
</tr>
<tr>
<td>Business Law I (BUSN 1231)</td>
<td>Office Management (MGMT 2045)</td>
</tr>
<tr>
<td></td>
<td>Wellness Awareness/Activity</td>
</tr>
</tbody>
</table>

### Hospitality -

**Sample Sequence:** (intended as a guide for academic planning. It need not be followed exactly or completed in four semesters)

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010)</td>
<td>English (ENGL 1020)</td>
</tr>
<tr>
<td>Hospitality (HOSP 1000)</td>
<td>Customer Service &amp; Relationship (BUSN 1060)</td>
</tr>
<tr>
<td>Mathematics (MATH 1015, 1215, or higher)</td>
<td>Foundations of Word Processing (BUOT 1010)</td>
</tr>
<tr>
<td>Professionalism (BUSN 1055)</td>
<td>Microcomputer Literacy (CSIT 1390 or BUOT1062,</td>
</tr>
<tr>
<td>Principles of Business (BUSN 1040)</td>
<td>CSST1031, 1051, 1101)</td>
</tr>
<tr>
<td></td>
<td>Liberal Arts elective (SPCH 1080)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Fourth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Marketing (MKTG 2050)</td>
<td>Economics elective</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>Social Sciences elective</td>
</tr>
<tr>
<td>Accounting (ACCT 1000 or ACCT1030)</td>
<td>Hospitality Practicum (HOSP2960)</td>
</tr>
<tr>
<td>Business Communications (BUSN 1030)</td>
<td>Applied Business Math (BUSN 1033)</td>
</tr>
<tr>
<td>Business Law I (BUSN 1231)</td>
<td>Wellness Awareness and Activity</td>
</tr>
</tbody>
</table>

### Legal Administrative Professional -

**Sample Sequence:** (intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.)

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010)</td>
<td>English (ENGL 1020)</td>
</tr>
<tr>
<td>Foundation of Word Processing (BUOT 1010)</td>
<td>Applied Business Math (BUSN 1033)</td>
</tr>
<tr>
<td>Math Elective (MATH 1015, 1215 or higher)</td>
<td>Legal Office Procedures (BUOT 2100)</td>
</tr>
<tr>
<td>Computer Courses (CSIT 1390 or BUOT 1062,</td>
<td>Liberal Arts Elective (SPCH 1080)</td>
</tr>
<tr>
<td>CSST1031, 1051, 1101)</td>
<td>Professionalism (BUSN 1055)</td>
</tr>
<tr>
<td>Wellness Awareness/Activity</td>
<td>Business Elective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Fourth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedural Law for Legal Professionals (BUOT 2120)</td>
<td>Legal Assistant Studies (BUOT 2130)</td>
</tr>
<tr>
<td>Accounting Practices (ACCT1000/ACCT1030)</td>
<td>Economics Elective</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>Social Sciences Elective</td>
</tr>
<tr>
<td>Business Communications (BUSN 1030)</td>
<td>Office Technology Practicum (BUOT 2960)</td>
</tr>
<tr>
<td>Principles of Business (BUSN 1040)</td>
<td>Office Management (MGMT 2045)</td>
</tr>
<tr>
<td>Wellness (Awareness/Activity)</td>
<td></td>
</tr>
</tbody>
</table>

Learning transforms lives.
**Management**  
Sample Sequence: (intended as a guide for academic planning. It need not be followed exactly or completed in four semesters)  
<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010)</td>
<td>English (ENGL 1020)</td>
</tr>
<tr>
<td>Principles of Business (BUSN 1040)</td>
<td>Accounting (ACCT 1000/1030)</td>
</tr>
<tr>
<td>Math Elective (MATH1015, 1215 or higher)</td>
<td>Business Communications (BUSN 1030)</td>
</tr>
<tr>
<td>Computer Courses (CSIT 1390 or BUOT 1062, CSST 1031, 1051,1101)</td>
<td>Principles of Management (MGMT 2041)</td>
</tr>
<tr>
<td>Professionalism (BUSN 1055)</td>
<td>Economic Elective</td>
</tr>
<tr>
<td>Wellness (Awareness)</td>
<td>Wellness (Activity)</td>
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<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Fourth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Resource Management (MGMT 2047)</td>
<td>Laboratory Science</td>
</tr>
<tr>
<td>Business Law II (BUSN 1232)</td>
<td>Social Sciences Elective</td>
</tr>
<tr>
<td>Liberal Arts &amp; Sciences Elective (SPCH 1080)</td>
<td>Small Business Management (MGMT 2042)</td>
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<tr>
<td>Applied Business Math (BUSN 1033)</td>
<td>Business Management Internship (BUSN 2970)</td>
</tr>
<tr>
<td>New Venture Creation (BUSN1021)</td>
<td>Free Elective</td>
</tr>
<tr>
<td>Wellness (Activity)</td>
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<table>
<thead>
<tr>
<th>Medical Administrative Assistant</th>
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<tbody>
<tr>
<td>Sample Sequence: (intended as a guide for academic planning. It need not be followed exactly or completed in four semesters)</td>
</tr>
<tr>
<td>First Semester</td>
</tr>
<tr>
<td>English (ENGL 1010)</td>
</tr>
<tr>
<td>Math Elective (MATH 1015, 1215 or higher)</td>
</tr>
<tr>
<td>Medical Insurance and Billing (BUOT 2730)</td>
</tr>
<tr>
<td>Computer Courses (CSIT 1390 or BUOT 1062, CSST 1031, 1051,1101)</td>
</tr>
<tr>
<td>Medical Terminology</td>
</tr>
<tr>
<td>Wellness (Awareness/Activity)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Fourth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law and Ethics for Medical Careers (BUOT 2755)</td>
<td>Economics Elective</td>
</tr>
<tr>
<td>Accounting Practices (ACCT 1000)</td>
<td>Social Sciences Elective</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>Office Technology Practicum (BUOT 2960)</td>
</tr>
<tr>
<td>Business Communications (BUSN 1030)</td>
<td>Business Elective</td>
</tr>
<tr>
<td>Medical Administrative Procedures II (BUOT 2765)</td>
<td>Principles of Business (BUSN 1040)</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Sales and Customer Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample Sequence: (intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.)</td>
</tr>
<tr>
<td>First Semester</td>
</tr>
<tr>
<td>English (ENGL 1010)</td>
</tr>
<tr>
<td>Principles of Business (BUSN 1040)</td>
</tr>
<tr>
<td>Mathematics (MATH 1015, 1215, or higher)</td>
</tr>
<tr>
<td>Microcomputer Literacy (CSIT 1390 or BUOT1062)</td>
</tr>
<tr>
<td>CSST1031, CSST1051, CSST1101</td>
</tr>
<tr>
<td>Liberal Arts elective (SPCH 1080)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Fourth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics elective</td>
<td>Customer Service&amp;Relationship (BUSN1060)</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>Social Science elective</td>
</tr>
<tr>
<td>Business Law I (BUSN 1231)</td>
<td>Professionalism (BUSN 1055)</td>
</tr>
<tr>
<td>Applied Business Math (BUSN 1033)</td>
<td>Business electives</td>
</tr>
<tr>
<td>Free elective</td>
<td>Wellness Awareness/Activity</td>
</tr>
<tr>
<td>Wellness Awareness/Activity</td>
<td></td>
</tr>
</tbody>
</table>
Business Administration

Associate in Science Degree, Transfer program

Division of Business Administration and Computing, Interim Associate Dean: Deborah Dunbar  Department Chair: David Quattrone

For students who want to earn a bachelor’s degree in business, economics, accounting, marketing, finance or management, this program is designed to match the courses they would be taking as a freshman and sophomore at a four-year college. A faculty advisor and Advising & Counseling Services will help in selecting electives and making the transfer to a four-year college at the end of the sophomore year. Many students also take jobs after earning this degree and finish their bachelor’s degree on a part-time basis.

Graduates will be able to:
- Demonstrate the foundation of business knowledge required to successfully complete the next level of courses post CCC;
- Have the ability to complete a baccalaureate degree in two years post CCC;
- Have the opportunity to specialize in a variety of business-related areas;
- Achieve a broad-based liberal arts education suitable to multiple applications and transfer programs of study.

Program Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010-1020)*</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics (MATH 1215 or higher)*</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Upper-level Mathematics (MATH 1510 or 1610)*</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences (ECON 2001-2002)</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Laboratory Science electives</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Public Speaking (SPCH 1080)</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Liberal Arts and Sciences electives</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Wellness</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total hours</strong></td>
<td><strong>63</strong></td>
<td></td>
</tr>
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</table>

Sample Sequence: intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Business (BUSN 1040)</td>
<td>3</td>
</tr>
<tr>
<td>English (ENGL 1010)</td>
<td>3</td>
</tr>
<tr>
<td>Computer courses (CSIT 1390 or BUOT 1062)</td>
<td>4</td>
</tr>
<tr>
<td>CSST 1031, 1051, 1101</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics*</td>
<td>3</td>
</tr>
<tr>
<td>Economics (ECON 2001)</td>
<td>3</td>
</tr>
<tr>
<td>Wellness (Activity Component)</td>
<td>0.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Fourth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managerial Accounting (ACCT 1040)</td>
<td>4</td>
</tr>
<tr>
<td>Liberal Arts and Sciences electives</td>
<td>3</td>
</tr>
<tr>
<td>Laboratory Science elective</td>
<td>3</td>
</tr>
<tr>
<td>Program elective</td>
<td>3</td>
</tr>
<tr>
<td>Business Law I (BUSN 1231)</td>
<td>3</td>
</tr>
<tr>
<td>Wellness (Activity Component)</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Footnotes:
* Based on placement, students might be required to successfully complete preparatory course(s) before attempting further course or program requirement. If a student needs to take lower-level math courses in preparation for the required math courses, the extra hours of math credit can be used as part of liberal arts and sciences electives.

1. Students should check with an advisor before scheduling a business elective to insure that the course will transfer to the college of their choice. In special cases another course may be taken to fulfill this requirement if the student intends to transfer to a college which has unusual requirements. In such cases a waiver may be granted by the Associate Dean of Business Administration and Computing.

** Students with significant keyboarding experience can request a waiver for BUOT 1062 and take an additional credit hour of computer (CSST) courses. See your academic advisor.

** Students who intend to pursue an accounting degree after transferring should add ACCT 1060 for a program total of 65 cr. hrs. and should determine whether both BUSN 1231 and BUSN 1232 will be required at the intended transfer college.

** Students in this program who plan to transfer to a SUNY college can meet 21 credits of the general education requirement. For more specific information about this requirement, refer to SUNY General Education Requirement.
Chemical Dependency Counseling
Associate in Applied Science Degree, Career program
Division of Social Sciences & Social Services, Associate Dean: Deborah Beall
Department Chair: Frederick “Bud” Lawrence

This program is designed to prepare students to enter the field of alcoholism and substance abuse treatment. Graduates will be able to:

- Use communication skills to understand consumer problems and assist in problem solving;
- Perform essential case management functions including interviewing, record keeping, gathering intake information, making referrals, and identifying consumer problems and issues;
- Maintain professional and ethical standards;
- Understand and respond to potential crisis issues and situations;
- Identify and contact human services resources and agencies in the community;
- Interact in group settings, including counseling and education groups provided for treatment purposes.

Program Requirements:

<table>
<thead>
<tr>
<th>Course Area</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010 and 1020 or 1030)*</td>
<td>6</td>
<td>Human Services (HUSR 1030, 1040, 1510**, 1110, 1211, 1581, 1620, 2010**, 29632, 29642)</td>
</tr>
<tr>
<td>Mathematics (MATH 1015, 1120 or higher)**</td>
<td>3</td>
<td>Health (HLTH 1202****, 1203****)</td>
</tr>
<tr>
<td>Social Sciences (SOCI 1010, PSYC 1101)</td>
<td>6</td>
<td>Wellness (Activity Component)</td>
</tr>
<tr>
<td>Laboratory Science (BIOL 1050 recommended)</td>
<td>3</td>
<td>Total hours</td>
</tr>
<tr>
<td>Free electives (see advisor for suggestions)†</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Program Requirements:

<table>
<thead>
<tr>
<th>Course Area</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English (ENGL 1010)</td>
<td>3</td>
<td>English (ENGL 1020)</td>
</tr>
<tr>
<td>Mathematics (MATH 1015, 1120)</td>
<td>3</td>
<td>Laboratory Science (BIOL 1050)</td>
</tr>
<tr>
<td>Psychology or Sociology (PSYC 1101, SOCI 1010)</td>
<td>3</td>
<td>Psychology or Sociology (PSYC 1101 or SOCI 1010)</td>
</tr>
<tr>
<td>Alcohol Counseling Credentialing (HUSR 1110)</td>
<td>3</td>
<td>Introduction to Helping Skills (HUSR 1030)</td>
</tr>
<tr>
<td>Health (HLTH 1202 or 1203)</td>
<td>3</td>
<td>Health (HLTH 1202 or 1203)</td>
</tr>
<tr>
<td>Wellness (Activity Component)</td>
<td>0.5</td>
<td>Crisis Management elective (HUSR 1211 or 1581)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wellness (Activity Component)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Area</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethics Human Serv/Chem Dep. (HUSR 1620)</td>
<td>3</td>
<td>Human Services Practicum I &amp; II (HUSR 2963, 2964)</td>
</tr>
<tr>
<td>Human Services II (HUSR 1040)</td>
<td>3</td>
<td>Free elective</td>
</tr>
<tr>
<td>Group Dynamics (HUSR 1510)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Crisis Management elective (HUSR 1211 or 1581)</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>Substance Abuse Counseling (HUSR 2010)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Free elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Footnotes:

1. Statistics is recommended for students interested in transfer.
2. It is recommended that HUSR 2963 and 2964 be taken together in the fourth semester. The practicum may be taken in separate semesters only with the Department Chair’s approval. These courses may be taken only with the permission of the Instructor and must be completed within a drug/alcohol treatment facility.
3. One credit will be used toward the instructional/aerial awareness component of the Wellness requirement.
Chemical Technology
Associate in Applied Science Degree, Career program
Division of Health & Sciences, Associate Dean: Rachel Hofstetter
Department Chair: Brenda Gustin

Chemical technicians work in research, process improvement, product development, measurement documentation, environmental testing, and quality control. They help design, setup, and analyze experiments in research, product/process development and quality control. They select and order materials and equipment, operate sophisticated instruments, and perform physical and chemical analyses on raw materials and products. Chemical technicians do experiments to obtain reliable data and use computers to analyze data and communicate information. They often work with other professionals to solve problems. The Chemical Technology program is flexible. It emphasizes fundamentals and practical applications in order to train students for immediate employment and prepares them to continue to work towards an advanced degree. Students will have the opportunity to participate in a work internship that will assist them to experience on-the-job reality and gain skills that will enhance their ability to procure employment after graduation. Students in the Chemical Technology program may be required to complete a criminal background check, child abuse screening, and/or drug testing due to the requirements of their internship location. Acceptable results will be determined by the internship site.

Graduates will be able to:
• Operate laboratory instruments, perform reliable scientific measurements;
• Use chemical and technical language, design experiments, evaluate experimental design;
• Prepare samples for experiments;
• Write standard operating procedures (SOPs);
• Document results of experiments;
• Analyze scientific data;
• Use quality control measures in scientific experiments;
• Perform common chemical calculations, and draw chemical structures using computer programs;
• They will locate information in databases and evaluate scientific journal articles.

Opportunities for employment are excellent and feedback from those who have transferred to institutions such as Syracuse, RIT, University of Rochester, Penn State, Cornell, and Alfred indicates CCC students are well prepared academically.

Program Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010 and 1020 or 1030. By placement)*</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences electives</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics (MATH 1215-1225 or higher)*</td>
<td>6</td>
</tr>
<tr>
<td>Chemistry (CHEM 1510-1520) or (CHEM 1010-1020 and CHEM 1500)</td>
<td>28</td>
</tr>
<tr>
<td>Scientific Computer and Communication Skills (SCIN 1060)</td>
<td>3</td>
</tr>
<tr>
<td>Program electives (3 courses from list below)</td>
<td>9</td>
</tr>
<tr>
<td>Free electives (if needed)</td>
<td>3</td>
</tr>
<tr>
<td>Wellness</td>
<td>2</td>
</tr>
<tr>
<td>Total hours</td>
<td>63</td>
</tr>
</tbody>
</table>

Sample Sequence: intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.

First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (MATH 1215 or higher)</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry (CHEM 1510 or 1010)</td>
<td>4</td>
</tr>
<tr>
<td>Scientific Computer and Communication Skills (SCIN 1060)</td>
<td>3</td>
</tr>
<tr>
<td>Program elective</td>
<td>3</td>
</tr>
<tr>
<td>Wellness (Awareness/Instructional Component)</td>
<td>1</td>
</tr>
</tbody>
</table>

Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (MATH 1225)</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry (CHEM 1520 or 1020)</td>
<td>4</td>
</tr>
<tr>
<td>Program elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences elective</td>
<td>3</td>
</tr>
<tr>
<td>Wellness (Activity Component)</td>
<td>0.5</td>
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</tbody>
</table>

Third Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organic Chemistry I (CHEM 2010)</td>
<td>5</td>
</tr>
<tr>
<td>Quantitative Analysis (CHEM 2031-2032)</td>
<td>5</td>
</tr>
<tr>
<td>Social Sciences elective</td>
<td>3</td>
</tr>
<tr>
<td>Wellness (Activity Component)</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Fourth Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrumental Analysis (CHEM 2041-2042)</td>
<td>5</td>
</tr>
<tr>
<td>Program elective (CHTK 2960 recommended)</td>
<td>3</td>
</tr>
<tr>
<td>Organic Chemistry II (CHEM 2020)</td>
<td>5</td>
</tr>
<tr>
<td>Free elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Footnotes:
1 For those who have recently successfully completed high school chemistry, CHEM 1510-1520 should be selected.
2 If taking CHEM 1010, 1020, CHEM 1500 should be selected as one of the free electives.
• Program electives: Select courses from the following list to total at least 9 credit hours: BIOL 2010, 2040, 2060; CHTK 2960; ENGR 2150 or MECH 2210; ELEC 1010 or higher; GEOL 1510 or 1530; MATH 1310, 1413, 1610; MECH 1050; MFGT 2010, 2020; PHYS 1010 or higher.
• Students may elect to take TECH 1110, 1120, and 1130 in order to receive 3 credit hours of program electives.
• MATH 1230-1240 is recommended.
* Based on placement, students may be required to take ENGL 0950 and/or ENGL 0990 before taking ENGL 1010, and MATH 0960 before taking a math credit course. MATH 1230-1240 is recommended.
Computer Aided Drafting (CAD)
Certificate, Career program
Division of Math, Physics, Technology & Engineering Science, Associate Dean: Bradley Cole Department Chair: John Longwell

Drafting is an intensive program emphasizing the development of manual and computer aided (CAD) drafting skills. Graduates will have hands on knowledge of machining process for the creation of machine components from raw stock to quality control inspection using the ANSI standard for geometric dimensioning and tolerance. Should students decide to continue their education in the pursuit of an A.A.S degree in technology, the majority of these courses apply directly to the A.A.S. degree programs in Mechanical Technology: CAD Design, Manufacturing, and Machine Tool Technology as directed below**.

Graduates will be able to:
- Develop skills to use AutoCAD and SolidWorks to create working drawings to expected industry standards.
- Produce 2-D drawings and 3-D models for import into computer assisted manufacturing (CAM) software for computer numerical control (CNC) machining program generation;

While not a specific program requirement, in order to graduate from this program students must demonstrate the writing skills necessary to enter ENGL 1010, College Composition I.

Program Requirements:
Technical Concentration

<table>
<thead>
<tr>
<th>Course Details</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>(CADD 1700, 2710; MACH 1040; MECH 1050, 1550, 1560, 1570; TECH 1120)</td>
<td>24</td>
</tr>
<tr>
<td>Mathematics (MATH 1230 or higher)*</td>
<td>3</td>
</tr>
<tr>
<td>Electives (see list below)</td>
<td>3</td>
</tr>
<tr>
<td>Total hours</td>
<td>30</td>
</tr>
</tbody>
</table>

Sample Sequence: (intended as a guide for academic planning. It need not be followed exactly or completed in two semester.)

First Semester          Second Semester
Mathematics (MATH 1230 or higher) 3 Engineering Graphics II (MECH 1550) 3
Engineering Graphics I (MECH 1050) 3 CNC Programming (MECH 1560) 3
Spreadsheet Applications in Technology (TECH 1120) 1 Dimensional Metrology (MECH 1570) 3
Precision Machining I (MACH 1040) 5 Computer Aided Drafting II (CADD 2710) 3
Computer Aided Drafting I (CADD 1700) 3 Electives 3

Footnotes:
*Based on placement, students might be required to successfully complete preparatory course(s) before attempting further course or program requirements. It is essential to discuss this with an advisor.
*Electives: Select from ENGL 1010; MATH 1240; GEOG 1210; and any CADD, CRST, ELEC, MACH, MECH, MFGT, TECH course.
*Mechanical drawing experience is recommended.

**21 of the 30 credit hours of this program apply towards the specific 70 credit requirement of the Machine Tool Technology A.A.S. program allowing a student the opportunity to apply the credits earned in the certificate towards the completion of a two-year degree.
* 24 of the 30 credit hours of this program apply towards the specific 70 credit requirement of the Manufacturing Technology A.A.S. program allowing a student the opportunity to apply the credits earned in the certificate towards the completion of a two-year degree.
* 24 of the 30 credit hours of this program apply towards the specific 69 credit requirement of the Mechanical Technology: CAD Design A.A.S. program allowing a student the opportunity to apply the credits earned in the certificate towards the completion of a two-year degree.
Computer Information Science  
Associate in Science Degree, Transfer program  
Division of Business Administration and Computing, Interim Associate Dean: Deborah Dunbar  
Department Chair: Alicia McNett

Students who enjoy working with people and dealing with computers will find this program attractive. The program is designed to provide the first two years of a baccalaureate computer information science or information technology program. Transfer options include: computer information science, information technology, management information system, systems analysis and design, telecommunication, database administration, and other computer related disciplines.

Graduates will be able to:
- Demonstrate an understanding of computing and what it includes;
- Develop solutions to a wide variety of problems by analyzing, designing, developing, implementing, testing, and maintaining computer systems,
- Create an information system for a given organizational setting,
- Select, install, and maintain hardware/software based on user needs,
- Communicate orally and in writing with individuals inside/outside of the computing field.

Program Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010-1020. By placement)*</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics (MATH 1310 and MATH 1413 or higher)*</td>
<td>8</td>
</tr>
<tr>
<td>Social Sciences electives</td>
<td>3</td>
</tr>
<tr>
<td>Speech (SPCH 1060 or 1080)</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts elective¹</td>
<td>3</td>
</tr>
<tr>
<td>Laboratory Science electives¹</td>
<td>6</td>
</tr>
<tr>
<td>Free electives</td>
<td>4</td>
</tr>
<tr>
<td>Computer courses (CSCS 1240, 1320, 2320, 2330; CSIT 2310; CSNT 1200)</td>
<td>20</td>
</tr>
<tr>
<td>Program electives²</td>
<td>6</td>
</tr>
<tr>
<td>Humanities elective</td>
<td>3</td>
</tr>
<tr>
<td>Wellness</td>
<td>2</td>
</tr>
<tr>
<td>Total hours</td>
<td>64</td>
</tr>
</tbody>
</table>

Sample Sequence:  (intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.)

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010)</td>
<td>3</td>
</tr>
<tr>
<td>Structured/Object-Oriented Problem-Solving (CSCS 1240)</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences elective</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (MATH 1413 or higher)</td>
<td>4</td>
</tr>
<tr>
<td>Program Elective (CSCS 1200 recommended)²</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Fourth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory Science elective¹</td>
<td>3</td>
</tr>
<tr>
<td>Statistics (MATH 1310)</td>
<td>4</td>
</tr>
<tr>
<td>Data Structures (CSCS 2320)</td>
<td>3</td>
</tr>
<tr>
<td>Discrete Structures (CSCS 2330)</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts elective¹</td>
<td>3</td>
</tr>
<tr>
<td>Wellness (Activity Component)</td>
<td>0.5</td>
</tr>
<tr>
<td>Wellness (Activity Component)</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Footnotes:
1. Laboratory sciences and liberal arts electives: select to fulfill requirements of transfer college. If using PHYS for laboratory science elective, select from PHYS 1010 or higher.
2. Select from CSCS, CSIT, CSNT or CSWT with advisor’s approval.
*Based on placement, students may be required to take ENGL 0950 and/or ENGL 0990 before taking ENGL 1010, and MATH 0960 before taking a math credit course.
*Since programs at transfer colleges vary greatly, it is essential that students meet early with their faculty advisor in order to select appropriate electives.
*High school or equivalent preparation desired: biology, chemistry or physics and three years of mathematics, including intermediate algebra and trigonometry. Students who don’t have this preparation will be able to get it here, but it may take longer to complete the program.
*Students in this program who plan to transfer to a SUNY college can meet 21 credits of the general education requirement.
Computer Numerical Control Programming  
Certificate, Career program  
Division of Math, Physics, Technology & Engineering Science, Associate Dean: Bradley Cole Department Chair: John Longwell  

This certificate is designed to prepare students for a position operating or writing coded instructions (programs) for automated computer numerically controlled (CNC) machines. Programming is done both by hand and with the use of PC based automatic programming (Mastercam) software. CNC programs are written in both standard M & G code and conversational formats. Machining experience is acquired through the operation of both CNC machining centers and conventional machine tools, which include two vertical and one horizontal machining centers (two of which are equipped with automatic tool changers), and an array of standard milling, grinding, and turning machines (some of which are equipped with state-of-the-art digital readout systems). Inspection devices used include optical comparators, coordinate measuring machines, digital height gauges, as well as other traditional measuring tools. Students with experience in the machine trades or other technical occupations may qualify for some credit through challenge examinations. They should discuss this with their faculty advisor.

Graduates will be able to:
• Have the tools necessary to program in both a production and tool-shop environment;
• Generate CNC code by both manual and computer assisted methods;
• Understand the aspects of machine programs, tooling and first piece inspection, and state-of-the-art software and hardware systems.

While not a program requirement, students must demonstrate the writing skills necessary to enter ENGL 1010 in order to graduate from this program. Based on assessment, students may need to successfully complete ENGL 0950 and/or ENGL 0990 to fulfill this requirement. High school or equivalent preparation is required; it is also recommended that students have at least the equivalent of two years mathematics including algebra and either geometry or intermediate algebra.

Program Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Precision Machining I (MACH 1040)</td>
<td>5</td>
</tr>
<tr>
<td>CNC Programming (MECH 1560)</td>
<td>3</td>
</tr>
<tr>
<td>CNC Machining (MACH 2400)</td>
<td>5</td>
</tr>
<tr>
<td>Tooling Technology (MACH 2410)</td>
<td>4</td>
</tr>
<tr>
<td>Dimensional Metrology (MECH 1570)</td>
<td>3</td>
</tr>
<tr>
<td>Engineering Graphics I (MECH 1050)</td>
<td>3</td>
</tr>
<tr>
<td>Computer Aided Drafting I (CADD 1700)</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (MATH 1230-1240 or higher)*</td>
<td>6</td>
</tr>
<tr>
<td>Total hours</td>
<td>32</td>
</tr>
</tbody>
</table>

Sample Sequence: (intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.)

First Semester
- Precision Machining (MACH 1040) 5
- Mathematics (MATH 1230) 3

Second Semester
- CNC Programming (MECH 1560) 3
- Mathematics (MATH 1240) 3
- Engineering Graphics I (MECH 1050) 3

Third Semester
- CNC Machining (MACH 2400) 5
- Computer Aided Drafting I (CADD 1700) 3

Fourth Semester
- Tooling Technology (MACH 2410) 4
- Dimensional Metrology (MECH 1570) 3

Footnotes:
*Based on placement, students may be required to take MATH 0960, before taking math credit courses.
*29 of the 32 credit hours of this program apply towards the specific 70 credit requirement of the Machine Tool Technology A.A.S. program allowing a student the opportunity to apply the credits earned in the certificate towards the completion of a two-year degree.
*18 of the 32 credit hours of this program apply towards the specific 70 credit requirement of the Manufacturing Technology A.A.S. program allowing a student the opportunity to apply the credits earned in the certificate towards the completion of a two-year degree.
*18 of the 32 credit hours of this program apply towards the specific 69 credit requirement of the Mechanical Technology: CAD Design A.A.S. program allowing a student the opportunity to apply the credits earned in the certificate towards the completion of a two-year degree.
Computer Science
Associate in Science Degree, Transfer program
Division of Business Administration and Computing, Associate Dean: Interim Deborah Dunbar
Department Chair: Alicia McNett

Students in the Computer Science program are educated in the design and implementation of system software. The program provides the first two years of a baccalaureate computer science degree with transfer options that include: scientific programming, systems programming, systems design, computer engineering, and other computer-related disciplines. Graduates of computer science programs commonly seek employment with computer manufacturers or software houses that specialize in system software.

Graduates will be able to:
- Demonstrate knowledge and understanding of essential facts, concepts, principles, and theories relating to computer science;
- Understand and demonstrate the structure of mathematics in its relation and application to computer science;
- Apply knowledge and skills to solve problems effectively and efficiently;
- Communicate effectively with a range of audiences;
- Understand the professional, ethical, security and social issues and responsibilities in computer science.

Program Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010-1020)*</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics (MATH 1610-1620)*</td>
<td>8</td>
</tr>
<tr>
<td>Laboratory Science electives¹</td>
<td>6</td>
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<tr>
<td>Social Sciences electives¹</td>
<td>6</td>
</tr>
<tr>
<td>Liberal Arts &amp; Sciences electives</td>
<td>6</td>
</tr>
<tr>
<td>Computer Science (CSCS 1240, 1320, 1730, 2320, 2330, 2650 and CSNT 1200)</td>
<td>25</td>
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<tr>
<td>Free electives¹</td>
<td>3</td>
</tr>
<tr>
<td>Program electives² (see list below)</td>
<td>6</td>
</tr>
<tr>
<td>Wellness</td>
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<tr>
<td>Wellness (Activity Component)</td>
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</tr>
</tbody>
</table>

Total hours: 68

Sample Sequence: (intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.)

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Elective (CSNT 1200 recommended) ²</td>
<td>4</td>
</tr>
<tr>
<td>Structured and Object-Oriented Problem-Solving (CSCS 1240)</td>
<td>3</td>
</tr>
<tr>
<td>Computer Essentials (CSCS 1200)</td>
<td>4</td>
</tr>
<tr>
<td>Calculus I (MATH 1610)</td>
<td>4</td>
</tr>
<tr>
<td>English (ENGL 1010)</td>
<td>3</td>
</tr>
<tr>
<td>C/C++ Programming (CSCS 1320)</td>
<td>4</td>
</tr>
<tr>
<td>UNIX/Linux Fundamentals (CSCS 1730)</td>
<td>4</td>
</tr>
<tr>
<td>Calculus II (MATH 1620)</td>
<td>4</td>
</tr>
<tr>
<td>Social Sciences elective</td>
<td>3</td>
</tr>
<tr>
<td>English (ENGL 1020)</td>
<td>3</td>
</tr>
<tr>
<td>Wellness (Activity Component)</td>
<td>0.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Fourth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Sciences elective¹</td>
<td>3</td>
</tr>
<tr>
<td>Laboratory Science elective¹</td>
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</tr>
<tr>
<td>Free elective¹</td>
<td>3</td>
</tr>
<tr>
<td>Data Structures (CSCS 2320)</td>
<td>3</td>
</tr>
<tr>
<td>Discrete Structures (CSCS 2330)</td>
<td>3</td>
</tr>
<tr>
<td>Computer Organization (CSCS 2650)</td>
<td>4</td>
</tr>
<tr>
<td>Program elective²</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts &amp; Sciences electives¹</td>
<td>6</td>
</tr>
<tr>
<td>Laboratory Science elective¹</td>
<td>3</td>
</tr>
<tr>
<td>Wellness (Awareness/Instructional Component)</td>
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<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wellness (Activity Component)</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Footnotes:
1 Select to fulfill requirements of transfer college. If using PHYS for laboratory science elective, select PHYS 1010 or higher
2 Select from CSIT 1320, CSIT 2044 or higher, MATH 1310, MATH 2410 or higher, PHYS 1820 or higher, and any CSCS, CSNT, CSWT; select to fulfill requirements of transfer college.
* Based on placement, students may be required to take ENGL 0950 and/or ENGL 0990 before taking ENGL 1010, and MATH 0960 before taking a math credit course.
* Students in this program who plan to transfer to a SUNY college can meet 21 credits of the general education requirement.
* Since programs at transfer colleges vary greatly, it is essential that students meet early with their advisor in order to select appropriate electives.
* High school or equivalent preparation required: biology, chemistry or physics and four years of mathematics, including algebra, geometry or intermediate algebra, trigonometry, and pre-calculus. Students who don’t have this preparation will be able to get it here, but it may take longer to complete the program.
Criminal Justice
Associate in Applied Science Degree, Career program
Division of Social Sciences & Social Services, Associate Dean: Deborah Beall

A rewarding, action-oriented career in Criminal Justice begins with a balanced combination of law enforcement theory and practical experience. Anchored in a solid curriculum that includes liberal arts courses, the Criminal Justice program prepares students for careers in law enforcement, security, investigation, corrections, military intelligence, and other related professions. To qualify for positions in the criminal justice field, graduates usually must pass a written civil service examination, physical agility tests and are subject to background investigations.

Graduates will be able to:
- Demonstrate knowledge of the criminal justice system, the causes of criminal conduct, and the response to criminal behavior;
- Demonstrate beginning application of law;
- Understand the value of ethical behavior in the administration of justice;
- Apply critical thinking in criminal justice;
- Apply beginning technical proficiencies;
- Use appropriate communication skills;
- Demonstrate awareness of our pluralistic society to foster understanding and tolerance.

Hands-on experience combines with studies in government, law, psychology, and literature to develop the competence needed for the variety of demands placed daily on criminal justice personnel. Recognized throughout the northeast as an exceptional educational facility, the CCC Criminal Justice Complex, located on Goff Road (Exit 48, Route 352) in East Corning, features state-of-the-art investigative tools. It is also a New York State regional training center that certifies law enforcement officers.

Newly added to this program is a Law Enforcement Track. Students who choose this option will attend CCC’s Southern Tier Law Enforcement track typically in their fourth and final semester.* Graduates in the Law Enforcement Track will have attained a level of expertise in the areas of New York State laws, crime scene investigations, physical training, defensive tactics, emergency medical services, emergency vehicle operations, and many other ancillary police activities sufficient for New York State Phase I Certification. Graduates will receive both an Associate in Applied Science degree in Criminal Justice and Police Basic Training certification. Students interested in this option must apply; acceptance is not guaranteed and is determined in part based on successful completion of a background check, physical fitness requirements, and an oral board interview.

*Note that the Southern Tier Law Enforcement Academy is offered in the Spring semester only. Students who begin this program in Spring or Summer semesters will require careful advising to ensure preparation for an academy session prior to their final semester.

Criminal Justice Track
Program Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010 and 1020 or 1030. By placement)*</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics (MATH 1015, 1215, or higher)*</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences (PSYC 1101 and SOCI 1010)</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences elective</td>
<td>3</td>
</tr>
<tr>
<td>Government (GOVT 1010, 1020, 2040)</td>
<td>3</td>
</tr>
<tr>
<td>Laboratory Science (see list below)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Criminal Justice (CRJ 1010, 1020, 1030, 1040, 1050, 2010, 2020, 2050)</td>
<td>24</td>
</tr>
<tr>
<td>Criminal Justice electives</td>
<td>6</td>
</tr>
<tr>
<td>Free electives</td>
<td>6</td>
</tr>
<tr>
<td>Wellness</td>
<td></td>
</tr>
<tr>
<td>(PFIT 1015 and WELL 1010 recommended)</td>
<td>2</td>
</tr>
<tr>
<td>Total hours</td>
<td>64</td>
</tr>
</tbody>
</table>

Note: Laboratory Science courses vary and students must complete 2 credits from the following:
- PFIT 1015
- WELL 1010
- Another laboratory science course of 1 credit

Total: 64 credits
**First Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010)</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (MATH 1015, 1215, or higher)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Criminal Justice (CRJ 1010)</td>
<td>3</td>
</tr>
<tr>
<td>Penal Law (CRJ 1050)</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences (PSYC 1101 or SOCI 1010)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1020)</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Procedure Law (CRJ 1040)</td>
<td>3</td>
</tr>
<tr>
<td>Police Operations (CRJ 1030)</td>
<td>3</td>
</tr>
<tr>
<td>Free elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences (PSYC 1101 or SOCI 1010)</td>
<td>3</td>
</tr>
<tr>
<td>Laboratory Science</td>
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</table>

**Third Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Criminal Evidence &amp; Procedures (CRJ 1020)</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Investigation I (CRJ 2010)</td>
<td>4</td>
</tr>
<tr>
<td>Criminal Justice elective</td>
<td>3</td>
</tr>
<tr>
<td>Government (GOVT 1010, 1020, 2040)</td>
<td>3</td>
</tr>
<tr>
<td>Wellness (Awareness or Activity)</td>
<td>1</td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Evidence &amp; Procedures (CRJ 1020)</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Investigation I (CRJ 2010)</td>
<td>4</td>
</tr>
<tr>
<td>Criminal Justice elective</td>
<td>3</td>
</tr>
<tr>
<td>Government (GOVT 1010, 1020, 2040)</td>
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<tr>
<td>Wellness (Awareness or Activity)</td>
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**Fourth Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Criminal Justice Ethics (CRJ 2050)</td>
<td>3</td>
</tr>
<tr>
<td>Police Physical Conditioning/Wellness (CRJ 1540)</td>
<td>2</td>
</tr>
<tr>
<td>Criminal Investigation II (CRJ 2020)</td>
<td>5</td>
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<tr>
<td>Criminal Justice elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences elective</td>
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<tr>
<td>Free elective</td>
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</table>

**Law Enforcement Track**

**Program Requirements:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>English (ENGL 1010 and 1020 or 1040)*</td>
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</tr>
<tr>
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<td>Social Sciences (SOCI 1010 and PSYC 1101 or SOCI 12310)</td>
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<tr>
<td>Government (GOVT 1010, 1020, 2040)</td>
<td>3</td>
</tr>
<tr>
<td>Laboratory Science (see list below*)</td>
<td>3</td>
</tr>
<tr>
<td>Cooper Norms Fitness Preparation (PFIT 1018)</td>
<td>3</td>
</tr>
<tr>
<td>Police Report Writing (ENGL 1410)</td>
<td>2</td>
</tr>
<tr>
<td>Laws of NY State (CRJ 1550)</td>
<td>3</td>
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</tbody>
</table>

**Sample Sequence:** (intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.)

<table>
<thead>
<tr>
<th>First Semester</th>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>Mathematics (MATH 1015, 1215, or higher)</td>
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</tr>
<tr>
<td>Introduction to Criminal Justice (CRJ 1010)</td>
<td>3</td>
</tr>
<tr>
<td>Penal Law (CRJ 1050)</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences (PSYC 1101 or SOCI 1010)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1020)</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Procedure Law (CRJ 1040)</td>
<td>3</td>
</tr>
<tr>
<td>Police Operations (CRJ 1030)</td>
<td>3</td>
</tr>
<tr>
<td>Free elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences (PSYC 1101 or SOCI 1010)</td>
<td>3</td>
</tr>
<tr>
<td>Laboratory Science</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Fourth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Justice Ethics (CRJ 2050)</td>
<td>3</td>
</tr>
<tr>
<td>Police Physical Conditioning/Wellness (CRJ 1540)</td>
<td>2</td>
</tr>
<tr>
<td>Criminal Investigation I (CRJ 2010)</td>
<td>4</td>
</tr>
<tr>
<td>Police Basic Procedures (CRJ 1560)</td>
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<tr>
<td>Criminal Justice Evidence &amp; Procedure</td>
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<td>Police Community Interaction (CRJ 1570)</td>
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<td>Government (GOVT 1010, 1020, 2040)</td>
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<td>Police Investigation (CRJ 1580)</td>
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<td>Cooper Norms Fitness Preparation (PFIT1018)</td>
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<tr>
<td>Police Certified First Responder (CRJ 1590)</td>
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<tr>
<td>Police Report Writing (ENGL 1410)</td>
<td>2</td>
</tr>
<tr>
<td>Laws of NY State (CRJ 1550)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Footnotes:**

*Based on placement, students may be required to take ENGL 0980 or ENGL 0990 before taking ENGL 1010, and MATH 0960 before taking a math credit course.

*Laboratory Science recommended: BIOL, CHEM, or SCIN 1030-1040. Some BIOL and CHEM courses will not be appropriate.
Criminal Justice
Associate in Science Degree, Transfer program
Division of Social Sciences & Social Services, Associate Dean: Deborah Beall

This program provides a core of criminal justice courses meshed with a sound liberal arts foundation designed for students planning to transfer to baccalaureate programs in the criminal justice field. Students will be prepared for future leadership positions in criminal justice. They will learn to think critically, communicate effectively, and develop a sound ethical base for decision making.

Graduates will be able to:
- Demonstrate knowledge of the criminal justice system, causes of criminal conduct, and responses to criminal behavior;
- Demonstrate a knowledge of the evolution of criminal law and an understanding of the values and ethics essential to the administration of justice.
- Students will be practiced in social science research methods and skilled in preparing research proposals and will demonstrate an awareness of our pluralistic society to foster understanding and tolerance.

High school or equivalent preparation required: Strong communication and computation skills are recommended.

Program Requirements:

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010 and 1020. By placement)*</td>
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<tr>
<td>Mathematics (MATH 1215 or higher and MATH 1310)*</td>
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<tr>
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<tr>
<td>Criminal Justice elective (select with advisor’s approval)</td>
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<tr>
<td>Social Sciences (PSYC 1101; SOCI 1010, 2310; and either PSYC 2206 or SOCI 2060)</td>
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</tr>
<tr>
<td>Criminal Justice</td>
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<tr>
<td>Laboratory Science</td>
<td>6</td>
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<tr>
<td>Criminal Justice elective (select with advisor’s approval)</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences (PSYC 1101 or SOCI 1010)</td>
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<tr>
<td>Government (GOVT 1010, 1020, or 2040)</td>
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</tr>
<tr>
<td>Free electives</td>
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</tr>
<tr>
<td>Total hours</td>
<td>63</td>
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Sample Sequence: (intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.)

First Semester

<table>
<thead>
<tr>
<th>Course Description</th>
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<td>English (ENGL 1010)</td>
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<tr>
<td>Mathematics (MATH 1215 or higher)</td>
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<tr>
<td>Penal Law (CRJ 1050)</td>
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</tr>
<tr>
<td>Psychology or Sociology (PSYC 1101 or SOCI 1010)</td>
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<tr>
<td>Introduction to Criminal Justice (CRJ 1010)</td>
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Second Semester

<table>
<thead>
<tr>
<th>Course Description</th>
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</thead>
<tbody>
<tr>
<td>English (ENGL 1020)</td>
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<tr>
<td>Mathematics (MATH 1310)</td>
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<tr>
<td>Criminal Justice Elective</td>
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</tr>
<tr>
<td>Psychology or Sociology (PSYC 1101 or SOCI 1010)</td>
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<tr>
<td>Government (GOVT 1010, 1020, or 2040)</td>
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Third Semester

<table>
<thead>
<tr>
<th>Course Description</th>
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</thead>
<tbody>
<tr>
<td>Laboratory Science</td>
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<tr>
<td>Evolution of Criminal Law (CRJ 2030)</td>
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<tr>
<td>Sociology of Crime and Delinquency (SOCI 2310)</td>
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<tr>
<td>Treatment of Criminal Offender (CRJ 22203)</td>
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<tr>
<td>Free elective</td>
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<tr>
<td>Wellness (Activity Component)</td>
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Fourth Semester

<table>
<thead>
<tr>
<th>Course Description</th>
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<tbody>
<tr>
<td>Laboratory Science</td>
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<tr>
<td>Constitution and the Accused (CRJ 2040)</td>
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</tr>
<tr>
<td>Research Methods in Soc Sciences</td>
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</tr>
<tr>
<td>(PSYC 2206 or SOCI 2060)</td>
<td>3</td>
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<tr>
<td>Spanish (SPAN 1010)</td>
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<tr>
<td>Criminal Justice Ethics (CRJ 2050)</td>
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</tr>
<tr>
<td>Wellness (Awareness/Instructional Component)</td>
<td>1</td>
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</tbody>
</table>

Footnotes:

*Based on placement, students may be required to take ENGL 0950 and/or ENGL 0990 before taking ENGL 1010, and MATH 0960 before taking a math credit course.

*Students in this program who plan to transfer to a SUNY college can meet 21 credits of the general education requirement. For more specific information about this requirement, refer to SUNY General Education Requirement.
**Directed Studies**  
**Associate in Applied Science Degree, Career program**  
Divisions of Communications & Humanities and Social Sciences & Social Services  
Associate Dean: Byron Shaw; Associate Dean: Deborah Beall

This program is designed to allow the opportunity to pursue a degree for career enhancement or to accommodate the immediate needs of business and industry. Directed Studies also allows for development of a program to suit a unique career choice not met by any other program. Students must meet with an advisor and prepare a detailed educational plan to be presented to and approved by the associate deans before enrolling in the program.

Although this program is not intended for transfer, students in the program who plan to transfer to a SUNY college can meet 21 credits of the 30 credit hours of general education required by the State University of New York (SUNY) for a bachelor’s degree. For more specific information about this requirement, refer to SUNY General Education Requirement and see an advisor for program assistance.

High school or equivalent preparation required.

**Program Requirements:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010 and 1020 or 1030. By placement)*</td>
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<td>Liberal Arts and Sciences electives</td>
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<tr>
<td>Mathematics (MATH 1110 or higher)*</td>
<td>3</td>
<td>Free electives</td>
<td>33</td>
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<td>Wellness</td>
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<td>Social Sciences elective</td>
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<td>Humanities elective</td>
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<td>Total hours</td>
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</tr>
<tr>
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<tr>
<td>Wellness (Awareness/Instructional Component)</td>
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</tr>
<tr>
<td>Laboratory Science</td>
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<tr>
<td>Liberal Arts and Sciences elective</td>
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<tr>
<td>Humanities elective</td>
<td>3</td>
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<tr>
<td>Free electives</td>
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<tr>
<td>Wellness (Activity Component)</td>
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<tr>
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</tbody>
</table>

**Sample Sequence:** (intended as a guide for academic planning. It need not be followed exactly or completed in four semesters. The sequence of courses may vary from this sample depending on the student’s intended eventual major.)

<table>
<thead>
<tr>
<th>Semester</th>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3</td>
<td>English</td>
</tr>
<tr>
<td>Mathematics (MATH 1110 or higher)</td>
<td>3</td>
<td>Social Sciences elective</td>
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<tr>
<td>Social Sciences elective</td>
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<td>Humanities elective</td>
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<tr>
<td>Free electives</td>
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<td>Liberal Arts and Sciences elective</td>
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<td>Wellness (Awareness/Instructional Component)</td>
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<td>Free electives</td>
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<tr>
<td>Wellness (Activity Component)</td>
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<td>Wellness (Activity Component)</td>
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<table>
<thead>
<tr>
<th>Semester</th>
<th>Third Semester</th>
<th>Fourth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory Science</td>
<td>3</td>
<td>Free electives</td>
</tr>
<tr>
<td>Liberal Arts and Sciences electives</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Free electives</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

**Footnotes:**  
*Based on placement, students may be required to take ENGL 0950 and/or ENGL 0990 before taking ENGL 1010, and MATH 0960 before taking a math credit course.*
Early Childhood Services
Certificate, Career program
Division of Social Sciences & Social Services, Associate Dean: Deborah Beall

This program is designed to give students preparation for a number of positions in early childhood education. Students will acquire the skills and knowledge to allow them to work directly or indirectly with young children aged birth through eight years. Methods, observing behavior, psychology, communications, and appropriate developmental practice are emphasized. Credits in this program partially fulfill the requirements in the Early Childhood Studies A.A.S. degree program.

Graduates have:
- The knowledge, skills, and competencies required to obtain entry-level employment in early childhood settings; to have developmentally appropriate interactions with children, ages 0-8; and to meet the needs of these children and their families. For students already working in the early childhood education field, an opportunity exists through this program to meet eligibility requirements for the Child Development Associate credential (CDA). The CDA is a nationally accepted credential for those working with young children. Contact the Coordinator of the CDA program for more information.

While not a specific program requirement, in order to graduate from this program students must demonstrate the math skills necessary to enter MATH 1015, Introductory Algebra. Based on assessment, students may need to successfully complete MATH 0960, Basic Math Skills, to fulfill the graduation requirement. It is essential to discuss this with an advisor.

Program Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>English (ENGL 1010. By placement)*</td>
<td>3</td>
</tr>
<tr>
<td>Education (ECED 1110, 1120, 1130, 1140, 2960)</td>
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<tr>
<td>Human Services (HUSR 1030 or ECED 1150)</td>
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<tr>
<td>Psychology (PSYC 1101, 2207)</td>
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<tr>
<td>Program elective (see list below)</td>
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</tr>
<tr>
<td>Total hours</td>
<td>33</td>
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</table>

Sample Sequence: (intended as a guide for academic planning. It need not be followed exactly or completed in two semesters.)

First Semester                                                  Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010)</td>
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<td>Methods &amp; Materials Early Childhood Ed. (ECED1140)</td>
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<tr>
<td>Introduction to Early Childhood Education (ECED 1110)</td>
<td>3</td>
<td>Field Experience-Early Childhood (ECED 2960)</td>
<td>6</td>
</tr>
<tr>
<td>Observing &amp; Recording Behavior Child (ECED 1120)</td>
<td>3</td>
<td>Child Psychology (PSYC 2207)</td>
<td>3</td>
</tr>
<tr>
<td>Help Skills/Families, Schools, Communities: A Partnership</td>
<td>3</td>
<td>Program elective</td>
<td>3</td>
</tr>
<tr>
<td>(HUSR 1030 or ECED 1150)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infant &amp; Toddler: Dev &amp; Practice (ECED 1130)</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>General Psychology I (PSYC 1101)</td>
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<td></td>
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</table>

Footnotes:
*Program Electives: Select from ECED 1524, EDUC 2040
*Based on placement, students may be required to take ENGL 0950 and/or ENGL 0990 before taking ENGL 1010.
*All 33 credit hours of this program fit into the program requirements for the Early Childhood Studies A.A.S. degree allowing a student the opportunity to apply the credits earned in the certificate towards the completion of a two-year degree.
Early Childhood Studies  
Associate in Applied Science Degree, Career program  
Division of Social Sciences & Social Services, Associate Dean: Deborah Beall

This program provides a core of early childhood courses, including a supervised field experience, with a sound liberal arts foundation. It is designed for students planning to work in early childhood fields. Child development theory and practice will be woven together to give the student the skills and knowledge to work effectively with children 0 - 8 years of age. An emphasis throughout the curriculum is on working with children and families from diverse backgrounds and abilities.

Graduates will be able to:  
- Identify, analyze, evaluate and apply historical information on current issues about program settings, whole child development, and the necessary partnership between families and teachers;  
- Use observation and recording methods, interpret data, and link the findings for further application;  
- Recognize and support developmentally appropriate practice for the typical child, as well as diversity and culture, differing abilities, home language and anti-bias curriculum.

Program Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010-1020. By placement)*</td>
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</tr>
<tr>
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<tr>
<td>Laboratory Science (BIOL 1010-1020 recommended)</td>
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</tr>
<tr>
<td>Psychology (PSYC 1101, 2207)</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences elective (HIST 1010, 1020, 1110, 1120, or SOCI 1010)</td>
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</tr>
<tr>
<td>Wellness</td>
<td>2</td>
</tr>
<tr>
<td>Total hours</td>
<td>62</td>
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</table>

Sample Sequence: (intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>English (ENGL 1010)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Mathematics (MATH 1110 or higher)</td>
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</tr>
<tr>
<td></td>
<td>General Psychology (PSYC 1101)</td>
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<tr>
<td></td>
<td>Intro Early Childhood Educ (ECED 1110)</td>
<td>3</td>
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<tr>
<td></td>
<td>Social Sciences elective (SOCI 1010; HIST 1010, 1020, 1110, 1120)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Wellness (Awareness/Instructional Component)</td>
<td>1</td>
</tr>
<tr>
<td>Second</td>
<td>English (ENGL 1020)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Mathematics (MATH 1120 or higher)</td>
<td>3</td>
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<td></td>
<td>Child Psychology (PSYC 2207)</td>
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<td></td>
<td>Observing &amp; Recording Behavior Child (ECED 1120)</td>
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<tr>
<td></td>
<td>Families, Schools, Comts.: Partnership (ECED 1150)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Free elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Wellness (Activity Component)</td>
<td>0.5</td>
</tr>
<tr>
<td>Third</td>
<td>Laboratory Science (BIOL 1010 recommended)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Methods &amp; Materials Early Childhood Ed.(ECED1140)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Infant &amp; Toddler: Dev and Practice (ECED 1130)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Language Development &amp; Children (ECED 1524)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Special Ed. &amp; Inclusive Classroom (EDUC 1560)</td>
<td>3</td>
</tr>
<tr>
<td>Fourth</td>
<td>Laboratory Science (BIOL 1020 recommended)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Children’s Literature (ENGL 2030)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Field Experience-Early Childhood (ECED 2960)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Wellness (Activity Component)</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Footnotes:  
*Based on placement, students may be required to take ENGL 0950 and/or ENGL 0990 before taking ENGL 1010, and MATH 0960 before taking a math credit course.
Electrical Technology-Electronics
Associate in Applied Science Degree, Career program
Division of Math, Physics, Technology & Engineering Science, Associate Dean: Bradley Cole
Department Chair: John Longwell

The Electrical Technology program prepares students to enter the rapidly expanding field of electronics. Their studies qualify them to work in the exciting fields of electronic design, computer repair, communications, systems control, and technical sales and service. This program stresses electronic design using integrated circuits. Laboratory experience is a part of each of the courses in this program.

Graduates will be able to:
- Function as laboratory, production, and field technicians using spreadsheets, word processors, and presentation software;
- Use common circuit analysis equipment and instrumentation;
- Design, construct, and analyze circuits using discrete semiconductor, solid state devices and operational amplifiers;
- Interface software programs and various hardware devices;
- Program/troubleshoot PLC systems and apply different transducers/sensors;
- Demonstrate basic programming skills;
- Use techniques of drafting and the preparation of electronic/electrical drawings;
- Recognize and use project management techniques.

For students who decide to go on for further education after the A.A.S. degree, many four-year colleges now offer bachelor degree programs in technology and technical education specifically designed for graduates in electrical technology. High school or equivalent preparation required: Two years of mathematics including algebra and either geometry or intermediate algebra. Students who don’t have this preparation will be able to get it here, but it may take longer to complete the program.

Program Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010 and 1020 or 1030. By placement)*</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics (MATH 1230-1240 or higher)*</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences electives</td>
<td>6</td>
</tr>
<tr>
<td>Physics (PHYS 1010)</td>
<td>4</td>
</tr>
<tr>
<td>Technical Concentration (ELEC 1010, 1500, 1510, 2000, 2010, 2020, 2030, 2050, 2060, 2070; MECH 1050, TECH 1030, 1080)</td>
<td>42</td>
</tr>
<tr>
<td>Technical elective (see list below)</td>
<td>2</td>
</tr>
<tr>
<td>Wellness</td>
<td>2</td>
</tr>
<tr>
<td>Total hours</td>
<td>68</td>
</tr>
</tbody>
</table>

Students should take the Orientation to Technology (TECH 1050) course [offered before the semester begins] where their computer skills will be assessed. It may be possible to get credit for TECH 1110, 1120, or CSST 1091 via this assessment. If students do not pass sections of the computer assessment, they will be required to take TECH 1110, 1120 or CSST 1091 to make up the deficiency.

Sample Sequence: (intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.)

First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL1010)</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (MATH 1230 or higher)</td>
<td>3</td>
</tr>
<tr>
<td>Manufacturing Methods (TECH 1030)</td>
<td>3</td>
</tr>
<tr>
<td>Engineering Graphics (MECH 1050)</td>
<td>3</td>
</tr>
<tr>
<td>Electricity (ELEC 1010)</td>
<td>4</td>
</tr>
<tr>
<td>Manufacturing Methods Lab (TECH 1080)</td>
<td>1</td>
</tr>
<tr>
<td>Wellness (Awareness/Instructional Component)</td>
<td>1</td>
</tr>
</tbody>
</table>

Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1020)</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (MATH 1240 or higher)</td>
<td>3</td>
</tr>
<tr>
<td>Digital Electronics (ELEC 1510)</td>
<td>3</td>
</tr>
<tr>
<td>Elementary Physics (PHYS 1010)</td>
<td>4</td>
</tr>
<tr>
<td>Solid State Electronics (ELEC 1500)</td>
<td>4</td>
</tr>
<tr>
<td>Wellness (Activity Component)</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Third Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Sciences elective</td>
<td>3</td>
</tr>
<tr>
<td>Linear Electronics (ELEC 2010)</td>
<td>4</td>
</tr>
<tr>
<td>Electronic Construction (ELEC 2000)</td>
<td>1</td>
</tr>
<tr>
<td>Industrial Electronics (ELEC 2020)</td>
<td>4</td>
</tr>
<tr>
<td>Microprocessors (ELEC 2030)</td>
<td>4</td>
</tr>
<tr>
<td>Wellness (Activity Component)</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Fourth Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Sciences elective</td>
<td>3</td>
</tr>
<tr>
<td>Electronic Communications (ELEC 2060)</td>
<td>4</td>
</tr>
<tr>
<td>Senior Project (ELEC 2050)</td>
<td>2</td>
</tr>
<tr>
<td>Industrial Data Acquisition (ELEC 2070)</td>
<td>4</td>
</tr>
<tr>
<td>Technical elective (select from list below)</td>
<td>2</td>
</tr>
</tbody>
</table>

Footnotes:
* Technical electives: Select from CSCS 2210; CSST 1600; ELEC 2080; ENGL 1501-1502; ENGR 1050; MATH 1310, 1510-1520, 1610-1620; PHYS 1580, 2090, 2100; and any CADD, CRST, MACH, MECH, or MFGT courses.
* Based on placement, students may be required to take ENGL 0950 and/or ENGL 0990 before taking ENGL 1010, and MATH 0960 before taking a math credit course.
Energy Process Technology
Associate in Applied Science Degree, Career program
Division of Math, Physics, Technology & Engineering Science, Associate Dean: Bradley Cole
Department Chair: John Longwell

Energy Process Technology is a field of study that provides a broad based technical education that prepares students for careers in energy production settings and general industrial fields. Employment for graduates includes opportunities in the management, development, operation and maintenance of complex energy and industrial process control systems. The program provides the basis for students to relate physical, geological and chemical mechanisms for natural resource development and potential environmental impacts.

Graduates will:
• Have a solid foundation in industrial data acquisition, analysis and communication;
• With curriculum sequences in chemistry, mathematics, physics and electronics, students will obtain a general preparation for specialized industry training obtained after employment;
• Students will have a working knowledge of the key components of the current processes for energy production and industrial process control to successfully transition into technical positions within the energy industry, environmental regulatory agencies, or as laboratory or process technicians in energy or non-energy related industries.
• Demonstrate an ability to communicate and apply analytical tools required for environmental monitoring, assessment, and reporting for natural resource management and demonstrate a working knowledge of the instrumentation relating to energy environmental management and industrial systems.

Inherent in Corning Community College’s mission is preparing students for a life of service to their professions and their communities in a globally interdependent society. The Energy Process Technology degree provides a sustainable skill set that transverses many employment opportunities. While the degree is not specifically designed for transfer to bachelor degree programs, many of the required courses also satisfy transfer program requirements and the broad base of science, electronics and mathematics courses provide a strong foundation for bachelor program success in engineering, mathematics and science disciplines. High school or equivalent preparation required: two years of mathematics including algebra and either geometry or intermediate algebra. Students who don’t have this preparation will be able to get it here, but it may take longer to complete the program.

Program Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010 and 1020)*</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics (MATH 1230-1240 or higher)*</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences (GEOG 1210, ECON 1000)</td>
<td>6</td>
</tr>
<tr>
<td>Laboratory Sciences (CHEM 1010, PHYS 1010)</td>
<td>8</td>
</tr>
<tr>
<td>Environmental Geology (GEOL 1530)</td>
<td>4</td>
</tr>
<tr>
<td>Computer Technology (TECH 1120, CSST 1101)</td>
<td>2</td>
</tr>
<tr>
<td>English (ENGL 1020)</td>
<td>3</td>
</tr>
<tr>
<td>Electricity (ELEC 1010)</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics (MATH 1240 or higher)</td>
<td>3</td>
</tr>
<tr>
<td>Industry Spreadsheets (TECH 1120)</td>
<td>1</td>
</tr>
<tr>
<td>Microcomputer Database Concepts (CSST 1101)</td>
<td>1</td>
</tr>
<tr>
<td>LabVIEW Programming (TECH 1060)</td>
<td>3</td>
</tr>
<tr>
<td>Wellness Awareness elective (WELL/HLTH)</td>
<td>1</td>
</tr>
<tr>
<td>Technical Concentration (ELEC 1010, ELEC 1580, ELEC 2020; CHEM 1380; TECH 2010, TECH 2020)</td>
<td>24</td>
</tr>
<tr>
<td>LabVIEW Programming (TECH 1060)</td>
<td>3</td>
</tr>
<tr>
<td>Statistics (MATH 1310)</td>
<td>4</td>
</tr>
<tr>
<td>Wellness electives</td>
<td>2</td>
</tr>
<tr>
<td>Total Hours</td>
<td>65</td>
</tr>
</tbody>
</table>

Students should take the Orientation to Technology (TECH 1050) course [offered before the semester begins] where their computer skills will be assessed. If students do not pass sections of the computer assessment, they will be required to take TECH 1110.

Sample Sequence: (intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.)

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010)</td>
<td>English (ENGL 1020)</td>
</tr>
<tr>
<td>Electricity (ELEC 1010)</td>
<td>Fundamentals of Analog &amp; Digital Electronics (ELEC 1580)</td>
</tr>
<tr>
<td>Mathematics (MATH 1230 or higher)</td>
<td>Mathematics (MATH 1240 or higher)</td>
</tr>
<tr>
<td>Industrial Spreadsheets (TECH 1120)</td>
<td>Chemical Principles (CHEM 1010)</td>
</tr>
<tr>
<td>Microcomputer Database Concepts (CSST 1101)</td>
<td>Intro to Geographical Information Systems (GEOG 1210)</td>
</tr>
<tr>
<td>LabVIEW Programming (TECH 1060)</td>
<td></td>
</tr>
<tr>
<td>Wellness Awareness elective (WELL/HLTH)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Third Semester</td>
<td>Fourth Semester</td>
</tr>
<tr>
<td>Elementary Physics (PHYS 1010)</td>
<td>Energy Instrumentation Technology (TECH 1010)</td>
</tr>
<tr>
<td>Intro to Analytical Organic Chemistry (CHEM 1380)</td>
<td>Chemical Instrumentation Technology (TECH 2020)</td>
</tr>
<tr>
<td>Industrial Electronics (ELEC 2020)</td>
<td>Environmental Geology (GEOL 1530)</td>
</tr>
<tr>
<td>Elementary Statics (MATH 1310)</td>
<td>Economics (ECON 1000 or higher)</td>
</tr>
<tr>
<td>Wellness Activity elective (PFIT/RECC)</td>
<td>Wellness Activity elective (PFIT/RECC)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Footnotes:
*Based on placement, students may be required to take ENGL 0950 and/or ENGL 0990 before taking ENGL 1010, and MATH prerequisite courses before taking the required math courses. Successful completion of some or all developmental courses may also be required before students can enroll in the science classes pertinent to this program.

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Learning transforms lives.
Engineering Science
Associate in Science Degree, Transfer program
Division of Math, Physics, Technology & Engineering Science, Associate Dean: Bradley Cole
Department Chair: Debra Dudick

Engineering Science provides a foundation in engineering principles, physical sciences, mathematics, and social fields in preparation for making important contributions to engineering and society. The program provides university parallel coursework for the first two years of a bachelor’s degree in engineering. Graduates continue their education by transferring to a four-year institution where they specialize in traditional fields such as electrical, mechanical, chemical, civil, environmental, materials, aerospace, and biomedical engineering. Past graduates have successfully completed studies at Alfred University, Clarkson University, Cornell University, Rensselaer Polytechnic Institute, Rochester Institute of Technology, SUNY Buffalo, the Watson School of Engineering at SUNY Binghamton, and numerous others nationwide.

Corning Community College maintains membership in the State University of New York Two Year Engineering Science Association, a consortium of two-year and four-year ABET accredited institutions offering study in engineering.

Graduates will be able to:
- Demonstrate an understanding of engineering principles and concepts through graphic, oral, and written communication;
- Apply engineering principles and concepts in solution of problems and experiments;
- Perform selected tasks relative to laboratory experiments in the physical sciences;
- Interpret data according to physical fundamentals;
- Demonstrate computer literacy and programming proficiency;
- Use information from appropriate literature sources in completing objectives;
- Apply teamwork concepts in the solution of problems, experiments, or projects.

High school or equivalent preparation required: Four years of science including biology, chemistry and physics, and four years of mathematics, including algebra, geometry or intermediate algebra, trigonometry, and pre-calculus. Students who don’t have this preparation will be able to get it here, but it may take longer to complete the program.

**Program Requirements:**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Required Hours</th>
<th>Core Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010-1020)*</td>
<td>6</td>
<td>Engineering (ENGR 1010, 1030)</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics (MATH 1610-1620, 2610-2620)*</td>
<td>16</td>
<td>Physics (PHYS 1820, 2830, 2840)</td>
<td>12</td>
</tr>
<tr>
<td>Social Sciences electives (ECON 2001-2002 recommended)</td>
<td>6</td>
<td>Technical Concentration (see list below)</td>
<td>14</td>
</tr>
<tr>
<td>Computer programming (ENGR 1050)</td>
<td>3</td>
<td>Wellness</td>
<td>2</td>
</tr>
<tr>
<td>Chemistry (CHEM 1510-1520)</td>
<td>8</td>
<td>Total hours</td>
<td>72</td>
</tr>
</tbody>
</table>

*Based on placement, students might be required to successfully complete preparatory course(s) before attempting further course or program requirements.

**Sample Sequence:** (intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.)

<table>
<thead>
<tr>
<th>Semester</th>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English (1010)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Mathematics (MATH 1610)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Chemistry (CHEM 1510)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>C for Engineers (ENGR 1050)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Engineering Orientation (ENGR 1010)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Wellness (Awareness/Instructional Component)</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Third Semester</th>
<th>Fourth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mathematics (MATH 2610)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Physics (PHYS 2830)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Technical Concentration</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Social Sciences (ECON 2001 recommended)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Wellness (Activity Component)</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Footnotes:
1. Technical Concentration: Select from CHEM 2010-2020; ENGR 2110-2120, 2150, 2180. Courses should be chosen to conform to the program requirements of the college to which the student plans to transfer. If Chemical Engineering is the intended transfer major, select CHEM 2010-2020 and two of the ENGR courses. Otherwise, select the four ENGR courses.
Environmental Science
Associate in Science Degree, Transfer Program
Division of Health & Sciences, Associate Dean: Rachel Hofstetter
Department Chair: Brenda Gustin

The Environmental Science A.S. degree is designed to enable students to transfer to most baccalaureate institutions with standing as a junior. The program outcomes prepare students for “green” employment in industries that are targeting global climate change, management of natural resources, and protection of the environment. While completion of this degree alone prepares students for work as environmental technicians, continuation through transfer institutions qualifies the graduate for work as environmental engineers, educators, environmental field biologists, and other environmental scientists in both the public and private sector.

Graduates will demonstrate:
- A thorough understanding of the theoretical principles, processes, and relationships underlying the environmental sciences;
- An ability to apply this knowledge to a wide variety of practical situations;
- An understanding of the social, economic, political, and ethical issues related to the environmental sciences, perform relevant laboratory experiments and interpret data gathered from such experiments;
- The ability to critically analyze and formulate possible solutions to environmental issues.

Inherent in Corning Community College’s mission is preparing students for a life of service to their professions and their communities in a globally interdependent society. The environmental analysis community is a key player in directing important public policy objectives related to quality of life issues, economic development, and environmental responsibility.

Program Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010 and 1020)*</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics (MATH 1310 and MATH 1510/MATH 1610)*</td>
<td>7</td>
</tr>
<tr>
<td>Social Sciences (GEOG 1210, ECON 2002)</td>
<td>6</td>
</tr>
<tr>
<td>Laboratory Science (Biol 1510-1520; Chem 1510-1520)</td>
<td>16</td>
</tr>
<tr>
<td>Environmental Science (Biol 1500)</td>
<td>4</td>
</tr>
<tr>
<td>Ecology (Biol 2040)</td>
<td>4</td>
</tr>
<tr>
<td>Environmental Geology (Geol 1530)</td>
<td>4</td>
</tr>
<tr>
<td>EL Environ Ethics (Phil 2200)</td>
<td>3</td>
</tr>
<tr>
<td>Environ Health (Well 1200)</td>
<td>3</td>
</tr>
<tr>
<td>Program Electives **</td>
<td></td>
</tr>
<tr>
<td>Biol 2080, Biol 2060, Geol 1510, Phys 1730-1740</td>
<td>10</td>
</tr>
<tr>
<td>Chem 2010-2020, Chem 1030</td>
<td></td>
</tr>
<tr>
<td>Wellness Activity (PFIT, RECC)</td>
<td>1</td>
</tr>
<tr>
<td>Total Hours</td>
<td>64</td>
</tr>
</tbody>
</table>

Sample Sequence: (intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.)

First Semester
- English (ENGL 1010) 3
- General Chemistry I (CHEM 1510) 4
- General Biology I (BIOL 1510) 4
- Environmental Science (BIOL 1500) 4
- Wellness (Activity Component) 1

Second Semester
- English (ENGL 1020) 3
- General Chemistry II (CHEM 1520) 4
- General Biology II (BIOL 1520) 4
- Calculus (MATH 1510 or MATH 1610) 3
- Principles of Economics (micro) (ECON 2002) 3

Third Semester
- Environmental Ethics (PHIL 2200) 3
- Elementary Statistics (MATH 1310) 4
- Ecology (BIOL 2040) 4
- Program electives 4

Fourth Semester
- Intro to Geographical Info Systems (GEOG 1210) 3
- Environmental Geology (GEOL 1530) 4
- Environmental Health (WELL 1200) 3
- Program electives 5

Footnotes:
- Program electives: Select courses from the following to total 10 credit hours: PHYS 1730 Principles of Physics I, PHYS 1740 Principles of Physics II, CHEM 200 Organic Chemistry I, CHEM 2020 Organic Chemistry II, BIOL 2060 Genetics, BIOL 2080 Evolution, GEOL 1510 Physical Geology, CHEM 1030 Environmental Chemistry. (Please note: all courses identified as program electives are not offered both fall and spring semesters.)
- Students in this program who plan to transfer to a SUNY college can meet 21 credits of the general education requirement.
- Based on placement, students may be required to take ENGL 0950 and/or ENGL 0990 before taking ENGL 1010, and MATH prerequisite courses before taking the required math credit courses. Successful completion of some or all developmental courses may also be required before students can enroll in the science classes pertinent to this program.

**Program electives and Calculus option to be determined by desired transfer school program requirements.
# Fine Arts and Design

**Associate in Science Degree, Transfer program**

Division of Communications & Humanities, Associate Dean: Byron Shaw  
Department Chair: Gregg Caruso

This program is designed to enable students in both fine arts and commercial art to transfer to many baccalaureate institutions with standing as a junior. Due to the variety of requirements from transfer destinations, this program is meant to cover as many bases as possible. Its flexibility encourages students to explore a spectrum of art forms and styles without locking them into a particular discipline. Its general education requirements in, mathematics, lab sciences, social sciences, and wellness will provide students the required elements of a liberal arts and sciences education. Its core courses—art history, design, drawing, and painting—are the elemental building blocks for further study in fields as varied as ceramics, digital art, or art education. A required portfolio preparation course will specifically acquaint students with the expectations of quality transfer institutions.

Graduates of this program will be able to:
- Demonstrate fundamental drawing concepts, including line, proportion, value, gesture, texture, and style.
- Be able to draw an architectural interior in correct linear perspective.
- Draw and paint realistic portraits and figure subjects in correct proportion, including self-portraits.
- Demonstrate proficient use of pen and ink, charcoal, conte crayon, ink wash, oil paint, and all graphite media.
- Demonstrate proficiency in manipulating the major elements of 2-D and 3-D design, including shape, scale, color theory, balance, symmetry, kinetics, texture, materials, and composition.
- Demonstrate a foundational knowledge of major historical styles of western art, from ancient Egypt through the present.
- Assemble a portfolio and resume for possible transfer or employment.
- Demonstrate a foundational knowledge in the liberal arts and sciences, to include Basic Communication, Humanities, Social Sciences, Natural Sciences, Mathematics, and Western Civilization.

## Program Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010 and 1020 by placement)*</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics (MATH 1110 or higher)*</td>
<td>6</td>
</tr>
<tr>
<td>Core Requirements:</td>
<td></td>
</tr>
<tr>
<td>ARTS 1310, 1320 (Art History I &amp; II)</td>
<td>6</td>
</tr>
<tr>
<td>ARTS 1030, 2030 (Drawing I &amp; II)</td>
<td>6</td>
</tr>
<tr>
<td>ARTS 1410 (2-D Design)</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 1420 (3-D Design)</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 2110 (Painting I)</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 2999 (Portfolio Preparation)</td>
<td>1</td>
</tr>
<tr>
<td>Laboratory Science electives</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences electives</td>
<td>6</td>
</tr>
<tr>
<td>Humanities electives</td>
<td>6</td>
</tr>
<tr>
<td>Art electives</td>
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<tr>
<td>Free electives</td>
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<tr>
<td>Wellness</td>
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</tr>
<tr>
<td>Social Sciences elective</td>
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<tr>
<td>Math elective</td>
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</tr>
<tr>
<td>Wellness</td>
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<td>Total hours</td>
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</table>

## Sample Sequence:

**First Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Composition (ENGL 1010)</td>
<td>3</td>
</tr>
<tr>
<td>2-D Design (ARTS 1410)</td>
<td>3</td>
</tr>
<tr>
<td>Drawing I (ARTS 1030)</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics elective</td>
<td>3</td>
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<tr>
<td>Social Sciences elective</td>
<td>3</td>
</tr>
<tr>
<td>Wellness</td>
<td>1</td>
</tr>
</tbody>
</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1020)</td>
<td>3</td>
</tr>
<tr>
<td>Drawing II (ARTS 2030)</td>
<td>3</td>
</tr>
<tr>
<td>3-D Design (ARTS 1420)</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences elective</td>
<td>3</td>
</tr>
<tr>
<td>Wellness</td>
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</tr>
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**Third Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History I (ARTS 1310)</td>
<td>3</td>
</tr>
<tr>
<td>Painting I (ARTS 2110)</td>
<td>3</td>
</tr>
<tr>
<td>Portfolio Preparation (ARTS 2999)</td>
<td>3</td>
</tr>
<tr>
<td>Art or Media elective</td>
<td>3</td>
</tr>
<tr>
<td>Laboratory Science elective</td>
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**Fourth Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History II (ARTS 1320)</td>
<td>3</td>
</tr>
<tr>
<td>Laboratory Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Art or Media elective</td>
<td>3</td>
</tr>
<tr>
<td>Humanities elective</td>
<td>3</td>
</tr>
</tbody>
</table>

---

**Footnotes:**
- Based on placement, students may be required to take ENGL 0950 and/or ENGL 0990 before taking ENGL 1010, and prerequisite math classes before taking required math course.
- Suggested HUMA electives: PHIL 2360 (Philosophy of the Arts), foreign language, or theatre.
- Suggested ARTS electives: ARTS 1210, 2210 (Ceramics I & II), ARTS 2220 (Basic Black & White Photography), ARTS 2230 (Intro to Digital Art), ARTS 2240 (Art History 1450 [Digital Graphic Design]), ARTS 2250 (Advanced Photographic Communications), ARTS 2260 (Graphic Design 1), ARTS 2270 (Web Design), ARTS 2280 (Ceramic Sculpture), ARTS 2290 (Independent Studio Project)
- Students in this program who plan to transfer to a SUNY college can meet 21 credits of the general education requirement. For more specific information about this requirement, refer to SUNY General Education Requirements.
Health and Physical Education Studies
Associate in Science Degree, Transfer program
Division of Health & Sciences, Associate Dean: Rachel Hofstetter Division of Social Science & Social Services: Deborah Beall

This program includes theoretical and practical coursework to enable students to transfer into baccalaureate programs for health education, health and wellness promotion, nutrition, integrative health, wellness, physical education, athletic training, sports management, or fitness specialist.

Graduates will be able to:
- Articulate and demonstrate core principles in the field of study;
- Demonstrate cognitive, interpersonal and technical skills;
- Use and evaluate a variety of assessment tools;
- Apply discipline-specific philosophies, theories and models to create programs for healthy behavior change;
- Use the scientific process to evaluate current data and research in the areas of health education, wellness and physical education.

High school or equivalent preparation required: one year of biology.

HPES: Health Education and Wellness Concentration **

Program Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010-1020)*</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics (MATH 1215-1225 or higher)*</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences (PSYC 1101)</td>
<td>3</td>
</tr>
<tr>
<td>Laboratory Science (CHEM 1020; BIOL 1050;</td>
<td>15</td>
</tr>
<tr>
<td>BIOL 2020-2030)</td>
<td></td>
</tr>
<tr>
<td>Health, Wellness and Professional Development electives (HLTH, HEPD, WELL)</td>
<td>16</td>
</tr>
<tr>
<td>Foundations of Personal Health (HLTH 1207)</td>
<td>3</td>
</tr>
<tr>
<td>Humanities (SPCH 1080 or SPCH 1060)</td>
<td>3</td>
</tr>
<tr>
<td>Intro to Health Education and Wellness (HEPD 1200)</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts and Sciences electives (upper level)</td>
<td>6</td>
</tr>
<tr>
<td>Physical Ed &amp; Recreation electives (PFIT, RECC)</td>
<td>2</td>
</tr>
<tr>
<td>Service Learning (INDI 1000)</td>
<td>2</td>
</tr>
<tr>
<td>Total hours</td>
<td>65</td>
</tr>
</tbody>
</table>

Sample Sequence: (intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.)

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010)</td>
<td>3 English (ENGL 1020 or 2030)</td>
</tr>
<tr>
<td>Mathematics (MATH 1215 or higher)</td>
<td>3 Mathematics (MATH 1225 or higher)</td>
</tr>
<tr>
<td>Intro to Organic &amp; Biochemistry (CHEM 1020)</td>
<td>4 Introduction to Human Biology (BIOL 1050)</td>
</tr>
<tr>
<td>Foundations of Personal Health (HLTH 1207)</td>
<td>3 Intro to Health Education and Wellness (HEPD 1200)</td>
</tr>
<tr>
<td>HEPD/HLTH/WELL elective (HEPD/HLTH/WELL)</td>
<td>3 General Psychology (PSYC 1101)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Fourth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Speaking/Inter. Communication (SPCH1080/1060)</td>
<td>3 Anatomy and Physiology II (BIOL 2030)</td>
</tr>
<tr>
<td>Anatomy and Physiology I (BIOL 2020)</td>
<td>4 Service Learning (INDI 1000)</td>
</tr>
<tr>
<td>Liberal Arts and Sciences elective (upper-level)</td>
<td>3 HEPD/HLTH/WELL elective (HEPD/HLTH/WELL)</td>
</tr>
<tr>
<td>Service Learning (INDI 1000)</td>
<td>1 PFITIRECC elective (PFITIRECC)</td>
</tr>
<tr>
<td>HEPD/HLTH/WELL elective (HEPD/HLTH/WELL)</td>
<td>7</td>
</tr>
<tr>
<td>PFIT/RECC elective (PFIT/RECC)</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Footnotes:
* Based on placement, students may be required to take ENGL 0950 and/or ENGL 0990 before taking ENGL 1010, and MATH 0960 before taking a math credit course.
** Proof of Current Basic Life Support CPR and Advanced First Aid Certification verification or students must be submitted prior to the completion of the program. If students do not have these certifications upon entering the program, they can complete them as part of the Health, Wellness and Professional Development electives - HLTH 1010 BLS-CPR and HLTH 2007 Advanced First Aid, or students may elect to take HLTH 1100 Responding to Emergencies to receive credit for both BLS-CPR and Advanced First Aid.
* Students in this program who plan to transfer to a SUNY college can meet 21 credits of the general education requirement.

Learning transforms lives.
HPES: Physical Education Concentration

Program Requirements:

<table>
<thead>
<tr>
<th>Course Category</th>
<th>Credits</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>English (ENGL 1010-1020)*</td>
<td>6</td>
<td>Foundations of Personal Health (HLTH 1207)</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (MATH 1215-1225 or higher)*</td>
<td>6</td>
<td>BLS-CPR (HLTH 1010)**</td>
<td>1</td>
</tr>
<tr>
<td>Social Sciences (PSYC 1101)</td>
<td>3</td>
<td>Intro Health, PE, &amp; Recreation Profession (PEPD 1200)</td>
<td>3</td>
</tr>
<tr>
<td>Laboratory Science (CHEM 1020; BIOL 1050, BIOL 2020-2030)</td>
<td>15</td>
<td>Health, Wellness, and Professional Development electives (HLTH, PEPD, REPD, WELL)</td>
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<tr>
<td>Humanities (SPCH 1080)</td>
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<td>Physical Edu &amp; Recreation Electives (PFIT, RECC)</td>
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<tr>
<td>Liberal Arts and Sciences electives (upper level)</td>
<td>6</td>
<td>Advanced First Aid (HLTH 2007)**</td>
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<tr>
<td><strong>Total hours</strong></td>
<td><strong>65</strong></td>
<td><strong>Total hours</strong></td>
<td><strong>65</strong></td>
</tr>
</tbody>
</table>

Sample Sequence: (intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.)

First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (MATH 1215 or higher)</td>
<td>3</td>
</tr>
<tr>
<td>Intro to Organic &amp; Biochemistry (CHEM 1020)</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to HPER: the Profession (PEPD 1200)</td>
<td>3</td>
</tr>
<tr>
<td>BLS for Professional Rescuer (HLTH 1010)</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education/Recreation electives (PFIT/RECC)</td>
<td>2</td>
</tr>
</tbody>
</table>

Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (MATH 1225 or higher)</td>
<td>3</td>
</tr>
<tr>
<td>Human Biology (BIOL 1050)</td>
<td>3</td>
</tr>
<tr>
<td>Foundations of Personal Health (HLTH 12O7)</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology I (PSYC 1101)</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education/Recreation elective (PFIT/RECC)</td>
<td>1</td>
</tr>
</tbody>
</table>

Third Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Speaking (SPCH 1080)</td>
<td>3</td>
</tr>
<tr>
<td>Anatomy and Physiology I (BIOL 2020)</td>
<td>4</td>
</tr>
<tr>
<td>Liberal Arts elective (upper-level)</td>
<td>3</td>
</tr>
<tr>
<td>Health/Wellness/Professional Development electives</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education/Recreation electives (PFIT/RECC)</td>
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<tr>
<td>First Aid (HLTH 2007)</td>
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Fourth Semester

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>Liberal Arts elective (upper level)</td>
<td>3</td>
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<tr>
<td>Anatomy and Physiology II (BIOL 2030)</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education/Recreation electives (PFIT/RECC)</td>
<td>4</td>
</tr>
<tr>
<td>Health/Wellness/Professional Development electives</td>
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</tbody>
</table>

Footnotes:

•Baccalaureate transfer institutions require a GPA of 2.5 - 3.0 for articulation into an upper-level Health and Physical Education Studies program. Liberal arts elective recommendations: Educational Psychology, Child Psychology, Adolescent Psychology, Social Psychology, Elementary Statistics, foreign language, and Ethics course.

•Based on placement, students may be required to take ENGL 0950 and/or ENGL 0990 before taking ENGL 1010, and MATH0960 before taking a math credit course.

**Students may elect to take Responding to Emergencies (HLTH 1100) in order to receive credit for both BLS-CPR and Advanced First Aid.
Human Services  
Associate in Applied Science Degree, Career program  
Division of Social Sciences & Social Services, Associate Dean: Deborah Beall  
Department Chair: Frederick “Bud” Lawrence

This is a career track program intended for students who wish to enter the helping professions. The courses provide students with an overview of the human services field along with the communication and documentation skills required. Appropriate selection of electives allows students to tailor the program to specific areas of interest. Students may choose to focus on services to the developmentally or physically challenged, children, youth, the elderly, or to offer help in the areas of domestic violence, child abuse or crisis intervention.

Graduates will be able to:

- Understand the roles and duties of human services professionals;
- Identify areas of employment;
- Use communication skills to facilitate problem solving;
- Fulfill essential case management functions including interviewing, record keeping, gathering intake information, making referrals, and identifying consumer problems and issues;
- Maintain professional and ethical standards of confidentiality;
- Understand and respond to potential crisis issues and situations;
- Identify and contact resources and agencies in community settings;
- Work effectively in different organizational structures.

Program Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010 and 1020 or 1030. By placement)*</td>
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</tr>
<tr>
<td>Mathematics (MATH 1015, 1120, or higher)*</td>
<td>3</td>
</tr>
<tr>
<td>Psychology and Sociology (PSYC 1101 and SOCI 1010)</td>
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<tr>
<td>Psychology or Sociology (2000-level)</td>
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<tr>
<td>Organizational Behavior (PSYC 2030)</td>
<td>3</td>
</tr>
<tr>
<td>Laboratory Science (BIOL 1050 recommended)</td>
<td>3</td>
</tr>
<tr>
<td>Human Services I (HUSR 1010)</td>
<td>3</td>
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<tr>
<td>Human Services Practicum I (HUSR 2960)</td>
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<tr>
<td>Sociology or Psychology (PSYC 1101 or SOCI 1010)</td>
<td>3</td>
</tr>
<tr>
<td>Program elective</td>
<td>3</td>
</tr>
<tr>
<td>Psychology or Sociology (PSYC 1101 or SOCI 1010)</td>
<td>3</td>
</tr>
<tr>
<td>Program elective</td>
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</tr>
<tr>
<td>Wellness (Awareness/Instructional Component)</td>
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</tr>
<tr>
<td>Wellness (Activity Component)</td>
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<tr>
<td>Laboratory Science (BIOL 1050 recommended)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Helping Skills (HUSR 1030)</td>
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</tr>
<tr>
<td>Crisis Management elective</td>
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</tr>
<tr>
<td>Program elective</td>
<td>3</td>
</tr>
<tr>
<td>Psychology or Sociology (PSYC 1101 or SOCI 1010)</td>
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</tr>
<tr>
<td>Program elective</td>
<td>3</td>
</tr>
<tr>
<td>Wellness (Activity Component)</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Sample Sequence: (intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.)

First Semester                      Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL1010)</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (MATH 1015, 1120, or higher)*</td>
<td>3</td>
</tr>
<tr>
<td>Human Services I (HUSR 1010)</td>
<td>3</td>
</tr>
<tr>
<td>Program elective</td>
<td>3</td>
</tr>
<tr>
<td>Psychology or Sociology (PSYC 1101 or SOCI 1010)</td>
<td>3</td>
</tr>
<tr>
<td>Wellness (Awareness/Instructional Component)</td>
<td>1</td>
</tr>
<tr>
<td>Wellness (Activity Component)</td>
<td>0.5</td>
</tr>
<tr>
<td>Laboratory Science (BIOL 1050 recommended)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Helping Skills (HUSR 1030)</td>
<td>3</td>
</tr>
<tr>
<td>Crisis Management elective</td>
<td>1.5</td>
</tr>
<tr>
<td>Psychology or Sociology (PSYC 1101 or SOCI 1010)</td>
<td>3</td>
</tr>
<tr>
<td>Program elective</td>
<td>3</td>
</tr>
<tr>
<td>Wellness (Activity Component)</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Third Semester                      Fourth Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Services II (HUSR 1040)*</td>
<td>3</td>
</tr>
<tr>
<td>Sociology or Psychology (PSYC 2000-level)</td>
<td>3</td>
</tr>
<tr>
<td>Organizational Behavior (PSYC 2030)*</td>
<td>3</td>
</tr>
<tr>
<td>Free elective</td>
<td>6</td>
</tr>
<tr>
<td>Wellness (Activity Component)</td>
<td>0.5</td>
</tr>
<tr>
<td>Human Services Practicum I (HUSR 2960)*</td>
<td>6</td>
</tr>
<tr>
<td>Human Services Practicum II (HUSR 2961 or two</td>
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<tr>
<td>General Education/Liberal Arts Electives</td>
<td>6</td>
</tr>
<tr>
<td>Free elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Footnotes:

1A statistics course is recommended for students interested in transfer.
2It is recommended that HUSR 2960-2961 be taken together in the third or fourth semester. The practicum may be taken in separate semesters only with Coordinator’s approval. These courses may be taken only with permission of the Coordinator of Human Services. In addition, students must have taken and completed HUSR 1010, 1030, and 1040 with a grade of C or higher.
3It is strongly recommended that students take HUSR 1010, 1030, and 1040 in sequence.
4Organizational Behavior (PSYC 2030) may be taken in the fourth semester.

*Program elective: Includes most HUSR courses and any three credit HLTH course.

*Based on placement, students may be required to take ENGL 0950 and/or ENGL 0990 before taking ENGL 1010, and MATH 0960 before taking a math credit course.
**Information Technology**

**Associate in Applied Science Degree, Career program**

Division of Business Administration and Computing, Interim Associate Dean: Deborah Dunbar

Department Chair: Alicia McNett

The career program in Information Technology is designed to offer students several paths of study leading to an A.A.S. degree in their chosen field. The program is designed to be flexible and diverse so as to offer students the opportunity to choose a career path that best suits their interests and provides them with marketable skills for entering the global job market, or for continuing their education. This program offers specialization in web technology, network technology, technical support specialist, and high performance computing. Avenues for various career paths could include positions at national supercomputing and science laboratories, continuing on in the undergraduate and eventually graduate programs at other institutions, or positions in the corporate world (banks, financial institutions, etc.) The program also provides educational enhancement opportunities to local employers who want to advance the education of their employees.

Graduates will be able to:

- Communicate effectively written and oral communication skills;
- Work effectively in a team environment both as a member and as a leader;
- Utilize analytical problem solving techniques and critical thinking skills;
- Apply knowledge needed to successfully work with the various computer, networking, system, and application technologies as covered in the various program options.

**Program Requirements:** Concentration Requirements (see sample sequence)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
<th>Notes</th>
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<tbody>
<tr>
<td>English (ENGL 1010 and 1020 or 1030)*</td>
<td>6</td>
<td>Concentration requirements</td>
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<tr>
<td>Mathematics (MATH 1230 or higher)*</td>
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<td>Program electives</td>
</tr>
<tr>
<td>Social Sciences electives</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts &amp; Sciences elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Laboratory Science elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Wellness</td>
<td>2</td>
<td>Total hours</td>
</tr>
</tbody>
</table>

**INFORMATION TECHNOLOGY: COMPUTER AND NETWORK TECHNOLOGY**

**Sample Sequence:** (intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.)

**First Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition I (ENGL 1010)</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (MATH 1230)</td>
<td>3</td>
</tr>
<tr>
<td>Network Fundamentals (CSNT 1200)</td>
<td>4</td>
</tr>
<tr>
<td>Computer Hardware (CRST 1010)</td>
<td>4</td>
</tr>
<tr>
<td>Social Sciences elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition II (ENGL 1020)</td>
<td>3</td>
</tr>
<tr>
<td>Program elective*</td>
<td>3</td>
</tr>
<tr>
<td>Operating Systems (CRST 1030)</td>
<td>4</td>
</tr>
<tr>
<td>Structured &amp; Object-Oriented</td>
<td></td>
</tr>
<tr>
<td>Problem Solving (CSCS 1240)</td>
<td>3</td>
</tr>
<tr>
<td>Routing and Switching (CSNT 1500)</td>
<td>4</td>
</tr>
<tr>
<td>Wellness (Awareness Component)</td>
<td>1</td>
</tr>
</tbody>
</table>

**Third Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systems Configuration &amp; Maintenance (CRST 2040)</td>
<td>4</td>
</tr>
<tr>
<td>Laboratory Science elective*</td>
<td>3</td>
</tr>
<tr>
<td>Network Software (CSNT 2200)</td>
<td>4</td>
</tr>
<tr>
<td>Social Sciences elective*</td>
<td>3</td>
</tr>
</tbody>
</table>

**Fourth Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessing the WAN (CSNT 2800)</td>
<td>3</td>
</tr>
<tr>
<td>Information Technology Practicum (CRST 2050)</td>
<td>4</td>
</tr>
<tr>
<td>Fundamentals of Information Security (CSNS 1610)</td>
<td>4</td>
</tr>
<tr>
<td>Liberal Arts elective</td>
<td>3</td>
</tr>
<tr>
<td>Wellness (Activity Component)</td>
<td>1</td>
</tr>
</tbody>
</table>

**Footnotes:**

1. Select PHYS 1010 or higher;
2. General Psychology recommended;
3. Number of hours based on program concentration;
4. Select from CRST, CSCS, CSNS, CSNT, and CSWT course with advisor’s approval.

*Based on placement, students may be required to take ENGL 0950 and/or ENGL 0990 before taking ENGL 1010, and MATH 0960 before taking a math credit course.

**Advisor assistance in selection of courses is highly recommended;
### INFORMATION TECHNOLOGY: WEB TECHNOLOGY

**Sample Sequence:** (intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.)

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition I (ENGL 1010)</td>
<td>English Composition II (ENGL 1020)</td>
</tr>
<tr>
<td>Mathematics (MATH 1230)</td>
<td>Program elective¹</td>
</tr>
<tr>
<td>Website Fundamentals (CSWT 1200)</td>
<td>Introduction to Graphic Design (ARTS 1440)</td>
</tr>
<tr>
<td>Liberal Arts elective³</td>
<td>Structured &amp; ObjOriented Problem Solving (CSCS 1240)</td>
</tr>
<tr>
<td>Social Sciences elective¹</td>
<td>Network Fundamentals (CSNT 1200)</td>
</tr>
<tr>
<td>Wellness (Awareness Component)</td>
<td>Wellness (Activity Component)</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>Total:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Fourth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Client-Web Programming (CSWT 2610)</td>
<td>Server-Web Programming (CSWT 2620)</td>
</tr>
<tr>
<td>Web Design (ARTS 2550)</td>
<td>Structured &amp; Object-Oriented</td>
</tr>
<tr>
<td>Laboratory Science elective</td>
<td>Sys Analysis &amp; Design (CSIT 2310)</td>
</tr>
<tr>
<td>Java Programming (CSCS 2420)</td>
<td>Interactive Web Technologies (CSIT 1051)</td>
</tr>
<tr>
<td>Database System (CSIT 2400)</td>
<td>Social Science elective</td>
</tr>
<tr>
<td></td>
<td>Program elective²</td>
</tr>
<tr>
<td></td>
<td>Information Technology Practicum (CRST 2050)</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>Total:</strong></td>
</tr>
</tbody>
</table>

¹Principles of Economics-Macro and Micro recommended;
²Select from ARTS 1400, ARTS 1450, MKTG 2050, or any CSCS, CSIT, CSNS, CSNT, or CSWT course.
³Select any Astronomy, Biology, Chemistry, Earth Science, Geology, Physics 1010 or higher, or General Science course which has a laboratory experience along with the lecture.

### INFORMATION TECHNOLOGY: TECHNICAL SUPPORT SPECIALIST

**Sample Sequence:** (intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.)

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition I (ENGL 1010)</td>
<td>English Composition II (ENGL 1020)</td>
</tr>
<tr>
<td>Mathematics (MATH 1230)</td>
<td>Program elective¹</td>
</tr>
<tr>
<td>Website Fundamentals (CSWT 1200)</td>
<td>Operating Systems (CRST 1030)</td>
</tr>
<tr>
<td>Computer Hardware (CRST 1010)</td>
<td>Structured &amp; ObjOriented Problem Solving (CSCS 1240)</td>
</tr>
<tr>
<td>Social Sciences elective</td>
<td>Network Fundamentals (CSNT 1200)</td>
</tr>
<tr>
<td>Wellness (Awareness component)</td>
<td>Technical Report Writing (ENGL 1501, ENGL 1502)</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>Total:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Fourth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systems Configuration &amp; Maintenance (CRST 2040)</td>
<td>Structured Object-Oriented &amp; Interpersonal Communications</td>
</tr>
<tr>
<td>(SPCH 1060 or SPCH 1080)</td>
<td>Sys Analysis &amp; Design (CSIT 2310)</td>
</tr>
<tr>
<td>Laboratory Science elective²</td>
<td>Liberal Arts elective</td>
</tr>
<tr>
<td>Technical Report Writing (ENGL 1501, ENGL 1502)</td>
<td>Social Sciences elective</td>
</tr>
<tr>
<td>Programming elective²</td>
<td>Program elective¹</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>Total:</strong></td>
</tr>
</tbody>
</table>

¹Select from CSCS, CSIT, CSNS, CSNT, or CSWT with advisor's approval.
²Select from CSCS 1320, CSCS 1730, CSCS 2420, CSCS 2210, CSWT 2610, CSWT 2620
³Select any Astronomy, Biology, Chemistry, Earth Science, Geology, Physics 1010 or higher, or General Science course which has a laboratory experience along with the lecture.
## INFORMATION TECHNOLOGY: HIGH PERFORMANCE COMPUTING

**Sample Sequence:** (intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.)

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition I (ENGL 1010)</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (MATH 1230)</td>
<td>3</td>
</tr>
<tr>
<td>Network Fundamentals (CSNT 1200)</td>
<td>4</td>
</tr>
<tr>
<td>UNIX/Linux Fundamentals (CSCS 1730)</td>
<td>4</td>
</tr>
<tr>
<td>Social Sciences elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Fourth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Structures (CSCS 2320)</td>
<td>3</td>
</tr>
<tr>
<td>Laboratory Science elective(^2)</td>
<td>3</td>
</tr>
<tr>
<td>Data Communication (CSCS 2700)</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences elective</td>
<td>3</td>
</tr>
<tr>
<td>Program elective(^1)</td>
<td>3</td>
</tr>
<tr>
<td>HPC Experience I (CSIT 2044)</td>
<td>2</td>
</tr>
<tr>
<td>Wellness (Activity component)</td>
<td>1</td>
</tr>
</tbody>
</table>

\(^1\)Select from CSIT 2240 or higher, ELEC 1010 or ELEC 1510 CRST, CSCS, CSIT, CSNS, CSNT, and CSWT with advisor’s approval.

\(^2\)Select any Astronomy, Biology, Chemistry, Earth Science, Geology, Physics 1010 or higher, or General Science course which has a laboratory experience along with the lecture.
**Liberal Arts and Sciences: Childhood Education** (Teacher Education Transfer)  
**Associate in Science Degree, Transfer Program**  
Division of Social Sciences & Social Services, Associate Dean: Deborah Beall  
Department Chair: Julie Dick

This program is designed for students planning to transfer to a four-year institution, other than Elmira College, to pursue a degree in Education.

Graduates will:
- Have the skills and knowledge necessary to understand the aims of public education in our society, current trends in education, and the general roles and responsibilities of teachers.
- This knowledge will prepare them to pursue an education program at a transfer institution.

High school or equivalent preparation is required to enroll in this program. Students must maintain a 2.7 or higher GPA for successful recommendation and admission to a certification program at a four-year institution following graduation from CCC. Given the diversity of requirements at individual transfer colleges, it is essential that students in this program meet with a faculty advisor to determine appropriate courses.

**Program Requirements:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010 - 1020)*</td>
<td>6</td>
</tr>
<tr>
<td>Foreign Language (SIGN, SPAN or other)</td>
<td>6</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics (MATH 1130 or higher)</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences (HIST1010 or 1020 &amp; HIST1110 or 1120 &amp; PSYC1101)</td>
<td>9</td>
</tr>
<tr>
<td>Concentration electives from one area below</td>
<td>9</td>
</tr>
<tr>
<td>Program requirements: (EDUC 1010, EDUC 2040, EDUC 2050, PSYC 2207 or 2208)</td>
<td>12</td>
</tr>
<tr>
<td>General Education Requirement: The Arts</td>
<td>3</td>
</tr>
<tr>
<td>Free elective (recommend EDUC 1560 or EDUC 1960)</td>
<td>6</td>
</tr>
<tr>
<td>Wellness</td>
<td>2</td>
</tr>
<tr>
<td>Total hours</td>
<td>65</td>
</tr>
</tbody>
</table>

At least 6 hours must be upper level courses

A. English: select from courses in philosophy, speech, foreign language, humanities, media communications, and 2000-level English.

B. Social Studies: select from courses in history, anthropology, economics, geography, government, and sociology.

C. Science: any lab science.

D. Mathematics: select from math courses numbered 1130 and higher.

**Sample Sequence:** (intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Semester</strong></td>
<td>Composition I (ENGL 1010)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Mathematics (recommend MATH 1130 or higher)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Foundations of Education (EDUC 1010)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>General Psychology (PSYC 1101)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Foreign Language I (SIGN, SPAN, or other)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Wellness (Activity Component)</td>
<td>1</td>
</tr>
<tr>
<td><strong>Second Semester</strong></td>
<td>Composition II (ENGL 1020)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Mathematics (recommend MATH 1140 or higher)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Child Psychology (PSYC 2207 or 2208)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Teaching in the Diverse Classroom (EDUC 2040)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Foreign Language II (SIGN, SPAN or other)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Wellness (Awareness/Instructional Component)</td>
<td>1</td>
</tr>
<tr>
<td><strong>Third Semester</strong></td>
<td>Laboratory Science (recommend SCIN 1110)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>American History (HIST 1110 or 1120)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Arts elective (Gen Ed)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Concentration elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective (recommend EDUC 1560 or EDUC 1960)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Fourth Semester</strong></td>
<td>Laboratory Science (recommend SCIN 1120)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>History of Western Civilization (HIST 1010 or 1020)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Schools &amp; Society (EDUC 2050)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Concentration electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Footnotes:**
- EDUC 1010, 1960, EDUC 2040, SCIN 1110, and SCIN 1120 may not transfer to a SUNY transfer institution; contact Advising and Counseling Services or your academic advisor for information regarding transferability to the institutions in which you are interested.
- Foreign language must be 2 semesters of the same language.
- Based on placement, students may be required to take ENGL 0950 and/or ENGL 0990 before taking ENGL 1010, and MATH 0960 before taking a math credit course.
Liberal Arts and Sciences: Education/Childhood Education

A jointly registered program of Corning Community College and Elmira College

Corning Community College: Associate in Science Degree,
Transfer program Elmira College: Bachelor of Science or Bachelor of Arts Degree

Divisions of Social Sciences & Social Services Associate Dean: Deborah Beall
Department Chair: Julie Dick

This program is designed for students planning to transfer to Elmira College as Childhood Education majors. Qualified students who enter this program at CCC are simultaneously accepted into Elmira College. At Elmira College, students may choose to pursue either a Bachelor of Science or Bachelor of Arts degree. During their final semester at CCC, students will meet with Elmira College advisors who will register them for their next semester. Students must maintain a 2.7 or higher Grade Point Average for successful transfer.

Graduates will:
• Have the skills and knowledge necessary to transfer to the Education Certification program at Elmira College only.

All teachers in New York State must successfully complete one year of language at the college level. They must also complete their education program and pass all state certification exams before receiving their initial certificate.

It is highly recommended that students consult with their advisor each semester.

Program Requirements at Corning Community College:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010-1020)*</td>
<td>6</td>
</tr>
<tr>
<td>Foreign Language (Spanish or Sign strongly recommended)</td>
<td>8</td>
</tr>
<tr>
<td>Laboratory Science electives</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics (MATH 1215-1225 or higher)*</td>
<td>6</td>
</tr>
<tr>
<td>Concentration electives from one area below:</td>
<td>15</td>
</tr>
<tr>
<td>Mathematics upper-level courses. i</td>
<td></td>
</tr>
<tr>
<td>A. Communications/Humanities: Select from courses in art,</td>
<td></td>
</tr>
<tr>
<td>foreign languages, humanities, media communications, music,</td>
<td></td>
</tr>
<tr>
<td>philosophy, speech, theatre, &amp; 2000-level English.</td>
<td></td>
</tr>
<tr>
<td>B. Social Sciences: Select from courses in anthropology,</td>
<td></td>
</tr>
<tr>
<td>economics, geography, government, history, psychology, and</td>
<td></td>
</tr>
<tr>
<td>sociology.</td>
<td></td>
</tr>
<tr>
<td>C. Science</td>
<td></td>
</tr>
<tr>
<td>D. Mathematics: Select from math courses numbered higher</td>
<td></td>
</tr>
<tr>
<td>than 1215 and up to 4 hours from chemistry or physics courses</td>
<td></td>
</tr>
<tr>
<td>numbered 1500 or higher</td>
<td></td>
</tr>
<tr>
<td>Program requirements (EDUC 1010, 1560, 1960, 2040; PSYC</td>
<td></td>
</tr>
<tr>
<td>1101; PSYC 2207 or 2208; HIST 1010, 1020, 1110 or 1120)</td>
<td>21</td>
</tr>
<tr>
<td>Free elective</td>
<td>3</td>
</tr>
<tr>
<td>Wellness</td>
<td>2</td>
</tr>
<tr>
<td>Total hours</td>
<td>64</td>
</tr>
</tbody>
</table>

Sample Sequence:  (intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.)

First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010)</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (MATH 1215 or higher)</td>
<td>3</td>
</tr>
<tr>
<td>Foundations of Education (EDUC 1010)</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology I (PSYC 1101)</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language elective</td>
<td>4</td>
</tr>
<tr>
<td>Wellness (Awareness/Instructional Component)</td>
<td>1</td>
</tr>
</tbody>
</table>

Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1020)</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (MATH 1225 or higher)</td>
<td>3</td>
</tr>
<tr>
<td>Child or Adolescent Psychology (PSYC 2207 or 2208)</td>
<td>3</td>
</tr>
<tr>
<td>Teaching in the Diverse Classroom (EDUC 2040)</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language elective</td>
<td>4</td>
</tr>
</tbody>
</table>

Third Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory Science elective</td>
<td>3</td>
</tr>
<tr>
<td>Concentration electives</td>
<td>6</td>
</tr>
<tr>
<td>Special Ed &amp; Inclusive Classroom (EDUC 1560)</td>
<td>3</td>
</tr>
<tr>
<td>History (HIST 1010, 1020, 1110, or 1120)</td>
<td>3</td>
</tr>
<tr>
<td>Wellness (Activity Component)</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Fourth Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory Science elective</td>
<td>3</td>
</tr>
<tr>
<td>Concentration electives</td>
<td>9</td>
</tr>
<tr>
<td>Fieldwork &amp; Seminar in Education (EDUC 1960)</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts Course</td>
<td>3</td>
</tr>
<tr>
<td>Wellness (Activity Component)</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Footnotes:

1In the Communications/Humanities and Social Sciences areas, upper-level courses have a 2000 number; they are noted as upper-level courses in the description. Mathematics upper-level courses are numbered 1215 or higher. Science upper-level courses are numbered 1500 or higher.

* Based on placement, students might be required to successfully complete preparatory course(s) before attempting further course or program requirements.
Liberal Arts and Sciences: Humanities and Social Sciences

Associate in Arts Degree, Transfer program

Divisions of Communications & Humanities and Social Sciences & Social Services
Associate Dean: Byron Shaw; Associate Dean: Deborah Beall

This program provides the first two years of a traditional college education leading toward such professions as law, teaching at all levels through college, journalism, psychology, international affairs, translation, political science, and many more that require a working knowledge of a modern language as well as a strong academic background. By following a rigorous liberal arts and sciences curriculum, graduates will have developed capabilities in academic research and writing; an ability to apply scientific method and critical thinking skills to validate their own ideas and inquiries; sufficient math skills to deal with complex problems; and an awareness and appreciation of living in a culturally, racially, and ethnically diverse society. The humanities, social sciences, and liberal arts and sciences electives allow students to focus their curriculum toward a specific goal or to explore a variety of disciplines. The courses accommodate a wide range of career choices. In a world where technology is constantly changing, students must be ready for a tomorrow where jobs change rapidly or disappear. This program provides a solid educational foundation by encouraging students to be knowledgeable about the past, but prepared for the future.

Graduates will have:
- Self-Direction (To Work on One’s) – The ability to independently define, plan, and complete a project in conformance with assigned criteria, locating, evaluating, integrating, and correctly documenting any necessary primary or secondary source material;
- Analytical skills (To Think) – The ability to evaluate the quality of a claim, concept or process by careful consideration of the appropriateness, relevance, and/or truth of the supporting evidence;
- Understanding of the World (To Know) – The ability to demonstrate a foundation knowledge of the Natural World, The Physical World, The Social/Cultural World, The Historical World and The Contemporary World;
- Problem Solving (To Discover) – The ability to determine the best of many possible solutions to problems, whether numerical, symbolic, ethical, linguistic, or social;
- Expressivity (To Communicate) – The ability to clearly present information through writing, speech, visual presentation, or performance;
- Understanding of Human Condition and Human Behavior (To Understand) – The ability to demonstrate a basic understanding of motive and resultant human behaviors and activities;
- Creativity (To Innovate) – The ability to devise and express original insights and/or distinctive relationships among concepts;
- World Citizenship (To Appreciate) – The ability to demonstrate fundamental appreciation of cultures other than one’s own.

Program Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010-1020)²</td>
<td>6</td>
</tr>
<tr>
<td>2000 level communication courses¹</td>
<td>12</td>
</tr>
<tr>
<td>Upper-level Modern Language (ASL, Arabic, Chinese, French, German, Italian, Russian, or Spanish 2010/higher)</td>
<td>4</td>
</tr>
<tr>
<td>Social Sciences electives</td>
<td>12</td>
</tr>
<tr>
<td>Laboratory Science electives</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics (MATH 1110 or higher)*</td>
<td>3</td>
</tr>
<tr>
<td>Humanities electives</td>
<td>6</td>
</tr>
<tr>
<td>Liberal Arts and Sciences electives</td>
<td>9</td>
</tr>
<tr>
<td>Free electives</td>
<td>8</td>
</tr>
<tr>
<td>Wellness</td>
<td>2</td>
</tr>
<tr>
<td>Total hours</td>
<td>62</td>
</tr>
</tbody>
</table>

Sample Sequence: (intended as a guide for academic planning. It need not be followed exactly or completed in four semesters. The sequence of courses may vary from this sample depending on the student’s intended eventual major.)

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010)*</td>
<td>English (ENGL 1020)</td>
</tr>
<tr>
<td>Modern Language (2010 or higher)</td>
<td>Free elective</td>
</tr>
<tr>
<td>Social Sciences elective</td>
<td>Social Sciences elective</td>
</tr>
<tr>
<td>Laboratory Science elective</td>
<td>Laboratory Science elective</td>
</tr>
<tr>
<td>Wellness (Awareness/Instructional Component)</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Wellness (Activity Component)</td>
<td>0.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Fourth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-level Communications course¹</td>
<td>3</td>
</tr>
<tr>
<td>Free elective</td>
<td>2000-level Communications course¹</td>
</tr>
<tr>
<td>Social Sciences elective</td>
<td>Social Sciences elective</td>
</tr>
<tr>
<td>Humanities elective</td>
<td>Humanities elective</td>
</tr>
<tr>
<td>Liberal Arts and Sciences elective</td>
<td>Liberal Arts and Sciences electives</td>
</tr>
<tr>
<td>Wellness (Activity Component)</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Footnotes:
12000-level communications course requirements may be satisfied with English, modern language literature, media communications, speech, or theatre courses.

*Based on placement, students may be required to take ENGL 0950 and/or ENGL 0990 before taking ENGL 1010, and MATH 0960 before taking a math credit course.

**Students in this program who plan to transfer to a SUNY college can meet 21 credits of the general education requirement.
Liberal Arts and Sciences: Humanities and Social Sciences
Associate in Science Degree, Transfer program
Divisions of Communications & Humanities and Social Sciences & Social Services
Associate Dean: Byron Shaw; Associate Dean: Deborah Beall

This program is highly transferable and provides flexibility and exploration in a wide variety of studies since it contains many free electives. The training in disciplines under the general category of liberal arts is also excellent preparation for many traditional careers, including medicine, dentistry, law, teaching, business, international studies, mass media, mass communications, health, physical education, and recreation. Students can choose to concentrate in an area that matches their interests, or they can develop a curriculum to suit a unique academic goal not met by any other program. By following a rigorous liberal arts and sciences curriculum, graduates will have developed capabilities in academic research and writing; an ability to apply scientific method and critical thinking skills to validate their own ideas and inquiries; sufficient math skills to deal with complex problems; an awareness and appreciation of living in a culturally, racially, and ethnically diverse society.

Graduates will have:

- Self-Direction (To Work on One’s) – The ability to independently define, plan, and complete a project in conformance with assigned criteria, locating, evaluating, integrating, and correctly documenting any necessary primary or secondary source material;
- Analytical skills (To Think) – The ability to evaluate the quality of a claim, concept or process by careful consideration of the appropriateness, relevance, and/or truth of the supporting evidence;
- Understanding of the World (To Know) – The ability to demonstrate a foundation knowledge of the Natural World, The Physical World, The Social/Cultural World, The Historical World and The Contemporary World;
- Problem Solving (To Discover) – The ability to determine the best of many possible solutions to problems, whether numerical, symbolic, ethical, linguistic, or social;
- Expressivity (To Communicate) – The ability to clearly present information through writing, speech, visual presentation, or performance;
- Understanding of Human Condition and Human Behavior (To Understand) – The ability to demonstrate a basic understanding of motive and resultant human behaviors and activities;
- Creativity (To Innovate) – The ability to devise and express original insights and/or distinctive relationships among concepts;
- World Citizenship (To Appreciate) – The ability to demonstrate fundamental appreciation of cultures other than one’s own.

Program Requirements:

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010-1020)*</td>
<td>6</td>
</tr>
<tr>
<td>Humanities electives</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences electives</td>
<td>6</td>
</tr>
<tr>
<td>Laboratory Science electives</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics (MATH 1110 or higher)*</td>
<td>6</td>
</tr>
<tr>
<td>Concentration electives from at least one area below</td>
<td>15</td>
</tr>
<tr>
<td>At least 9 hours must be upper-level courses.¹</td>
<td></td>
</tr>
</tbody>
</table>

A. Communications/Humanities: Select from courses in art, foreign languages, humanities, media communications, music, philosophy, speech, theatre and 2000-level English.

B. Social Sciences: Select from courses in anthropology, economics, geography, government, history, psychology, and sociology.

C. Individualized Studies: Select from liberal arts and sciences courses. (Selection of this concentration requires approval by associate deans of instruction for the program in collaboration with the academic advisor.)

Free Electives 15
Wellness 2
Total Hours: 62

Sample Sequence: (intended as a guide for academic planning. It need not be followed exactly or completed in four semesters. The sequence of courses may vary from this sample depending on the student’s intended eventual major.)

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010)</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences elective</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Humanities elective</td>
<td>3</td>
</tr>
<tr>
<td>Free elective</td>
<td>3</td>
</tr>
<tr>
<td>Wellness (Awareness/Instructional Component)</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Fourth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory Science elective</td>
<td>3</td>
</tr>
<tr>
<td>Concentration electives¹</td>
<td>6</td>
</tr>
<tr>
<td>Free electives</td>
<td>6</td>
</tr>
<tr>
<td>Wellness (Activity Component)</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Footnotes:

¹In the Communications/Humanities and Social Sciences areas, most upper-level courses carry a 2000 designation; they are noted as upper-level courses in the course description. Sciences & Mathematics upper-level courses are those math courses numbered 1310 or higher and science courses numbered 1500 or higher.

*Students in this program who plan to transfer to a SUNY college can meet 21 credits of the general education requirement.

*Based on placement, students may be required to take ENGL 0950 and/or ENGL 0990 before taking ENGL 1010, and MATH 0960 before taking a math credit course.
Liberal Arts and Sciences: Mathematics and Science and Sciences
Associate in Science Degree, Transfer program
Divisions of Health & Sciences and Math, Physics, Technology & Engineering
Associate Dean: Rachel Hofstetter; and Associate Dean: Bradley Cole
Department Chair Mathematics: Julie Crotuea; and Department Chair Biology/Chemistry: Brenda Gustin

This program is recommended for students interested in the mathematics/sciences area of liberal arts and sciences. Students who choose this program are typically interested in transferring to major in mathematics or the natural or physical sciences, or are those who have interest in careers such as pharmacy, medicine, physical therapy, veterinary medicine, or mathematics or science education. It involves a more rigorous and concentrated level of mathematics and science than the other liberal arts programs, but still allows approximately 21 hours of electives. In all cases, students should look closely at the mathematics and science course descriptions to ensure that this program matches their abilities and career choice. Depending upon their long-range plans, they might also take a foreign language as an elective.

Graduates will demonstrate:

• Self-Direction (To Work on One’s) – The ability to independently define, plan, and complete a project in conformance with assigned criteria, locating, evaluating, integrating, and correctly documenting any necessary primary or secondary source material;
• Analytical skills (To Think) – The ability to evaluate the quality of a claim, concept or process by careful consideration of the appropriateness, relevance, and/or truth of the supporting evidence;
• Understanding of the World (To Know) – The ability to demonstrate a foundation knowledge of the Natural World, The Physical World, The Social/Cultural World, The Historical World and The Contemporary World;
• Problem Solving (To Discover) – The ability to determine the best of many possible solutions to problems, whether numerical, symbolic, ethical, linguistic, or social;
• Expressivity (To Communicate) – The ability to clearly present information through writing, speech, visual presentation, or performance;
• Understanding of Human Condition and Human Behavior (To Understand) – The ability to demonstrate a basic understanding of motive and resultant human behaviors and activities;
• Creativity (To Innovate) – The ability to devise and express original insights and/or distinctive relationships among concepts;
• World Citizenship (To Appreciate) – The ability to demonstrate fundamental appreciation of cultures other than one’s own.

High school or equivalent preparation required: Two years of science and three years of mathematics, including algebra, geometry, intermediate algebra, and trigonometry. Students who don’t have this preparation will be able to get it here, but it may take longer to complete the program.

Program Requirements:

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010-1020)*</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics2*</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences electives</td>
<td>6</td>
</tr>
<tr>
<td>Laboratory Science sequence1</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics and/or Science Concentration1, 2</td>
<td>10</td>
</tr>
<tr>
<td>Computer Programming Language1</td>
<td>3</td>
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<tr>
<td>Free electives4</td>
<td>21</td>
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<tr>
<td>Wellness</td>
<td>2</td>
</tr>
<tr>
<td>Total hours</td>
<td>62</td>
</tr>
</tbody>
</table>

Sample Sequence: (intended as a guide for academic planning. It need not be followed exactly or completed in four semesters. The sequence of courses may vary from this sample depending on the student’s intended eventual major.)

First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010)</td>
<td>3</td>
</tr>
<tr>
<td>Laboratory Science1</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics2</td>
<td>3</td>
</tr>
<tr>
<td>Free electives4</td>
<td>6</td>
</tr>
<tr>
<td>Wellness (Awareness/Instructional Component)</td>
<td>1</td>
</tr>
<tr>
<td>Wellness (Activity Component)</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1020)</td>
<td>3</td>
</tr>
<tr>
<td>Laboratory Science1</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics2</td>
<td>3</td>
</tr>
<tr>
<td>Free electives4</td>
<td>3</td>
</tr>
</tbody>
</table>

Third Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Sciences elective</td>
<td>3</td>
</tr>
<tr>
<td>Science-Mathematics1, 2</td>
<td>6</td>
</tr>
<tr>
<td>Free electives4</td>
<td>6</td>
</tr>
<tr>
<td>Wellness (Activity Component)</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Fourth Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Sciences elective</td>
<td>3</td>
</tr>
<tr>
<td>Science-Mathematics1, 2</td>
<td>4</td>
</tr>
<tr>
<td>Free electives4</td>
<td>6</td>
</tr>
</tbody>
</table>

Footnotes:
1 Science courses must be selected from those numbered 1500 or higher.
2 Mathematics courses must be selected from courses numbered 1310 or higher. Students planning to transfer to a mathematics program at a four-year institution should select 1610-1620 to meet the mathematics requirement. To meet the concentration requirement, they should choose MATH 2610, and two courses from MATH 2330, 2410, 2560, 2620.
3 Select from SCIN 1060, CSCS 1320, CSCS 2420, CSSST 1600, ENGR 1050, TECH 1060 or ELEC 2070. It is strongly recommended that those who plan to transfer in Biology or Chemistry select SCIN 1060. Math/Physics majors must choose from CSCS 1320, CSCS 2420, CSSST 1600 or ENGR 1050.
4 Foreign language recommended.

* Based on placement, students may be required to take ENGL 0950 and/or ENGL 0990 before taking ENGL 1010, and prerequisite math classes before taking a required math course.
Machine Tool Technology
Associate in Applied Science Degree, Career program
Division of Math, Physics, Technology & Engineering Science, Associate Dean: Bradley Cole
Department Chair: John Longwell

Students in the Machine Tool Technology program study that portion of the manufacturing arena that actually produces the parts that go into the products sold throughout the world. Machinists set up and operate a vast variety of machine tools from basic lathes to advanced computer numerically controlled (CNC) machining centers. In today’s highly automated, high precision environment, the machinist needs a comprehensive knowledge of mathematics, precision measurement, CNC programming, and communication skills. Machinists must understand the working properties of metals such as steel, cast iron, aluminum and the effect heat treating has on their properties. They must be able to read complicated blueprints, translating these images into machined objects.

Graduates will be able to:
• Write and edit programs;
• Run parts on a CNC machining center;
• Use basic machining equipment and tools;
• Calculate and identify proper tool geometry, feeds, speeds, screw threads, and tapers to machine parts of various materials;
• Design simple jigs and fixtures;
• Read and inspect parts made to drawing specifications;
• Draw parts of various types and process them with MasterCam software.

In today’s environment, the machinist is an integral part of a manufacturing team which analyzes processes, estimates costs, schedules production, and programs automated machines which are factors necessary to ensure a continuous refinement and improvement of the manufacturing process. With this involvement comes the knowledge and pride of having an immediate impact on, and control over, quality. Quality and productivity are critical factors in today’s global economy.

Program Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Required Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010 &amp; 1020 or 1030)*</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics (MATH 1230-1240 or higher)*</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences electives</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Physics (PHYS 1010)</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Technical Report Writing (ENGL 1501)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>70</strong></td>
<td><strong>70</strong></td>
</tr>
</tbody>
</table>

Students are strongly advised to take the Orientation to Technology (TECH 1050) course [offered before the semester begins] where their computer skills will be assessed. It may be possible to get credit for TECH 1110 and TECH 1120 via this assessment.

Sample Sequence: (intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.)

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010)</td>
<td>English (ENGL 1020)</td>
</tr>
<tr>
<td>Mathematics (MATH 1230 or higher)</td>
<td>Mathematics (MATH 1240 or higher)</td>
</tr>
<tr>
<td>Precision Machining I (MACH 1040)</td>
<td>Precision Machining II (MACH 1540)</td>
</tr>
<tr>
<td>Engineering Graphics I (MECH 1050)</td>
<td>CNC Programming (MECH 1560)</td>
</tr>
<tr>
<td>Technical Word Processing and Research (TECH 1110)†</td>
<td>Dimensional Metrology (MECH 1570)</td>
</tr>
<tr>
<td>Spreadsheet Applications in Technology (TECH 1120)†</td>
<td></td>
</tr>
<tr>
<td>Wellness (Awareness/Instructional Component)</td>
<td>Summer: Machine Tool Co-op (MACH 2350)</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Third Semester</strong></td>
<td><strong>Fourth Semester</strong></td>
</tr>
<tr>
<td>Social Sciences elective</td>
<td>Social Sciences elective</td>
</tr>
<tr>
<td>Manufacturing Methods (TECH 1030)</td>
<td>Tooling Technology (MACH 2410)</td>
</tr>
<tr>
<td>CNC Machining (MACH 2400)</td>
<td>Metallurgy for the Machinist (MACH 1250)</td>
</tr>
<tr>
<td>MasterCam I (MACH 2380)</td>
<td>Physics (PHYS 1010)</td>
</tr>
<tr>
<td>CNC Lathe Programming (MACH 2510)</td>
<td>Technical Report Writing (ENGL 1501)</td>
</tr>
<tr>
<td>Wellness (Activity Component)</td>
<td>Wellness (Activity Component)</td>
</tr>
<tr>
<td></td>
<td>0.5</td>
</tr>
</tbody>
</table>

Footnotes:
† Evening students should substitute BUOT 1062 and CSST 1051.
*Based on placement, students may be required to take ENGL 0950 and/or ENGL 0990 before taking ENGL 1010, and MATH 0960 before taking a math credit course.
* High school or equivalent preparation required: Two years of high school mathematics including algebra and either geometry or intermediate algebra. Students who don’t have this preparation will be able to get it here, but it may take longer to complete the program.
Machine Tool Technology
Certificate, Career program
Division of Math, Physics, Technology & Engineering Science, Associate Dean: Bradley Cole
Department Chair: John Longwell

The purpose of this certificate program is to prepare students for immediate employment as entry level machine operators. They will become proficient in the operation of basic machine tools such as lathes, milling machines, grinders, drill presses and precision measurement equipment. To prepare for future career opportunities in the operation of machining centers, the College’s first course in CNC programming is also required. Students will develop supportive skills in basic mathematics and writing appropriate to a machinist position and necessary to continue their machinist training in an associate’s degree program in Machine Tool Technology.

Graduates will be able to
• Immediately enter the workforce with the skills required to run both production and job-shop parts;
• Apply their skills to set-up and operate common manufacturing machine tools;
• Edit CNC programs “on-the-fly” to assist in production scheduling;
• Demonstrate proficiency in the use of standard and state-of-the-art metrology to verify parts to a documented drawing.

To provide students with the option of electing this program or the associate’s degree in Machine Tool Technology, the first semester of both programs is identical. High school or equivalent preparation required: Two years of high school mathematics including algebra and either geometry or intermediate algebra. Students who don’t have this preparation will be able to get it here, but it may take longer to complete the program.

Program Requirements:

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010. By placement)*</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (MATH 1230 or higher)*</td>
<td>3</td>
</tr>
<tr>
<td>Technical Concentration (MACH 1040, 1250, 1540; MECH 1050, 1560, 1570; TECH 1110, 1120, 1030)</td>
<td>27</td>
</tr>
<tr>
<td>Total hours</td>
<td>33</td>
</tr>
</tbody>
</table>

Students should take the Orientation to Technology (TECH 1050) course [offered before the semester begins] where their computer skills will be assessed. It may be possible to get credit for TECH 1110, 1120, or CSST 1091 via this assessment. If students do not pass sections of the computer assessment, they may be required to take TECH 1110, 1120 or CSST 1091 to make up the deficiency.

Sample Sequence: (intended as a guide for academic planning. It need not be followed exactly or completed in two semesters.)

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Metallurgy for the Machinist (MACH 1250)</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (MATH 1230 or higher)</td>
<td>Manufacturing Methods (TECH 1030)</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Precision Machining I (MACH 1040)</td>
<td>Precision Machining II (MACH 1540)</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Engineering Graphics I (MECH 1050)</td>
<td>CNC Programming (MECH 1560)</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Technical Word Processing and Research (TECH 1110)</td>
<td>Metrology (MECH 1570)</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Spreadsheet Applications in Technology (TECH 1120)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Footnotes:
* Based on placement, students might be required to successfully complete preparatory course(s) before attempting further course or program requirements.
* All 33 credit hours of this program apply towards the specific 70 credit requirement of the Machine Tool Technology A.A.S. program allowing a student the opportunity to apply the credits earned in the certificate towards the completion of a two-year degree.
* 18 of the 33 credit hours of this program apply towards the specific 70 credit requirement of the Manufacturing Technology A.A.S. program allowing a student the opportunity to apply the credits earned in the certificate towards the completion of a two-year degree.
* 18 of the 33 credit hours of this program apply towards the specific 69 credit requirement of the Mechanical Technology: CAD Design A.A.S. program allowing a student the opportunity to apply the credits earned in the certificate towards the completion of a two-year degree.
Manufacturing Technology

Associate in Applied Science Degree, Career program

Division of Math, Physics, Technology & Engineering Science, Associate Dean: Bradley Cole Department Chair: John Longwell

Manufacturing Technology is a field of study that prepares students for careers in production settings, technical and/or management oriented professions. Manufacturing technicians are primarily involved with the management, operation, and maintenance of complex, team-oriented technological systems. Typical on-the-job functions may include work in production and inventory control, quality assurance, methods analysis, manufacturing supervision, and facilities management.

Within the traditional manufacturing courses, the program will integrate the latest concepts of Quality Management or Six Sigma Lean Principles that are increasingly important to the leadership and management of all organizations. With an awareness of growing global competition, the students will learn to apply these principles to produce benefits for customers, owners, employees, suppliers, and society at large. The initial semester will focus on topics common to all technical fields. Subsequent courses become more specialized and use the scientific method to identify and solve problems related to a manufacturing environment.

Graduates will be able to:
- Perform manufacturing process analysis and product testing;
- Apply a problem solving approach to manufacturing cost reduction;
- Develop quality control programs;
- Use a Computer Aided Design (CAD) system;
- Recognize and use project management techniques;
- Use word processing, spreadsheets and presentation software.

Program Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010 and 1020 or 1030)*</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics (MATH 1230-1240 or higher)*</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences electives.</td>
<td>6</td>
</tr>
<tr>
<td>Physics (PHYS 1010)</td>
<td>4</td>
</tr>
<tr>
<td>Technical Concentration (CADD1700, CADD2710; ELEC 1010, 2210; MECH 1050, 1550, 1560, 1570, 2050, 2210; MACH 2380; MFGT 2020, 2060; TECH 1030, 1080)</td>
<td>46</td>
</tr>
<tr>
<td>Wellness</td>
<td>2</td>
</tr>
<tr>
<td>Total hours</td>
<td>70</td>
</tr>
</tbody>
</table>

Students should take the Orientation to Technology (TECH 1050) course [offered before the semester begins] where their computer skills will be assessed. It may be possible to get credit for TECH 1110, 1120, or CSST 1091 via this assessment. If students do not pass sections of the computer assessment, they may be required to take TECH 1110, 1120 or CSST 1091 to make up the deficiency.

Sample Sequence:  (intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.)

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010)</td>
<td>English (ENGL 1020)</td>
</tr>
<tr>
<td>Mathematics (MATH 1230 or higher)</td>
<td>Mathematics (MATH 1240 or higher)</td>
</tr>
<tr>
<td>Engineering Graphics I (MECH 1050)</td>
<td>CNC Programming (MECH 1560)</td>
</tr>
<tr>
<td>Manufacturing Methods (TECH 1030)</td>
<td>Engineering Graphics II (MECH 1550)</td>
</tr>
<tr>
<td>Manufacturing Methods Lab (TECH 1080)</td>
<td>Physics (PHYS 1010)</td>
</tr>
<tr>
<td>Electricity (ELEC 1010)</td>
<td>Wellness (Activity Component)</td>
</tr>
<tr>
<td>Wellness (Awareness/Instructional Component)</td>
<td>0.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Fourth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials (MECH 2210)</td>
<td>Computer Aided Drafting II (CADD 2710)</td>
</tr>
<tr>
<td>Social Sciences elective</td>
<td>Manufacturing Supervision (MFGT 2060)</td>
</tr>
<tr>
<td>Quality Management (MFGT 2020)</td>
<td>Dimensional Metrology (MECH 1570)</td>
</tr>
<tr>
<td>Hydraulics &amp; Pneumatics (MECH 2050)</td>
<td>MasterCam I (MACH 2380)</td>
</tr>
<tr>
<td>Computer Aided Drafting I (CADD 1700)</td>
<td>Digital Electronics (ELEC 1510)</td>
</tr>
<tr>
<td>Wellness (Activity Component)</td>
<td>Social Sciences elective</td>
</tr>
<tr>
<td>0.5</td>
<td>3</td>
</tr>
</tbody>
</table>

Footnotes:
*Based on placement, students may be required to take ENGL 0950 and/or ENGL 0990 before taking ENGL 1010, and MATH 0960 before taking a math credit course.
*High school or equivalent preparation required: Two years of mathematics including algebra and either geometry or intermediate algebra.
Mechanical Technology: CAD Design
Associate in Applied Science Degree, Career program
Division of Math, Physics, Technology & Engineering Science, Associate Dean: Bradley Cole
Department Chair: John Longwell

Every new product, machine, vehicle, or device we enjoy today represents the work of creative mechanical designers. Those who derive satisfaction from the challenge of solving mechanical problems, making things work, and using computer technology to create new things, may have a future in this exciting field. This program represents a blend of applied design theory with the most recent innovations in Computer-Aided Design (CAD), Rapid Prototyping, Computer Numerical Control and traditional industrial practices. Initial courses focus on topics common to all technical fields, including mathematics, engineering graphics, machine tools, and basic electricity. Subsequent courses become more specialized as students apply computer technology to problems related to machine design and automation.

Graduates are prepared to:
• Use a CAD system for design, manufacture, and analysis; select materials, and design mechanical components and systems;
• Perform technician assignments involving measurements, test equipment, data recording and analysis;
• Communicate and understand technical terminology;
• Use word processing, spreadsheet, and presentation software;
• Recognize and use project management techniques.

Should students decide to continue their education at the four-year college level, courses taken at Corning transfer to upper-division colleges granting Bachelor of Science degrees in Mechanical Technology, Manufacturing Technology, and Manufacturing Engineering Technology.

Program Requirements:

<table>
<thead>
<tr>
<th>Course/Concentration</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010 and 1020 or 1030).*</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics (MATH 1230-1240 or higher)*</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences electives</td>
<td>4</td>
</tr>
<tr>
<td>Physics (PHYS 1010)</td>
<td></td>
</tr>
<tr>
<td>Technical Concentration (ELEC 1010; TECH 1030, 1080; MECH 1050, 1060, 1550, 1560, 1570, 2010, 2050, 2170, 2210; MFGT 2020; CADD 1700, 2710)</td>
<td>45</td>
</tr>
<tr>
<td>Total hours</td>
<td>69</td>
</tr>
</tbody>
</table>

*Based on placement, students may be required to take ENGL 0950 and/or ENGL 0990 before taking ENGL 1010, and MATH 0960 before taking a math credit course.

*High school or equivalent preparation required: Two years of mathematics including algebra and either geometry or intermediate algebra.

Sample Sequence: (intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.)

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010)</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (MATH 1230 or higher)</td>
<td>3</td>
</tr>
<tr>
<td>Engineering Graphics I (MECH 1050)</td>
<td>3</td>
</tr>
<tr>
<td>Manufacturing Methods (TECH 1030)</td>
<td>3</td>
</tr>
<tr>
<td>Manufacturing Methods Lab (TECH 1080)</td>
<td>1</td>
</tr>
<tr>
<td>Electricity (ELEC 1010)</td>
<td>4</td>
</tr>
<tr>
<td>Wellness (Awareness/Instructional Component)</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Fourth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Sciences elective</td>
<td>3</td>
</tr>
<tr>
<td>Hydraulics and Pneumatics (MECH 2050)</td>
<td>3</td>
</tr>
<tr>
<td>Technical Mechanics (MECH 1060)</td>
<td>2</td>
</tr>
<tr>
<td>Computer Aided Drafting I (CADD 1700)</td>
<td>3</td>
</tr>
<tr>
<td>Materials (MECH 2210)</td>
<td>4</td>
</tr>
<tr>
<td>Quality Management (MFGT 2020)</td>
<td>3</td>
</tr>
<tr>
<td>Wellness (Activity Component)</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Footnotes:

*Based on placement, students may be required to take ENGL 0950 and/or ENGL 0990 before taking ENGL 1010, and MATH 0960 before taking a math credit course.

*High school or equivalent preparation required: Two years of mathematics including algebra and either geometry or intermediate algebra.
Nursing

Associate in Applied Science Degree, Career program
Division of Health & Sciences, Associate Dean: Rachel Hofstetter
Department Director: Marguerite Smith

The integrated curriculum includes learning experiences in medical, surgical, pediatric, obstetric, geriatric, psychiatric and community settings. Clinical experience is provided in hospitals in Corning, Elmira, Bath, Sayre, Montour Falls, Wellsboro, Troy and at other health care agencies throughout the area during day, evening, and weekend hours. Students are responsible for their own transportation to clinical agencies and are expected to rotate agencies each semester.

Graduates will be able to:
- Function independently,
- Identify potential health problems,
- Provide health teaching and counseling,
- Give restorative and supportive care,
- Execute prescribed nursing and medical regimes.

Successful completion of this program enables graduates to take the National Council Licensing Examination for Registered Nurse (NCLEX).

This program is accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN) and registered by the New York State Education Department. Admission to the Nursing program does not guarantee eligibility to register into the first nursing course. Registration into nursing courses is on a space-available basis.

Eligibility and steps:
- Students must successfully complete courses in biology and chemistry either in high school (with a grade of 75% or its letter grade equivalent or higher within 10 years of entering first nursing course) or in college (with a grade of C or higher).
- Students must have no required developmental courses to complete (see prerequisites below), place in ENGL 1010 based on CCC assessments tests and must be eligible to take MATH 1215 or higher by assessment tests or by completion of MATH 1015 with a grade of C or higher. Beginning Fall 2013, math courses used for the prerequisite and program requirements will need to be completed with a grade of a “C” or higher. Beginning Fall 2014, MATH 1215 will be required to meet the Nursing Program requirement.
- Students will be required to submit a completed “Eligibility Packet for Nursing I”
- Packet includes:
  - Results of a criminal background check
  - Pennsylvania child abuse screening
  - Proof of current American Heart Association or American Red Cross BLS certification
  - Meet the “Essential Functions” of the Nursing program

Students must submit a completed Health Form for Nursing Students to the Health Office.

Each agency’s criteria may differ, but students who are unable to meet the requirements of the background check and/or child abuse check may not be able to begin any nursing course. In addition, students may be required to have flu vaccines as part of their clinical lab requirement. An applicant who has been convicted of a felony may not be allowed to take the NCLEX. For more information, contact the Nurse Education Department Director. Students entering the Nursing program will need to know basic keyboarding and computer use. CCC offers both of these courses.

Prospective students who have graduated from an accredited LPN program may be eligible for advanced placement. All LPNs requesting advanced placement MUST complete an “Advanced Placement Packet”, submit an official PN transcript and evidence of licensure as a practical nurse; meet the entry requirements for the College; meet prerequisite requirements for entrance into their initial nursing course. To be considered for advanced placement LPNs must also complete at least 12 credits of program requirements including Integrated Science I or Anatomy & Physiology I and successfully pass an advanced placement exam. For further information regarding the exam please contact the Nurse Education Department. The advanced placement exam is valid for three years.

Nursing courses, specifically NURS 1100, 1500, 2000, 2100, 2500, have a shelf life of three years. If a student is unsuccessful in any of the clinical nursing courses, NURS 1100, 1500, 2100, or 2500, they would have the opportunity to submit a petition to the Nurse Education Department requesting the chance to repeat the course.

Students would only be allowed to repeat one clinical nursing course. Students must complete the sequence of nursing courses within five years of beginning their first nursing course.
Learning transforms lives.

Prerequisite Courses:

Developmental Courses: Any developmental courses will need to be completed successfully.
Math: Must be eligible to take MATH 1215 or higher by assessment tests or by completion of MATH 1015.
Science: See chart below.

<table>
<thead>
<tr>
<th>Science</th>
<th>If never taken in high school then:</th>
<th>If taken in high school and received less than 75% OR took in college and received less than a “C” then:</th>
<th>If taken in high school and received more than 75% and it has been more than 10 years then:</th>
<th>If taken in high school and received more than 75% and it has been less than 10 years OR taken in college and received more than a “C” then:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Must take BIOL 1050 or 1060 or 1010 or 1020 with a grade of “C” or higher.</td>
<td>Must take BIOL 1050 or 1060 or 1010 or 1020 with a grade of “C” or higher.</td>
<td>Take Prep Biology (BIOL 1001) and pass with a “B” or higher (or can take BIOL 1050 or 1060 or 1010 or 1020 and pass with a “C” or higher.</td>
<td>Prerequisite is met.</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Must take CHEM 1020 or 1010 and pass with a grade of “C” or higher.</td>
<td>Must take CHEM 1020 or 1010 and pass with a grade of “C” or higher.</td>
<td>Take Prep Chemistry (CHEM 1001) and pass with a “B” or higher (or can take CHEM 1020 or 1010 and pass with a “C” or higher.)</td>
<td>Prerequisite is met.</td>
</tr>
</tbody>
</table>

Program Requirements:

| English (ENGL 1010 and 1020 or 1030) | 6 | Nursing (NURS 1100, 1500, 2000, 2100, 2500) | 36 |
| Mathematics elective (MATH 1215 or higher) | 3 | Nursing elective | 1 |
| Social Wellness (PSYC 1101, SOCI 1010) | 6 | Laboratory Science (SCIN 1010-1020) | 10 |
| Wellness | 2 | Total hours | 64 |

Footnotes:
Based on placement, students might be required to successfully complete preparatory course(s) before attempting further course or program requirements.
1 SCIN 1010 Integrated Science I must be taken prior to or concurrently with NURS 1100 Nursing I and SCIN 1020 Integrated Science II must be taken prior to or concurrently with NURS 1500 Nursing II. SCIN 1010 & SCIN 1020 both must be completed with a C- or higher prior to entering NURS 2100 Nursing III. Completion of Integrated Science does not fulfill the biology or chemistry prerequisite for NURS 1100. The laboratory science requirement may also be met by taking the alternate science course BIOL 2010, BIOL 2020-2030, one of the following chemistry courses: CHEM 1020 or 1010 or 1510. Student who choose this option must complete BIOL 2020 and 2030 and either BIOL 2010 or one of the chemistry choice prior to entering NURS 2100, the remaining course can be taken concurrently with NURS 2100. Students who choose the alternate science course must complete them with a grade of C or higher.
2. A grade of C or better in a nursing course is necessary to continue to the next nursing course. Students who fail to provide safe and satisfactory patient care may be dropped from nursing courses and assigned a final grade of “F” at any time during the semester. Students who are unsuccessful in NURS 1100, 1500, 2100, and/or 2500 must petition the Department of Nurse Education for a second opportunity to complete the program. An unsuccessful attempt is: completion of a course with a grade of “F”, withdrawal from a course, or a failure in a nursing advanced placement exam. Students must petition by February 15th for the fall semester and September 15th for returning in the spring semester. Failure to meet the deadline will result in the non-approval of the student’s petition, and the student will need to wait until the following year. Readmission to nursing courses is on a space-available basis. NURS 1511 is required prior to re-entry into Nursing II. NURS 2110 is required prior to re-entry into Nursing III, and NURS 2510 is required prior to re-entry into Nursing IV. For re-entering students, credits previously earned for Nursing I, II, and III are valid for three years. Only one nursing course can be repeated. Eligibility packets/Advanced Placement packets are available in the Nurse Education Department or on the college website under Academic Programs > Health and Nursing > Nursing. Petitions for the Nursing program are available in the Nurse Education Department. Nursing courses must be completed within five years of beginning initial nursing course.
3 Advanced placement students – all LPNs will need to register and pass the advanced placement exam and submit a completed Advanced Placement Packet. The Advanced Placement exam can only be taken once. Students should contact the Nurse Education Department for more information. Students entering NURS 1500 after receiving credit for NURS 1100 based on receiving approval for advanced placement, are required to take NURS 1511 prior to beginning this course. Advanced Placement students will be registered in nursing courses on a space-available basis.
4 Evidence of certification in BLS CPR must be maintained throughout the program and submitted to the Nurse Education Department. The ONLY acceptable CPR courses are American Heart Association course “BLS Provider” or American Red Cross course “Basic Life Support for the Professional Rescuer”. Verification of an updated CPR certification will be monitored throughout each nursing course.
5 Prerequisite and program requirements for Math courses will need to be completed with a “C” or higher beginning Fall 2014.
6 Nursing electives: Select from NURS 1502, 1506, 1515, 1531, 2101, 2102, 2501, 2502, 2965, 2992, 2993; HLTH 1100, 1510, 2503.
7 Wellness requirement 2 cr. must be selected from the following courses: HEPD, HLTH, PEPD, PFIT, RECC, REPD, and WELL.
Police Basic Training
Certificate, Career program
Division of Social Sciences & Social Services, Associate Dean: Deborah Beall

The program has been approved by the New York State Division of Criminal Justice Services to meet Phase I of the Police Academy Training. (Phase II occurs after employment.) Entry into the program requires approval from the program coordinator, and completion of all remediation requirements. This certificate is not a guarantee of employment. No persons with a felony conviction in any state will be accepted. All applicants will be required to supply the following information prior to being accepted in this program: a) FBI/DCJS criminal history; b) NYS driver’s abstract from the NYS Department of Motor Vehicles proving the applicant’s privilege to operate a motor vehicle in the state of New York; and c) CCC Health Form documenting immunizations and an up-to-date physical exam which documents the ability of the applicant to perform the physical tasks in the PFIT curriculum. Due to physical fitness requirements from the NYS Department of Criminal Justice Services, all students will be required to successfully achieve a 40% rating on a physical fitness test based on the Cooper Norms, administered by staff designated by the session director and conducted in accordance with NYS DCJS guidelines. Due to the competitive nature of employment positions in law enforcement, each applicant will be required to successfully pass an oral board interview conducted by staff designated by the session director.

Graduates will:
• Have attained a level of expertise in the areas of: New York State Laws, crime scene investigations, physical training, defensive tactics, emergency medical services, emergency vehicle operations, and many other ancillary police activities sufficient for New York State Phase I Certification.

Recognized throughout the northeast as an exceptional educational facility, the CCC Criminal Justice Center is a New York State regional training center that certifies law enforcement officers. It is located on Goff Road (off Route 352) in East Corning. In accordance with NYS Civil Service Law for the appointment of police officers, preference for acceptance will be given to applicants who are between 20 and 34 years of age.

26 credit hours of this program can be applied towards the completion of the Criminal Justice A.A.S. degree and 19 credit hours of this program can be applied towards the completion of the Criminal Justice A.S. degree.

Program Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010, 1410)*</td>
<td>5</td>
</tr>
<tr>
<td>Sociology (SOCI 1010)</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>College Mathematics I (MATH 1015 or higher)*</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education (PFIT 1018)</td>
<td>3</td>
</tr>
<tr>
<td>Total hours</td>
<td>33</td>
</tr>
</tbody>
</table>

Sample Sequence: (intended as a guide for academic planning)

First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010)</td>
<td>3</td>
</tr>
<tr>
<td>Sociology (SOCI 1010)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Criminal Justice (CRJ 1010)</td>
<td>3</td>
</tr>
<tr>
<td>College Mathematics (MATH 1015 or higher)</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education (PFIT 1018)</td>
<td>3</td>
</tr>
</tbody>
</table>

Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Police Physical Conditioning and Wellness (CRJ 1540)</td>
<td>2</td>
</tr>
<tr>
<td>Laws of NY State (CRJ 1550)</td>
<td>3</td>
</tr>
<tr>
<td>Police Basic Procedures (CRJ 1560)</td>
<td>3</td>
</tr>
<tr>
<td>Police Community Interaction (CRJ 1570)</td>
<td>3</td>
</tr>
<tr>
<td>Police Investigation (CRJ 1580)</td>
<td>3</td>
</tr>
<tr>
<td>Police Certified First Responder (CRJ 1590)</td>
<td>2</td>
</tr>
<tr>
<td>Police Report Writing (ENGL 1410)</td>
<td>2</td>
</tr>
</tbody>
</table>
Recreation Studies
Associate in Science Degree, Transfer program
Division of Health & Sciences, Associate Dean: Rachel Hofstetter

The Recreation Studies A.S. degree is designed to enable students with interests in recreation, leisure, and outdoor education to transfer to most baccalaureate institutions with standing as a junior. The program outcomes emphasize both theory and practice. Its general education requirements in English, mathematics, lab sciences, social sciences, and humanities will provide students the required elements of a liberal arts education. Its core courses in recreation development and leadership are the elemental building blocks for further study in fields as varied as outdoor recreation, therapeutic recreation, or recreation management.

Graduates of this program will be able to:
- Identify the concepts of work, leisure, recreation, and play and the nature and diversity of each along with the importance of leisure as an essential element in the human experience;
- Have an understanding of risk management practices for recreational groups and be able to apply them in a camp program or setting and identify personal strengths and limitations in group leadership roles;
- Plan, organize, lead, and facilitate activities and program elements suited to camp, school, and other outdoor education units;
- Develop and refine an understanding of human values through experiential learning processes along with intervention plans for categories of risk such as education, substance abuse, crime and delinquency, teen pregnancy and others.

Careers in recreation involve planning, organizing activities in recreation areas, parks, community centers, religious organizations, camps, theme parks, and tourist attractions. Increasingly, recreation workers are found in businesses where they organize and direct leisure activities for employees. Inherent in Corning Community College’s mission is preparing students for a life of service to their professions and their communities in a global interdependent society. The recreation community is now being viewed as a key player in achieving important public policy objectives related to quality of life issues, economic development, and environmental responsibility.

Program Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010 and 1020)*</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics (MATH 1215 or higher, MATH 1310)*</td>
<td>7</td>
</tr>
<tr>
<td>Social Sciences (PSYC 1101, PSYC 2215)</td>
<td>6</td>
</tr>
<tr>
<td>Laboratory Science (BIOL 1010, BIOL 1020)</td>
<td>6</td>
</tr>
<tr>
<td>Communications (SPCH 1080 or 1060)</td>
<td>3</td>
</tr>
<tr>
<td>Humanities (SIGN 1010 or SPAN 1010)</td>
<td>4</td>
</tr>
<tr>
<td>History (HIST 1110)</td>
<td>3</td>
</tr>
<tr>
<td>Intro to Recreation and Leisure (REPD 1202)</td>
<td>3</td>
</tr>
<tr>
<td>Environmental Ethics (PHIL 2200)</td>
<td>3</td>
</tr>
<tr>
<td>Youth at Risk (HUSR 1590)</td>
<td>3</td>
</tr>
<tr>
<td>Recreation Leadership (REPD 1502)</td>
<td>3</td>
</tr>
<tr>
<td>Wilderness First Responder (RECC 1400)</td>
<td>5</td>
</tr>
<tr>
<td>RECC/PFIT/WELL elective**</td>
<td>2</td>
</tr>
<tr>
<td>Program Planning &amp; Recreation (REPD 1503)</td>
<td>3</td>
</tr>
<tr>
<td>Computer Literacy &amp; Application (CSIT 1390)</td>
<td>4</td>
</tr>
<tr>
<td>Total Hours</td>
<td>64</td>
</tr>
</tbody>
</table>

Sample Sequence: (intended as a guide for academic planning. It need not be followed exactly or completed in four semesters.)

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (ENGL 1010)</td>
<td>English (ENGL 1020)</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Laboratory Science (BIOL 1010)</td>
<td>Laboratory Science (BIOL 1020)</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Intro Recreation &amp; Leisure (REPD 1202)</td>
<td>Elementary Statistics (MATH 1310)</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Intro Psychology (PSYC 1101)</td>
<td>Abnormal Psychology (PSYC 2215)</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>College Mathematics I (MATH 1215)</td>
<td>Youth at Risk (HUSR 1590)</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Recreation Activity Course (RECC)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Fourth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wilderness First Responder (RECC1400)</td>
<td>Environmental Ethics (PHIL 2200)</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Programming Planning (REPD 1503)</td>
<td>American History (HIST 1110)</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Computer Lit. &amp; Microcomputer Appl. (CSIT 1390)</td>
<td>Humanities (SIGN 1010 or SPAN 1010)</td>
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<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Public Speaking (SPCH 1080 or 1060)</td>
<td>Recreation Leadership (REPD 1502)</td>
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<tr>
<td>3</td>
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<tr>
<td></td>
<td>Recreation Activity elective</td>
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Footnotes:
**Health, Wellness, Physical Education and Recreation courses that are needed for the Wellness requirement are built into this program.
Teaching Assistant
Certificate, Career program
Division of Social Sciences & Social Services, Associate Dean: Deborah Beall
Department Chair: Julie Dick

This program is intended for students interested in becoming a Teaching Assistant Level III. The third-level certificate permits the holder to provide direct instructional services to students under the general supervision of a licensed or certified teacher.

Graduates will be expected to
- Demonstrate competence in the following areas: literacy instruction of all students, instruction of students with special needs, awareness and appreciation of a variety of learning styles and instructional methodology, support of math instruction and development of study skills with students.

All candidates for Certification are required to pass the New York State Assessment of Teaching Assistant Skills, offered through the NYS Department of Education. New York State law also requires that candidates for certification submit to a fingerprint supported criminal history background. Additionally, candidates for certification are required to complete two clock hours of coursework or training regarding the identification and reporting of suspected child abuse and maltreatment and two clock hours of coursework or training in school violence prevention and intervention. Training in the identification of child abuse and maltreatment can be obtained via a non-credit course offered by CCC, Professional Development (PDEV) 0011. The Level III certification is continuously valid with completion of the required professional development hours every five years.

Program Requirements:

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<tr>
<th>Course</th>
<th>Hours</th>
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<tr>
<td>English (ENGL 1010)*</td>
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<tr>
<td>College Mathematics I (MATH 1215)*</td>
<td>3</td>
</tr>
<tr>
<td>Foundations of Education (EDUC 1010)</td>
<td>3</td>
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<tr>
<td>General Psychology (PSYC 1101)</td>
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<td>Program Elective**</td>
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Total hours: 24

Sample Sequence: (intended as a guide for academic planning.)

First Semester

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<th>Course</th>
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<tr>
<td>College Mathematics I (MATH 1215)</td>
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<tr>
<td>Foundations of Education (EDUC 1010)</td>
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<td>General Psychology (PSYC 1101)</td>
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Second Semester

<table>
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<tr>
<th>Course</th>
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<tr>
<td>Child or Adolescent Psychology (PSYC 2207 or 2208)</td>
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<tr>
<td>Fieldwork and Seminar in Education (EDUC 1960)</td>
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<tr>
<td>Teaching in a Diverse Classroom (EDUC 2040)</td>
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<tr>
<td>Program elective</td>
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Footnotes:
*Based on placement, students may be required to take ENGL 0950 and/or ENGL 0990 before taking ENGL 1010, and MATH 0960 before taking a math credit course.
*All 24 credit hours of this program it into the program requirements for the Liberal Arts and Sciences: Childhood Education (Teacher Education Transfer) degree, Liberal Arts and Sciences: Education/Childhood Education degree, or the Liberal Arts and Sciences: Humanities and Social Sciences, AS degree allowing a student the opportunity to apply the credits earned in the certificate towards the completion of a two-year degree.
**Program electives: ECED 1524 (Language Development and Children), EDUC 1560 (Special Ed & Inclusive Classroom), FYEX 1000 (First Year Experience), SCIN 1110 (Physical Sciences), SCIN 1120 (Natural Sciences), MATH 1130 (Math for Elementary Teachers I), CSST 1030 (Introduction to Graphical User Interface [GUI]), BUOT 1062 (Word Processing for Non-Major), CSST 1051 (Introduction to Spreadsheets), or HUSR 1520 (Introduction to Differing Abilities).
Course Descriptions
Courses are listed alphabetically by subject prefixes and 4-digit numbers that indicate the course level. Generally numbers that begin with a 0 are non-credit or developmental courses and do not apply to a degree. Those that begin with a 1 are freshmen or first-year level courses; a 2 indicates a sophomore or second-year level course and usually has a prerequisite. See the program pages for program specific requirements. When a prerequisite is indicated, students who believe they have knowledge similar to the prerequisite may consult with the course instructor about registration.

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

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

For more information on CCC’s non-credit course offerings contact our department of Workforce Development & Continuing Education or visit our website under the Community tab.

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Course Categories Chart
How courses meet discipline electives

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<tr>
<th>Liberal Arts and Sciences Electives</th>
<th>Business</th>
<th>Communications</th>
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<td>Communications</td>
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<tr>
<td>Honors</td>
<td>All courses with the HONS prefix.</td>
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<tr>
<td>Humanities</td>
<td>Art, Foreign Languages, Humanities, Media Communications, Music, Philosophy, Sign Language, Speech, Theatre, 2000-level English.</td>
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<tr>
<td>Laboratory Science</td>
<td>Any Astronomy, Biology, Chemistry, Geology, Physics, and General Science courses which have laboratory experiences along with lectures.</td>
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<tr>
<td>Mathematics</td>
<td>All courses with the MATH prefix.</td>
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<tr>
<td>Science</td>
<td>Includes all Laboratory Science and most General Science courses.</td>
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Equivalent Credit Courses
Equivalent credit courses are not used to satisfy degree requirements.
ABOD  Auto Body
Division of Math, Physics, Technology & Engineering Science
Faculty: Chris Blackwell

ABOD 1000  Auto Body Fundamentals
Basics of auto body repair business. Responsibilities of the shop and employees. Basic paperwork, tools, and personnel responsibilities introduced. Additional topics include customer relations, shop setup, and equipment. Written project and verbal presentation required. (3 cr. hrs.) (Fall). Needs Instructor consent.

ABOD 1010  Auto Body I
Collision Blue-printing, panel replacement, straightening and alignment, MIG, gas and spot welding, collision repair, and auto body tool identification and operation. (4 cr. hrs.) (Fall, Spring). Lecture/laboratory. Lab Fee. Auto body tools required.

ABOD 1020  Welding and Cutting
Different types of welding used to repair and assemble automobiles. Cutting apart and welding a vehicle safely without causing undue damage to the vehicle. Industrial welding procedures are also introduced. (4 cr. hrs.) (Fall, Spring). Lecture/laboratory. Personal welding tools needed.

ABOD 1510  Auto Refinishing
Current refinishing techniques. Includes primers and finishes, surface preparation, selection of tools, spraying and stripping techniques, safety and environmental regulations. Application of solvent based paint. (4 cr. hrs.) (Fall, Spring). Lecture/laboratory. Lab fee. Approved HVLP spray gun required.

ABOD 2010  Hazardous Communications
The safe handling, storage, and disposal of hazardous chemicals. Shop safety practices, personal safety, and environmental controls. “Right to Know”, “Cradle to Grave” laws and Area Source Rule will be researched. Written assignments required. (3 cr. hrs.) (Spring).

ABOD 2020  Automotive Components
Focuses on removal and replacement of doors, hoods, and other moveable body components most usually affected in a collision. Course is a bridge between auto body and auto mechanics. Many mechanical operations are covered. (4 cr. hrs.) (Fall). Prerequisites: ABOD 1010, ABOD 1020; MATH 1015. Lecture/laboratory. Auto body tools required. Needs Instructor consent.

ABOD 2030  Minor Collision Repair
Focuses on metal bonding along with panel alignment and placement and the repair of plastics and fiberglass. Use of body jacks introduced. (4 cr. hrs.) (Fall). Prerequisites: ABOD 1020; AUTO 1090, 1540; MATH 1015. Lecture/laboratory. Auto body tools required. Needs instructor consent.

ABOD 2040  Damage Analysis and Estimation
Analyzing damage caused by a collision and estimating the cost to repair. Includes observing and detecting all forms of vehicle damage. Primary, secondary, direct, and indirect damage will be analyzed. Written and verbal assignments. (3 cr. hrs.) (Fall). Prerequisite: MATH 1015.

ABOD 2050  Major Collision Repair
Straightening and repairing the frame system of a damaged automobile. Topics also include suspension, alignment, and major metal components. (4 cr. hrs.) (Spring). Prerequisites: ABOD 1010, 1020, 2030; MATH 1015. PHYS 1010 is strongly recommended. Lecture/laboratory. Auto body tools required. Needs Instructor consent.

ABOD 2060  Production
Supervised field experience at an auto body business. Design and implementation of student’s own auto body shop business plan. Customers and businesses will supply projects and materials. This is a Capstone course where students will log all educational and customer relations activities, work schedules, and completed objectives. Air conditioning and other mechanical operations are covered. (4 cr. hrs.) (Spring). Prerequisites: ABOD 2040; Co-requisite: ABOD 2050, ABOD 2070. Lecture/Laboratory. Needs instructor consent.

ABOD 2070  Automotive Refinishing II
Paint blending for today’s automobiles. Analyzing color and its relationship to the prime is the major focus. Water based refinishing utilized. (4 cr. hrs.) (Spring). Prerequisites: ABOD 1510, AUTO 1000, MATH 1015. Lecture/laboratory. Spray equipment required.

ABOD 2080  Advanced Auto Refinishing
Covers the custom refinishing with an airbrush. Includes analysis of paint problems, demonstrations of custom processes such as pinstriping, lettering, detailing scenes, flames, and graphics; selection of air brushes; use of HVLP and touch-up spray guns; introduction of multi-state, pearl and heavy metallic paints. (3 cr. hrs.) (Fall/Spring). Lecture/demonstration. Air brushes and specialty tools mandatory.

ABOD 2110  Specialty Automotive Construction
How an automobile is constructed from the ground up. Covers all necessary technology from suspension to paint. Projects will be team efforts. Teamwork and leadership intensive. (3 cr. hrs.) (Fall). Prerequisite: Instructor consent. Lecture/laboratory.

ABOD 2130  Automotive Glass
Installation and safe removal of auto glass which is a growing sector of the automotive industry. Attention to installation of structural glass as a concern for passenger safety. (3 cr. hrs.) (Fall). Lecture/laboratory. Special installation tools needed.
### ACCT 1000  Accounting Practices
Vocabulary and concepts of accounting and bookkeeping for the small business. Provides some knowledge of accounting for working in a business environment and some skills to do the accounting in a small business organization. (4 cr. hrs.) (Fall, Spring). Cannot be taken for credit if credit has already been earned for ACCT 1030.

### ACCT 1010   Microcomputer Bookkeeping
(New Course)
The application of computerized general ledger accounting software with emphasis on processing transactions and payroll, printing reports, as well as managing both accounts receivable and accounts payable. (1 cr. hr.) (Spring). Prerequisites: ACCT 1000 or ACCT 1030, CSST 1031 or CSIT 1390. Students may not receive credit for both ACCT 2100 and ACCT 1010.

### ACCT 1030  Financial Accounting
Theories, principles and procedures related to financial or general accounting. Generally accepted accounting principles as they relate to the valuation of assets and equities and the measurement of accrual-based income. (4 cr. hrs.) (Fall, Spring). Prerequisite: Eligible to take ENGL 1010 and MATH 1015.

### ACCT 1040  Managerial Accounting
Introduction to internal and manufacturing accounting: job order, process and standard costing. Includes cost behavior, cost-volume-profit analysis, operating budgets and capital budgeting techniques, cost allocations and statement of cash flows. (4 cr. hrs.) (Fall, Spring). Prerequisite: ACCT 1030.

### ACCT 1060  Fundamental Accounting Procedures
In-depth study of manual accounting procedures, preparation and analysis of the Statement of Cash Flows, as well as alternatives for making accrual and deferral adjustments, including merchandise inventory and closing entries. (2 cr. hrs.) (Fall, Spring). Prerequisites: ACCT 1030 and CSST 1051 or CSIT 1390.

### ACCT 1100  Federal Income Tax
Current federal income tax law and its application to the individual taxpayer. Inclusions and exclusions to gross income, deductions, capital gains and losses, and preparation of individual returns. (3 cr. hrs.) (ASN). and preparation of individual returns. (3 cr. hrs.) (ASN).

### ACCT 2030  Intermediate Accounting I
Intensive study of generally accepted accounting principles. The accounting cycle; cash; receivables; inventories; property, plant and equipment; depreciation and compound interest. (4 cr. hrs.) (Fall). Prerequisite: ACCT 1030.

### ACCT 2040  Intermediate Accounting II
Continuation of generally accepted accounting principles. Intangibles, long-term liabilities, contributed capital, retained earnings, leases, earnings per share, changes and errors, and the statement of cash flows. (4 cr. hrs.) (ASN). Prerequisite: ACCT 2030.

### ACCT 2050  Cost Accounting
Cost accumulation and allocation procedures; cost terminology; tools for planning and control; cost-volume-profit analysis; job order and process systems; standard costing and variance analysis; JIT costing; budgeting; performance evaluation in various environments; ABC and capital budgeting. (4 cr. hrs.) (Spring). Prerequisite: ACCT 1040.

### ACCT 2090  Fund Accounting
An introduction to accounting for governmental and non-profit organizations. A study of current Governmental Accounting Standards Board pronouncements and the special procedures pertaining to fund accounting, including budgeting, capital projects, enterprise funds, general funds, debt service funds, fixed assets, long-term debt, and account groups. (4 cr. hrs.) (ASN). Prerequisite: ACCT 1050.

### ANTH 2120  Cultural Anthropology
A holistic study of human variation and adaptation over time in a wide range of societies from nonliterate, nonindustrial communities, and modern non-Western cultures and indigenous peoples of the Americas. Focus includes kinship systems, economic arrangements, social control, religion and art. (3 cr. hrs.) (Fall/Spring). Upper-level course. Writing in content area. Meets General Education requirement in Other World Civilizations. Recommended for second-year students.
ARAB  Arabic
Division of Communications & Humanities
Faculty: Michael Beykirch

ARAB 1010  Elementary Modern Standard Arabic Conversation & Structure I
Modern standard Arabic vocabulary and expressions. Listening comprehension, speaking ability, and extensive practice in reading and writing the Arabic alphabet. (4 cr. hrs.) (ASN). Lecture/Recitation/Laboratory. Meets General Education requirement in Foreign Languages.

ARAB 1020  Elementary Modern Standard Arabic Conversation & Structure II
Additional practice in conversation, development of reading and writing skills, and a systematic study of Modern Standard Arabic grammar. (4 cr. hrs.) (ASN). Prerequisite: ARAB 1010 or equivalent. Lecture/Recitation/Laboratory. Meets General Education requirement in Foreign Languages.

ARTS  Art
Division of Communications & Humanities
Faculty: Molly Cagwin, Fred Herbst, David Higgins

Note: Beginners in art should elect from the following courses:
ARTS 1030, ARTS 1210, ARTS 1310, ARTS 1320, ARTS 1410, and ARTS 1420, which are introductory courses and have no prerequisites. All art majors should begin with ARTS 1030, ARTS 1310, and ARTS 1410 and should request an art faculty advisor. The College reserves the right to retain certain selected student works of art accomplished for studio courses.

ARTS 1000  Essentials of Art
An introduction to the visual arts emphasizing the understanding and appreciation of art through a review of the elements and principles of art and design, as well as an examination of two- and three-dimensional art forms, methods and media. (3 cr. hrs.) Available through Accelerated College Education program. Meets General Education requirement in Humanities.

ARTS 1004  Introduction to Art Appreciation
An introduction to art as a form of visual communication. Emphasis on historical, social, ethnic, and intellectual basis for creating art, as well as the relevance of art in contemporary culture. (1 cr. hr.) (ASN). Available for New York State teacher certification as required through GST BOCES. This course will NOT meet the Arts requirement for students intending to transfer to teacher education programs.

ARTS 1030  Drawing I
A beginning course employing a variety of media. Emphasis on development of visual perception and drawing ability through the study of shape, proportion, line, linear perspective, value and texture. Still-life, architectural and natural forms will be explored. (3 cr. hrs.) (Fall, Spring). Individual and group instruction; lecture/studio. Fee $25. Meets General Education requirement in the Arts.

ARTS 1210  Ceramics I
The nature of clay and its aesthetic potential for the creation of functional and decorative forms. Emphasis on handbuilding, wheel-throwing, clay making, glazing, kiln firing techniques, and maintaining a ceramic studio. (3 cr. hrs.) (Fall, Spring). Individual and group instruction; lecture/studio. Fee $40. Meets General Education requirement in the Arts.

ARTS 1220  Basic Black & White Photo
Basic theories and principles of black and white photography. Includes basic camera handling, photographic chemical preparation, 35 mm roll film processing, projection printing and controls, photographic lighting, and methods of using black and white film. (3 cr. hrs.) (ASN). Students must supply their own cameras and photographic supplies; rental cameras are available through the College. Darkroom facilities will be made available. Course enrollment is limited to a maximum of 15 students. Lecture/activity. Fee $50. Meets General Education requirement in the Arts.

ARTS 1310  History/Appreciation of Art I
Survey of representative works of art for increased aesthetic perception. Analysis of architecture, sculpture, and painting of western art history from Ancient Egyptian through the Middle Ages. (3 cr. hrs.) (Fall, Spring). Prerequisite: Eligible to take ENGL 1010. Writing in content area. Meets General Education requirement in Western Civilization or Humanities.

ARTS 1320  History/Appreciation of Art II Representative works of architecture, painting and sculpture from the Renaissance to the present. (3 cr. hrs.) (Spring). Prerequisite: Eligible to take ENGL 1010. Writing in content area. Meets General Education requirement in Western Civilization or Humanities.

ARTS 1400  Introduction to Digital Art
An introduction to the concepts and tools of digital art. Commercial applications, such as Adobe Photoshop, will be used and demonstrated. The course provides experience in applying the principles of design, composition, color systems, and image manipulation. (3 cr. hrs.) (ASN). Lecture/activity. Fee $25. Meets General Education requirement in the Arts.

ARTS 1410  Two-Dimensional Design
Studio investigation of design principles and elements of line, space, shape, value, texture, and color in two-dimensional form. Visual perception, creative insight, visual organization, and craftsmanship in a variety of media. (3 cr. hrs.) (Fall). Individual and group instruction; lecture/studio. Fee $25. Meets General Education requirement in the Arts.

ARTS 1420  Three-Dimensional Design
Studio investigation of design principles and elements of line, space, shape, value, texture, and color in three-dimensional form. Visual perception, creative insight, visual organization, and craftsmanship. (3 cr. hrs.) (Spring). Individual and group instruction; lecture/studio. Fee $25. Meets General Education requirement in the Arts.

ARTS 1440  Introduction to Graphic Design
The science of visual communications. Explores theoretical and practical aspects of graphic design. Includes typography, logo design and identity systems, color theory, illustration, and pack-

ARTS 2110 Painting I

ARTS 2120 Painting II

ARTS 2210 Ceramics I
Advanced handbuilding and wheel-throwing techniques. Further investigation of creative design, compounding glazes and firing techniques. (3 cr. hrs.) (Fall, Spring). Prerequisite: ARTS 1440 or CSWT 1041. Upper-level course. Fee $25. Meets General Education requirement in the Arts.

ARTS 2220 Ceramics II
Advanced handbuilding and wheel-throwing techniques. Further investigation of creative design, compounding glazes and firing techniques. (3 cr. hrs.) (Fall, Spring). Prerequisite: ARTS 2110. Individual and group instruction; lecture/studio. Upper-level course. Fee $40. Meets General Education requirement in the Arts.

ARTS 2230 Advanced Photographic Communications
An introduction to recent photographic history and theory. Advanced photographic printing and exhibition techniques will be emphasized, culminating in a public exhibition of student work. (3 cr. hrs.) (ASN). Prerequisites: ARTS 220 and ENGL 1010 or equivalent experience with consent of the Instructor. Lecture/activity. Upper-level course. Students must have their own cameras and photographic supplies; rental cameras are available through the College. Darkroom facilities will be made available. Fee $50.

ARTS 2240 Introduction to Graphic Design II Advanced
Projects in graphic design with an emphasis on building a portfolio for employment or transfer. Projects will be based on real world professional design problems. Stylistic and aesthetic issues will be stressed. (3 cr. hrs.) (ASN). Prerequisite: ARTS 1440. Upper-level course. Fee $25.

ARTS 2250 Web Design
Practical and aesthetic aspects of design for the Internet. Includes navigation, usability, complex layout techniques, typography, GIF animation, rollovers, and other effects. (3 cr. hrs.) (ASN). Prerequisite: ARTS 1440 or CSWT 1041. Upper-level course. Fee $25.

ARTS 2260 Ceramic Sculpture
Sculptural concept and communication. The development of understanding and creation of aesthetic formal organizations of three-dimensional space and matter. Studio problems in clay modeling techniques of sculpture construction, carving, and casting. (3 cr. hrs.) (ASN). Prerequisite: ARTS 1210 or 1420. Upper-level course. Fee $30. Meets General Education requirement in the Arts.

ARTS 2990 Independent Studio Projects
Advanced studio projects based on the student’s experience in a studio discipline. Time and nature of the project will be determined by the student and the instructor of each discipline involved. (3 cr. hrs.) (Fall, Spring). Prerequisite: Highest course in the specific area of interest and only with instructor consent. Upper-level course. Specially-supervised independent study. May be taken in each discipline for credit and repeated as an audit. Fee $20.

ARTS 1030 Observational Astronomy
Constellation identification, photography, observation of planets and deep sky objects, planning and conducting observatory sessions for visiting groups. Optional activities include planetarium and observatory field trips. (1 cr. hr.) (ASN). Lectures/observations. One night each week in the laboratory or at the Observatory, weather permitting.

AUTO 1000 Auto Lab I
First of a four-semester sequence of lab and lecture courses. In-
includes safety practices, symptom analysis, inspection, testing and servicing, welding techniques, and systems inter-relationships. (4 cr. hrs.) (Fall). Laboratory. Fee $50.

AUTO 1010 Introduction to Automotive Technology
First of a four-semester sequence of lab and lecture courses. Introduces safety practices, symptom analysis, inspection, testing and servicing, and systems inter-relationships. Written project and oral presentation required. (3 cr. hrs.) (Fall). Lecture.

AUTO 1090 Automotive Chassis
Suspension systems; chassis designs including cars and light trucks; operation and repair procedures for all brakes including ABS systems, steering and air conditioning; four-wheel alignment theory and practice. Written project and oral presentation required. (3 cr. hrs.) (Spring). Co-requisite: AUTO 1540. Lecture. Course fee $38.

AUTO 1100 Basic Automotive Tune-Up
Working safety, use of shop manuals, the four-cycle engine, the ignition system, automotive safety check, automotive tune-up principles and procedures, and auto emission testing. (1 cr. hr.) (ASN). Lecture/laboratory. Offered evenings only. Not open to auto majors for credit. Lab fee.

AUTO 1410 Automotive Electronics I
Basic electrical and circuit concepts in automotive systems. Includes are diagrams, charging system, starting and ignition systems, lighting and accessories. (4 cr. hrs.) (Fall). Lecture/laboratory. Lab fee.

AUTO 1420 Fuel Systems I
The study of automotive fuel, fuel storage, and fuel delivery systems used by major manufacturers. Diagnosis and testing of associated components. (4 cr. hrs.) (Fall). Lecture/laboratory. Lab fee.

AUTO 1510 Automotive Electronics II

AUTO 1520 Fuel Systems II
Automotive engine emissions and the control of those emissions as used by manufacturers. Diagnosis and testing of related components. (4 cr. hrs.) (Spring). Prerequisite: AUTO 1420. Lecture/laboratory. Lab fee.

AUTO 1540 Chassis and Alignment Lab
Service and analysis of the automotive chassis, brake service including anti-lock systems, front and rear steering and suspension component replacement, four-wheel alignments, basic air conditioning operations. (4 cr. hrs.) (Spring). Prerequisite: AUTO 1000. Co-requisite: AUTO 1090. Laboratory. Lab fee.

AUTO 1580 Electronic Braking Systems
Analyzes major anti-lock brake systems, system design and diagnostic techniques, hydraulic and brake fundamentals. Theoretical discussions supplemented with system demonstrations. (3 cr. hrs.) (ASN).

AUTO 2130 Internal Combustion Engine
Theory of gas engine operation, cooling and lubrication systems, material selection, measurement and component function and design. Lab consists of problem diagnosis, major engine repair, and performance testing. (4 cr. hrs.) (Fall). Prerequisite: AUTO 1510. Lecture/laboratory. Lab fee.

AUTO 2140 Automotive Practicum
Field experience in Automotive Service. A supervised 12-hour per-week work session at an established automotive repair business. Students keep a log of all educational activities, work schedule, and completed objectives. Provides an understanding of the organizational structure of an automotive service business. (4 cr. hrs.) (Spring). Prerequisites: AUTO 2190. Lecture/laboratory. On-the-job training.

AUTO 2190 Electronic Engine Controls
An intensive study of the most popular foreign and domestic electronic engine timing and fuel control systems. Classroom instruction is augmented by laboratory diagnosis and testing of specific systems. (4 cr. hrs.) (Fall). Prerequisite: AUTO 1510. Lecture/laboratory. Fee $50.

AUTO 2210 Power Transmission
Operation and repair of differentials, standard and automatic transmissions and transaxles. Power flow, hydraulic circuitry, diagnostic troubleshooting and overhaul. (4 cr. hrs.) (Fall). Prerequisites: AUTO 1090 and 1540. Lecture/laboratory. Lab fee.

AUTO 2960 Driveability
Practical instructions and general procedures for testing and servicing automobile systems used by major manufacturers. Diagnosis of driveability complaints associated with these systems emphasized. Customer relations issues will be addressed using written and oral presentations. (4 cr. hrs.) (Spring). Prerequisites: AUTO 1520, 1540, 2190. Lecture/laboratory. Lab fee.

BIOL Biology
Division of Health & Sciences
Faculty: Edward Franklin, Cathie Gunselman, Brenda Gustin, Eriko Heise, David Pindel, Donna Moore Powers, Lauren Tranter

BIOL 1001 Preparatory Biology
Review of the principles of biology with a focus on organization of life, heredity and genetics, reproduction, development, and homeostasis. Student will learn how to study for biology and will understand the foundations of biology. (1 cr. hr.) (Fall, Spring, Summer). Required for students who have exceeded the shelf-life of their high school biology grade prerequisite for entrance into the nursing program. Not for students without a prior biology course. Does not satisfy lab science requirements of high school biology prerequisite for BIOL 1510 or higher. Students may take this course only once. A nursing student who does not achieve
BIOL 1010  Introduction to Biology-Plants
Explores the biological principles that govern living organisms; surveys bacteria, protists, fungi and plants; and investigates reproduction and growth of plants. Emphasizes sustainability through the study of the ecology of the groups at individual and community levels. Designed for the non-major. 
(3 cr. hrs.) (Fall). Prerequisite: eligible to take ENGL 1010, satisfactory completion of all reading skills placements. Lecture/laboratory. Lab fee. Meets General Education requirement in Natural Sciences.

BIOL 1020  Introduction to Biology-Animals
Surveys the animal kingdom with emphasis on diversity, complexity, ecology and sustainability. Emphasizes human biology, including organ systems and genetics. Designed for the non-major. Laboratory involves the observation of live invertebrates and frogs. (3 cr. hrs.) (Fall, Spring, Summer). Prerequisite: Eligible to take ENGL 1010, satisfactory completion of all reading skills placements. Lecture/laboratory. Lab fee. Meets General Education requirement in Natural Sciences.

BIOL 1030  Introduction to Environmental Science and Sustainability
Students learn the interrelationships between humans and their environment by exploring the effects of the environment on organisms as well as sustainable solutions in the context of people, the planet, and profits. Topics include human population, biodiversity, ecosystem services, energy use, global climate trends, and food and water security. (3 cr. hrs.) (Fall, Spring, Summer). Prerequisite: Eligible to take ENGL 1010, satisfactory completion of all reading skills placements. For non-science majors only. Lecture/laboratory.

BIOL 1050  Introduction to Human Biology
Covers body chemistry, the organ systems, human genetics, and human ecology. Laboratory offers but does not require vertebrate dissection. Alternatives to dissection are available. (3 cr. hrs.) (Fall, Spring, Summer). Prerequisite: eligible to take ENGL 1010, satisfactory completion of all reading skills and math placements. Not recommended for Chemical Technology, Mathematics/Science, or Elementary Education students. A student cannot earn credit for this course if they already have credit for SCI 1020. Lecture/laboratory. Lab fee. Meets General Education requirements in Natural Sciences.

BIOL 1060  Introduction to Biology – Food Science
Surveys basic biological principles with an emphasis on food science. Includes the characteristics and diversity of life, food requirements of the human body, environmental impact of food production, food resources, and sustainability issues. Laboratory activities reinforce relationships between biological principles and food. Designed for non-majors. (3 cr. hrs.) (Fall). Prerequisite: Eligible to take ENGL 1010; satisfactory completion of all reading skills placements. Lecture/laboratory. Lab fee. Meets General Education requirement in Natural Sciences.

BIOL 1500  Environmental Science
Interrelationships between organisms and the environment. The impact of human activities such as pollution, resource use and population growth is studied. Basic ecological concepts provide a foundation for understanding environmental problems and global change. Labs will illustrate the complexity associated with environmental change and emphasize sustainability. Laboratory includes the observation of plants, algae, bacteria and animals. (4 cr. hrs.) (Fall) Prerequisite: Eligible to take ENGL 1010, satisfactory completion of all reading skills and math placements, high school biology or one semester of college biology. Lab Fee.

BIOL 1510  General Biology I
Emphasizes the modern aspects of biology and its techniques. Includes biochemistry, cell structure and physiology, genetic mechanisms, a survey of the three domains of organisms, and plant structure and physiology. For math/science students. (4 cr. hrs.) (Fall) Prerequisite: Eligible to take ENGL 1010, satisfactory completion of all reading skills placements, 75% or higher in high school biology and high school chemistry or 75% or higher in high school biology and concurrent enrollment in CHEM 1010 or 1020. Successful completion of any 3 or 4 credit college biology course may substitute for high school biology. Lecture/laboratory. Lab fee. Meets General Education in Natural Sciences.

BIOL 1520  General Biology II
Emphasizes the modern aspects of biology and its techniques. Includes evolution, animal diversity, human and animal anatomy/physiology, animal behavior, reproduction and development, and ecology. For math/science students. Laboratory requires dissection of a preserved fetal pig and various vertebrate organs, as well as the use of living invertebrates and fish. (4 cr. hrs.) (Spring). Prerequisite: BIOL 1510, eligible to take ENGL 1010, satisfactory completion of all reading skills placements; 75% or higher in high school biology and high school chemistry or 75% or higher in high school biology and concurrent enrollment in CHEM 1010 or 1020. Successful completion of any 3 or 4 credit college biology course may substitute for high school biology Lecture/laboratory. Lab fee. Meets General Education requirement in Natural Sciences.

BIOL 1550  History of Biological Ideas (Honors)
An introduction to the history of some major themes in biology. Includes research, discussion, and analysis of the development of major underlying themes and concepts in biology. Areas covered may include anatomy/physiology, medicine, genetics, evolution and microbiology. (3 cr. hrs.) (Spring). Prerequisite: ENGL 1010 and either one year of college biology or one semester of college biology and instructor consent. Lecture, readings, discussions, and presentations. Does not satisfy lab science requirements.

BIOL 1560  Current Issues in the Life Sciences (Honors) (New Course)
This course will explore and analyze many of the current issues and controversies that involve the various life sciences, with the goal of getting students to critically think about these issues, develop and defend personal positions, and understand the science behind them. The course is divided into four broad modules: the nature of science, health, society, & medicine, genetics &
molecular biology, and environmental science & sustainability. It includes research, discussion, analysis, and presentations. (3 cr. hrs.) (Fall). Prerequisite: ENGL 1010 and either one year of college biology or one semester of college biology and instructor consent. Lecture, readings, discussions, and presentations. Does not satisfy lab science requirements.

BIOL 2010  Microbiology
A study of bacteria, fungi, viruses, and protozoans. Emphasizes the anatomical, cultural, physiological, and reproductive characteristics of true bacteria and practical applications of microbiology including aspects of disease. Various techniques and procedures used in microbiology labs including, culture, enumeration, and identification. (4 cr. hrs.) (Fall). Prerequisite: One year of college biology. Lecture/laboratory. Lab fee.

BIOL 2020  Anatomy & Physiology I
The human body: its chemical, cellular and tissue components; skeletal and muscular structure and function; neural control mechanisms; and sensory structures. Laboratory requires dissection of a preserved cat cadaver and various vertebrate organs. (4 cr. hrs.) (Fall). Prerequisites: One year of college biology and CHEM 1020 or equivalent (CHEM 1010 or CHEM 1510) Lecture/Laboratory. Lab fee.

BIOL 2030  Anatomy & Physiology II
The structure and function of the human endocrine, digestive, respiratory, cardiovascular, excretory, and reproductive systems. Laboratory requires dissection of a preserved cat cadaver and various vertebrate organs. (4 cr. hrs.) (Fall). Prerequisite: BIOL 2020. Lecture/laboratory. Lab fee.

BIOL 2040  Ecology
Examines the relationship between organisms and their environment with special attention paid to the concepts of species interaction, biodiversity, competition, predation, animal behavior, adaptation and sustainability. Populations, communities, ecosystems and the biosphere will also be studied. Students will have the opportunity to explore topics and areas of ecology that are of interest to them. Laboratory includes the study of ponds, streams, forests and cemeteries, as well as the use of live invertebrates. (4 cr. hrs.) (Fall). Prerequisite: One year of college biology or instructor consent. Lab fee.

BIOL 2060  Genetics
Explores the classical and modern approaches to the nature of inherited characteristics. Topics include: Mendelian genetics, the inheritance of complex traits, mutations, DNA structure and replication, the genetic code, regulation of gene expression, population genetics, gene therapy, cancer and applications of recombinant DNA technology. Laboratory requires the use of live Drosophilia (fruit flies) in breeding experiments and involves modern molecular biology techniques. (4 cr. hrs.) (Spring) Lecture/laboratory. May not be not be substituted for BIOL 1520. Lab fee. Prerequisite: BIOL 1020 or 1510 and a semester of college chemistry, or one year of college biology

BIOL 2080  Evolution
Examines the basic concepts of evolution, including natural selection, significance of behavior and sexual reproduction, adaptation, speciation, and the history of life on earth. The historical framework of evolutionary thought, as well as modern aspects and applications of the theory, will be studied and discussed. Students will be able to explore topics and areas of evolution that are of special interest to them. (3 cr. hrs.) (Spring) Prerequisite: one year of college biology. Lecture only. Fulfills upper-level science requirements. Does not satisfy lab science requirements.

BUOT 1010  Foundations for Word Processing Introduces touch-typing skills, speed development, beginning word processing, and proofreading using software packages on the computer within the framework of an office environment. (3 cr. hrs.) (Fall, Spring). Lecture/Laboratory. Recommended for students who are preparing for employment in office technology and others who want a good foundation in keyboarding and word processing.

BUOT 1061  Computer Keyboarding
Touch typing on computer keyboards to obtain a general proficiency level. (1 cr. hr.) (ASN). Lecture/laboratory. Not recommended for students who need a good foundation in keyboarding and word processing.

BUOT 1062  Word Processing for Non-Major
Using microcomputer word processing software for basic word processing functions including editing, formatting, indenting, columns, tables and document enhancements. (1 cr. hr.) (Fall, Spring). Laboratory.

BUOT 1091  Advanced Word Processing for Non-Major
Advanced features of a word processing package: labels and envelopes, sort by line, secondary merge files, macros, tables, and graphics. (1 cr. hr.) (ASN). Prerequisite: BUOT 1062.

BUOT 1101  Introduction to Desktop Publishing
Use of microcomputer and current application software to introduce the elements of graphic design. Concepts include graphic and text organizers, text blocks, headlines, margins, columns, white space, fonts, and graphic images. (1 cr. hr.) (ASN). Prerequisite: BUOT 1091.

BUOT 1520  Office Techniques
Continued development of speed building within the intermediate and advanced word processing skills such as merging documents, desktop publishing, graphic design, and newsletter layout. Students are required to master proofreading techniques and continue to develop professionalism in researching, writing, presenting and supervising. (3 cr. hrs.) (Fall, Spring). Prerequisite: BUOT 1010. Lecture/laboratory.

BUOT 1710  Office Communications I
A thorough review of language mechanics. (2 cr. hrs.) (ASN).
BUOT 2010 Office Procedures
Enhancing personal/professional skills while learning concepts of information management; meetings, conference, and travel arrangements; financial and legal functions; telephone techniques; and records management. Capstone course for students preparing for a career in office technology. (3 cr. hrs.) (Fall, Spring). Prerequisite: BUOT 1520. Lecture/laboratory.

BUOT 2100 Legal Office Procedures
(New Course)
Introduces students to the legal office environment and the tasks and duties performed by a legal secretary. Emphasis is placed on law office organization, file management, client interaction, document formatting, recordkeeping, and legal research. (3 cr. hrs.). (Fall, Spring) Prerequisite: BUOT 1010. Lecture/Laboratory.

BUOT 2120 Procedural Law for Legal Professional
(New Course)
Provides an overview of the various areas of procedural law for the more generalized knowledge a legal assistant needs. Emphasis is placed on the rights and duties of individuals and entities in the different legal areas (contract law, criminal law, accident law, law of wills, etc.) as well as the responsibilities of the legal assistant in each of these areas. Statutes and cases, the two main sources of procedural law, and the difference between state and federal law and when each is used in a case in a law office are discussed. (3 cr. hrs.) (Fall). Prerequisite: BUOT 1010. Lecture/Laboratory.

BUOT 2130 Legal Assistant Studies
(New Course)
Presents an overview of the structure and functions of the law office and provides an opportunity to learn about the responsibilities of various law office employees. Different specialty areas of law are explored in depth and practical problems encountered in a law office are reviewed. Trial procedures are discussed. Emphasis is placed on the administrative responsibilities of the law office, including preparing legal correspondence and documents, compiling evidence for trial, and using the computer and Internet. (3 cr. hrs.) (Spring). Prerequisite: BUOT 1010, BUOT 2100, BUOT 2120. Lecture/Laboratory.

BUOT 2700 Medical Machine Transcription I
This is a beginning medical transcription course designed to provide students with a working knowledge of the transcription of medical records along with developing the skills to help understand and use medical language. (3 cr. hrs.) Prerequisite: BUOT 1061, BUOT 1010, or Medical Keyboarding.

BUOT 2710 Medical Machine Transcription II
This is an advanced medical transcription course designed to build on the foundation laid in Machine Transcription I and to bridge the gap between the typically easy-to-understand dictation in the beginning transcription course and the difficult dictation heard in the work environment of a medical transcriptionist. (3 cr. hrs.) Prerequisite: BUOT 2700 and either BUOT 1061 or BUOT 1010.

BUOT 2730 Medical Insurance and Billing
This course is designed to introduce the student to the basics of medical insurance, including insurance terminology, medical coding systems, government and private payer health care claims and general insurance procedures. (3 cr. hrs.)

BUOT 2740 Medical Coding I
This course is designed to teach students the structure and conventions of ICD-9-CM and CPT, the correct process for selected codes, and the types of coding errors to be avoided. (3 cr. hrs.) Prerequisite: BUOT 2730.

BUOT 2745 Medical Coding II
(New Course)
This course is designed to teach students the structure and conventions of hospital and dental billing methods. (3 cr. hrs.) Prerequisite: BUOT 2730 and BUOT 2740.

BUOT 2750 Electronic Health Records
Office This course is designed to introduce the student to appropriate terminology and skills in order to use any patient billing software programs. (3 cr. hrs.) Prerequisite: BUOT 1062 and CSST 1051.

BUOT 2755 Law and Ethics for Medical Career
(New Course)
This course introduces the student to the legal principles and ethical issues affecting all healthcare professionals in the United States. The role of the allied healthcare professional will be emphasized throughout the course. (3 cr. hrs.)

BUOT 2760 Medical Administrative Procedures I
(New Course)
This course is designed to introduce students to the medical office environment and the tasks and duties performed by a medical secretary. Emphasis is placed on patient interaction, scheduling appointments, filling out insurance paperwork, creating and updating patients’ medical records using an electronic health records system, handling correspondence and maintaining billing records. (3 cr. hrs.) (Fall, Spring) Lecture/Laboratory.

BUOT 2765 Medical Administrative Procedures II
(New Course)
Simulation exercises will be used in this course to reinforce the students’ experience to the medical office environment and the tasks and duties performed by a medical secretary. Emphasis will continue to be placed on patient interaction, scheduling appointments, filling out insurance paperwork, creating and updating patients; medical records using an electronic health records system, handling correspondence and maintaining billing records. (3 cr. hrs.) (Fall, Spring) Lecture/Laboratory.

BUOT 2800 ICD-9-CM/PCS Coding
(New Course)
This course is designed to teach students the structure and conventions of ICD-9-CM (International Classification of Diseases), the correct process for selected codes, and the types of coding errors to be avoided. Students will possess entry-level competency using the International Classification of Diseases coding system.
BUOT 2810  CPT & HCPCS Level II Coding  
*(New Course)*
This course is designed to teach students the structure and conventions of CPT (Current Procedural Terminology), the correct process for selected codes, and the types of coding errors to be avoided. Students will possess entry-level competency using the CPT coding system.

BUOT 2960  Office Technology Practicum
On-the-job training in business or industry. The practicum experience is a minimum of 180 hours and includes a weekly on-campus seminar used for discussion of the practicum experiences, assessment of learning, and leadership training. (4 cr. hrs.) (Spring). Prerequisite: 2.0 program GPA and prerequisite or co-requisite BUOT 2010.

BUSN 1003  Personal Budgeting
Introduction to personal budgeting, including budget preparation and analysis, understanding credit reporting agency procedures and credit reports, overview of types of credit, effective credit card use, and establishing financial goals. (.5 cr. hr.) (ASN).

BUSN 1010  Principles of Banking
Banking from the fundamentals of negotiable instruments to contemporary issues and developments within the industry. (3 cr. hrs.) (ASN).

BUSN 1021  New Venture Creation
Starting a new business, understanding who entrepreneurs are, seeking and evaluating opportunities for new ventures, and gathering resources to convert those opportunities into business. (3 cr. hrs.) (ASN).

BUSN 1030  Business Communications
Effective techniques for oral and written communications. Analyzing and writing letters, memos, and business reports. Proficiency in language mechanics will be assessed. (3 cr. hrs.) (Fall, Spring).

BUSN 1033  Applied Business Mathematics
The four arithmetic processes and the algebra of business. Application of mathematics to typical business problems. Taxes, insurance, payroll, depreciation, trade and cash discounts, markup, simple interest and bank discounts, and financial statement analysis. (3 cr. hrs.) (Fall, Spring). Prerequisite: Placement in MATH 1015 or higher.

BUSN 1040  Principles of Business
Survey of and introduction to economics, marketing, management, labor relations, finance, accounting, business law and related topics. Nature of organization and operation of American business. (3 cr. hrs.) (Fall, Spring).

BUSN 1055  Professionalism
Understanding of individual and workplace needs as they relate to professionalism, team building, and career growth. Topic areas include human relations, business ethics, business etiquette, team building concepts, and career enrichment. (3 cr. hrs.) (Fall, Spring). Discussion/participation and role-playing exercises. May be taught in a simulated work environment.

BUSN 1060  Customer Service & Relationship Management
This course helps students define customer service standards for the organization and the individual; develop skills for listening and calming oneself and others; explore options for resolving issues with realistic expectations; and gain techniques to maintain perspective and equilibrium. (3 cr. hrs.) (Fall, Spring).

BUSN 1230  Personal Law
Survey of the laws affecting common legal problems of consumers and households. Topics include: hiring a lawyer; the court systems and procedures; small claims court procedures; family law; landlord/tenant; buying a home; estate planning; and other topics as time permits. (3 cr. hrs.) (ASN).

BUSN 1231  Business Law I
Course change. See Addendum page 191
Introduction to the American legal system and specific topics that affect business conduct. Includes legal terminology, the court systems and civil procedures, business ethic, tort law, criminal law, intellectual property and computer law, common law contract, and other topics as time permits. (3 cr. hrs.) (Fall, Spring).

BUSN 1232  Business Law II
Course change. See Addendum page 191
Upper-level course covering the modern statutory and common law regulation of business relationships and transactions. Includes the Uniform Commercial Code topics of sales, secured transactions, commercial paper/banking, business organizations, bankruptcy, agency and accountant liability. (3 cr. hrs.) (Fall, Spring).

BUSN 2002  Insurance Property & Casualty
New York State insurance regulations, duties of agents and brokers, types of coverage, and compensation. For prospective brokers, agents and others who wish to take the New York State Insurance Brokers and/or Agents Exam. (8 cr. hrs.) (ASN). Offered evenings only; preparation for Broker’s examination.

BUSN 2020  Personal Finance
Basic areas of personal finance, such as banking, home financing, insurance, investments, credit financing, and retirement planning. (3 cr. hrs.) (ASN).

BUSN 2035  Principles of Finance
The basic principles of business finance. Types of business organizations; instruments of credit and finance; short, intermediate and long-term financing; analysis of financial statements; forecasting; budgeting. (3 cr. hrs.) (ASN). Prerequisites: ACCT 1030, 1040.
BUSN 2040  Principles of Investment
Securities as they impact the financial marketplace. General securities, fixed income investments, municipals, mutual funds, options, margins, the Federal Reserve, and taxation of investments. (3 cr. hrs.) (ASN).

BUSN 2053  Business Statistics & Data Analysis
The application of basic statistical methods to business problems. Studies include the assembling of statistical data, sampling techniques, measures of central tendency, dispersion, regression and correlation analysis, hypothesis testing, and probability theory. A statistical software package for data analysis will be utilized throughout the course for presentation and student project work. (4 cr. hrs.) (Fall, Spring). Prerequisite: MATH 1015. CSST 1051 strongly recommended.

BUSN 2960  Field Experience
Supervised work program in business or industry. The work assignment selected according to the student's vocational goals. The student attends one class per week and submits a final report indicating the application of classroom learning to on-the-job experiences. Student will be evaluated by his or her employer. (1 cr. hr.) (Fall, Spring). Prerequisite: Associate Dean’s or Instructor's consent.

BUSN 2970  Business Management Internship (New Course)
The goal of this capstone course is to provide management students the opportunity for experiential learning combined with utilization of Microsoft Project software. Students will be required to complete a minimum of 40 hours of field experience in a local business. The field experience may consist of software instruction and application exercises, case study analysis, simulations and development of work teams. The classroom portion of the course is analyzed and evaluated through the completion of a portfolio that students develop as the semester progresses. At the end of the course, students complete a final presentation. (3 cr. hrs.) (Fall, Spring) Prerequisite: ENGL 1010, MGMT 2041, MGMT 2047, BUSN 1040, BUSN 1055, CSIT 1390 or BUSN 1062/CSST 1091, and Associate Dean of Business or instructor consent. This course is a combination of seminar and field experience and may be team taught.

CADD Computing Graphics
Division of Math, Physics, Technology & Engineering Science
Faculty: Dale Crandall, John Longwell

CADD 1700  Computer Aided Drafting I
Introduction to computer aided design (CAD) techniques. Teaches commands necessary to generate basic three-dimensional part models, assemblies and two-dimensional engineering drawings through use of a computer based solid modeling program (SolidWorks). (3 cr. hrs.) (Fall, Spring). Lecture/graphics terminal lab. Lab fee.

CADD 2710  Computer Aided Drafting II
Advanced computer aided design (CAD) techniques. Students utilize a solid modeling program (SolidWorks) to generate three-dimensional parametric models assemblies and drawings. Topics include weldments, sheet metal parts, surfacing, motion simulation and mold tools. Students also utilize a laser interferometer (3D Laser Scanner) for reverse engineering and a fused deposition 3D Plotter for Rapid Prototyping their designs. (3 cr. hrs.) (Spring). Prerequisite: CADD 1700. Lecture/graphics terminal lab. Lab fee.

CHEM Chemistry
Division of Health & Sciences
Faculty: William Jarvis, Kamesh Narasimhan, Ruth Wenner

CHEM 1001  Preparatory Chemistry
Review of math, metric, terms, and concepts used in chemistry. Emphasis on atomic theory, types of chemical bonds, energy relationships, solutions, acids, and chemical reactions. Includes an introduction to organic chemistry and useful Internet sites. (1 cr. hr.) (Fall, Spring, Summer) Required for students who have exceeded the shelf-life of their high school chemistry grade prerequisite for entrance into the nursing program. Not for students without a prior chemistry course. Does not satisfy lab science requirements or high school chemistry prerequisite for CHEM 1510 or higher. Students may take this course only once. A nursing student who does not achieve a B grade the first time must then take a full semester chemistry course. Prerequisite: eligible to take ENGL 1010, satisfactory completion of all reading skills placements.

CHEM 1010  Chemical Principles
Introductory general chemistry emphasizing applied theory, problem solving, unit-conversion, lab skills. (4 cr. hrs.) (Fall, Spring, Summer) Prerequisite: MATH 1015 or equivalent, eligible to take ENGL 1010, satisfactory completion of all reading skills placements. Not recommended for math/science students. Lab fee. Meets General Education requirement in Natural Sciences.

CHEM 1020  Introduction to Organic & Biochemistry
Survey of bio/organic chemistry emphasizing the human body. Functional group reactions, digestion, metabolism, nutrition, and body fluids. (4 cr. hrs.) (Fall, Spring, Summer). Prerequisite: Eligible to take ENGL 1010, satisfactory completion of all reading skills placements. Lecture/laboratory. Designed for nursing and other allied health majors; not recommended for math/science students. Lab fee. Meets General Education requirement in Natural Sciences.

CHEM 1030  Environmental Chemistry
Explores the environment from a chemical perspective, including the chemistry of the air, water, and soil. Special attention to the chemical aspects of problems in the environment principally caused by humans. Basic concepts for informed participation as individuals, parents, employees, and citizens. Lab provides hands-on experience with experimentation and data collection and analysis needed to understand the role scientific method and chemistry play in addressing environmental problems and issues.
Learning transforms lives.

CHEM 1380 Introduction to Analytical Organic Chemistry
Survey of organic chemistry and analytical organic chemical analysis emphasizing functional groups, nomenclature, properties, selected reactions of organic chemicals, principles of analytical methods and calculations, error analysis, and practical problem solving related to aqueous and gas phase chemistry. (4 cr. hrs.) (Fall). Prerequisite: CHEM 1010 or equivalent. Not recommended for transfer students. Lab fee. Lecture/Laboratory. Meets General Education requirement in Natural Sciences. Required course for Energy Process Technology Program.

CHEM 1500 Intermediate Chemical Principles
Expands the student’s knowledge of elements of chemical equation mathematics, the periodic table, solution chemistry, acids & bases, equilibria, and oxidation-reduction reactions. (1 cr. hr.) (Summer). Recommended for students who have taken CHEM 1010 and 1020 and plan to enter CHEM 2031, 2032, 2041, 2042, 2010, and 2020 or for those who want a refresher course before taking upper level chemistry. Prerequisites: CHEM 1010 and CHEM 1020 or CHEM 1510 and CHEM 1520. Does not satisfy lab science requirements.

CHEM 1510 General Chemistry I
Principles of chemistry and its quantitative aspects. Stoichiometry, characteristics of matter, structure and bonding, elementary thermochemistry, solutions, equilibrium, thermodynamics, and electrochemistry. Descriptive chemistry is integrated throughout the course. (4 cr. hrs.) (Fall, Summer). Prerequisite: CHEM 1010 or 75% or higher in high school chemistry, eligible to take ENGL 1010, satisfactory completion of all reading skills placements. In-tended for, but not limited to, math/science students. It is recommended that students be familiar with algebraic and logarithmic calculations; high school physics is strongly suggested. Lecture/ laboratory. Lab fee. Meets General Education requirement in Natural Sciences.

CHEM 1520 General Chemistry II
Principles of chemistry and its quantitative aspects. Stoichiometry, characteristics of matter, structure and bonding, elementary thermochemistry, solutions, equilibrium, thermodynamics, and electrochemistry. Descriptive chemistry is integrated throughout the course. (4 cr. hrs.) (Spring). Prerequisite: CHEM 1510. Intended for, but not limited to, math/science students. It is recommended that students be familiar with algebraic and logarithmic calculations; high school physics is strongly suggested. Lecture/ laboratory. Lab fee. Meets General Education requirement in Natural Sciences.

CHEM 2010 Organic Chemistry I
Studies the principles and techniques to describe, explain, and predict the behavior of organic compounds including theories of bonding, nomenclature and isomerism, spectroscopy, resonance and hyperconjugation and reaction mechanisms. (5 cr. hrs.) (Fall). Prerequisite: One year of college chemistry. Lecture/laboratory. Lab fee. Meets General Education requirement in Natural Sciences.

CHEM 2020 Organic Chemistry II
Applies the principles to selected functional groups. Application of organic chemistry to other fields. Laboratory techniques in the analysis, isolation and synthesis of organic compounds. (5 cr. hrs.) (Spring). Prerequisite: CHEM 2010. Lecture/laboratory. Lab fee. Meets General Education requirement in Natural Sciences.

CHEM 2031 Quantitative Analysis - Theory Fundamental
Principles of analytical chemistry emphasizing analysis methodology, calculations, and practical problem solving related to aqueous solution chemistry. (3 cr. hrs.) (Fall). Prerequisite: One year of college chemistry. Designed for math/science and chemical technology students. Concurrent enrollment in CHEM 2032.

CHEM 2032 Quantitative Analysis - Lab
Analysis and research projects using standard operating procedures to obtain reliable measurements. Experimental design, documentation, computer assisted data analysis, method comparison, quality control, and communication skills are emphasized. (2 cr. hrs.) (Fall). Prerequisite: Enrollment in CHEM 2031 and experience with Microsoft Excel. Lab fee. Concurrent enrollment in CHEM 2031.

CHEM 2041 Instrumental Analysis-Theory
Principles of spectroscopic, electrochemical, thermal, and chromatographic methods as related to qualitative and quantitative chemical analysis. (3 cr. hrs.) (Spring). Prerequisite: CHEM 2031. Designed for math/science and chemical technology students. Concurrent enrollment in CHEM 2042. Lecture/independent study.

CHEM 2042 Instrumental Analysis-Lab
Calibrating and using instruments to obtain reliable measurements. Experimental design, documentation, computer assisted data analysis, method comparison, quality control, and communication skills are emphasized. Practical analysis and research applications. (2 cr. hrs.) (Spring). Prerequisite: experience with Microsoft Excel. Concurrent enrollment in CHEM 2041. Lab fee.

CHTK Chemical Technology
Division of Health & Sciences
Faculty: Brenda Gustin

CHTK 2960 Chemical Tech Work Internship
A co-op work experience for chemical technology students at a regional industrial site. (3 cr. hrs.) (ASN). Prerequisite: CHEM 2032.
### CRJ 1010 Introduction to Criminal Justice

Agencies and processes in the criminal justice system - legislature, police, prosecutor, public defender, courts and corrections. Roles and problems of law enforcement in a democratic society, component inter-relations and checks and balances. (3 cr. hrs.) (Fall, Spring).

### CRJ 1020 Criminal Evidence & Procedure

The admissibility of criminal evidence in the courtroom, including a review of its historical development, the effect of changing philosophies, and current constitutional and procedural considerations. Case studies. (3 cr. hrs.) (Fall, Spring). Prerequisites: CRJ 1010, ENGL 1010, and satisfactory completion of all reading placements. Lecture/case studies.

### CRJ 1030 Police Operations

Survey of law enforcement agencies emphasizing the patrol function and the prevention of crime. Traffic, investigation, juvenile, vice, and other specialized operational units. (3 cr. hrs.) (Fall, Spring). Prerequisites: CRJ 1010, ENGL 1010, and satisfactory completion of all reading placements.

### CRJ 1040 Criminal Procedure Law

Criminal Procedure Law of the State of New York. Applicability of definitions, geographical jurisdictions of offenses, scope of prosecution, rules of evidence, preliminary proceedings, local criminal court, courts of arrest, proceedings from arraignment to plea, pre-trial proceedings, search and seizure. (3 cr. hrs.) (Fall). Prerequisite: CRJ 1010, ENGL 1010, and satisfactory completion of all reading placements.

### CRJ 1050 Penal Law

Penal Law of the State of New York. Application of law and definitions, justification as a defense, anticipatory offenses, offenses against the person, offenses involving damage and intrusion to property. Theft, fraud, public health, morals, and public order. (3 cr. hrs.) (Fall, Spring). Co-requisite: CRJ 1010.

### CRJ 1206 Collection, Identification, and Preservation of Evidence

Collecting, packaging, and transporting evidence. Lab examination, custody, and its exhibition in court. (1 cr. hr.) (Fall, Spring). Fee $10.

### CRJ 1209 Narcotics & Dangerous Drugs

Problems created by illegal use of narcotics and dangerous drugs. Classification, description, history of drugs. Etiology of addiction, extent of drug use, relationships to criminal behavior, and methods of police investigation and control. (1 cr. hr.) (Fall, Spring). Fee $10.

### CRJ 1210 Robbery

Legal aspects, classification, planning, use of disguises, the extent of the problem, and surveillance photography in robbery investigations. (1 cr. hr.) (Fall, Spring).

### CRJ 1214 NYS Security Guard 8 Hour Pre-Assignment Certification

This course is intended to meet the requirements set forth by the New York State Security Guard Act of 1992 for the certification of security guards. It includes the curriculum for the Eight Hour Pre-Assignment security guard training course, as set forth by NYS Department of Criminal Justice Services (DCJS), covering the duties, responsibilities, and functions of security guards. The topics covered will include: the role of a security officer, the legal powers and limitations of a security officer, emergency situations, communication and public relations, access control, ethics and code of conduct. Upon successful completion of this course, the student will receive the NYS Security Guard 8 Hour Pre-assignment Certificate. (0.5 cr. hrs.)

### CRJ 1215 NYS Course for Security Guards: 16 Hour On-the-Job Training Certificate

*(New Course)*

This course is intended to meet the requirements set forth by the New York State Security Guard Act of 1992 for the certification of security guards. It includes the curriculum for the Sixteen Hour On-the-Job Training Course for Security Guards, as set forth by NYS Department of Criminal Justice Services (DCJS), covering the duties, responsibilities, and functions of security guards. The topics covered will include: the role of a security guard, the legal powers and limitations of a guard officer, emergency situations, communication and public relations, access control, ethics, code of conduct and report writing. (1 cr. hr.)

### CRJ 1216 NYS Course for Security Guards: 8 Hour Annual In-Service Training Certificate

*(New Course)*

This course is intended to meet the requirements set forth by the New York State Security Guard Act of 1992 for the certification of security guards. It includes the curriculum for the Eight Hour Annual In-Service Training Course for Security Guards, as set forth by NYS Department of Criminal Justice Services (DCJS), covering the duties, responsibilities, and functions of security guards. The topics covered will include: the role of a security guard, the legal powers and limitations of a security guard, emergency situations, communication and public relations, access control, ethics, code of conduct, report writing and site specific topics. This course is a requirement for all security guards in New York State and must be completed on a calendar year basis for each year succeeding the completion of the mandated 16 Hour On-the-Job Training Course for Security Guards (CRJ1215). (.5 cr. hr.)

### CRJ 1540 Police Physical Conditioning & Wellness

Assists the student in developing an optimal level of physical fitness in the areas of cardio-respiratory endurance muscular strength, flexibility, speed, and endurance through personal training, nutrition, and stress awareness. This level of physical fitness meets the NYS Department of Criminal Justice Services...
CRJ 1550  Laws of NY State
Provides a comprehensive overview of NYS laws commonly used in professional law enforcement applications and meets the NYS Department of Criminal Justice Services requirements for the law portion of the Basic Course for Police Officers. (3 cr. hrs.) (Spring). Prerequisite: Students must be accepted into the Police Basic Training Certificate program and have completed the courses required in the fall semester of the program.

CRJ 1560  Basic Police Procedures
Provides a comprehensive overview of the basic skills and practices necessary for daily professional law enforcement duties which meet the NYS Department of Criminal Justice Services requirements for the included portions of the Basic Course for Police Officers. (3 cr. hrs.) (Spring). Prerequisite: Students must be accepted into the Police Basic Training Certificate program and have completed the courses required in the fall semester of the program.

CRJ 1570  Police Community Interaction
Provides a comprehensive overview of community interaction and personal communication skills commonly used in professional law enforcement applications that meets the NYS Department of Criminal Justice Services requirements for the included portions of the Basic Course for Police Officers. (3 cr. hrs.) (Spring). Prerequisite: Students must be accepted into the Police Basic Training Certificate program and have completed the courses required in the fall semester of the program.

CRJ 1580  Police Investigation
Provides a comprehensive overview of police investigative techniques commonly used in professional law enforcement applications that meets the NYS Department of Criminal Justice Services requirements for the included portions of the Basic Course for Police Officers. (3 cr. hrs.) (Spring). Prerequisite: Students must be accepted into the Police Basic Training Certificate program and have completed the courses required in the fall semester of the program.

CRJ 1590  Police Certified First Responder
Provides a comprehensive overview of police investigative techniques commonly used in professional law enforcement applications that meets the NYS Department of Criminal Justice Services requirements for the included portions of the Basic Course for Police Officers. (3 cr. hrs.) (Spring). Prerequisite: Students must be accepted into the Police Basic Training Certificate program and have completed the courses required in the fall semester of the program.

CRJ 2010  Criminal Investigation I
Fundamentals of investigation, crime scene search and recording, collection and preservation of physical evidence. Scientific aids, modus operandi, sources of information, interview and interrogation, follow-up and case preparation. Methods of investigation, initial steps, obtaining information, specific offenses. (4 cr. hrs.) (Fall, Spring). Prerequisite: CRJ 1010 and ENGL 1010, with satisfactory completion of all reading placements. Lecture/laboratory. Fee $25.

CRJ 2020  Criminal Investigation II
The investigator in court, identification and reproduction, specialized scientific methods, investigative operations. (4 cr. hrs.) (Spring). Prerequisite: CRJ 2010. Lecture/laboratory. Fee $25.

CRJ 2030  Evolution of Criminal Law
The evolution of criminal law from ancient times to current U.S. law. How guilt is established, defining criminal conduct, mala prohibita v. mala in se, the significance of resulting harm, punishment v. rehabilitation, exculpation. (3 cr. hrs.) (Fall). Prerequisites: CRJ 1050, ENGL 1010. Writing in content area. Upper-level course.

CRJ 2040  The Constitution & the Accused
Advanced study of the fourth, fifth, and sixth amendments to the Constitution. Theories and values of the framers, the evolution of these theories and values to our current criminal justice system. (3 cr. hrs.) (Spring). Prerequisite: CRJ 1050, CRJ 2030, ENGL 1010, with satisfactory completion of all reading placements. Writing in content area.

CRJ 2050  Criminal Justice Ethics
Identification and analysis of the diverse ethical issues encountered in the Criminal Justice System. Traditional ethical theories examined and applied to topics such as discretion, deadly physical force, misconduct, gratuities, authority and responsibility, affirmative action, civil disobedience, strikes, undercover operations, whistle blowing, and privacy. (3 cr. hrs.) (Fall, Spring). Prerequisites: CRJ 1010, ENGL 1010, and satisfactory completion of all reading placements.

CRJ 2203  Treatment of Criminal Offender
The post-conviction process. Development of a correctional philosophy, theory, and practice; description of institutional operation, programming and management; community-based corrections; probation and parole. (3 cr. hrs.) (Fall). Prerequisite: ENGL 1010.

CRPL  Career Planning
Division of Social Sciences & Social Services

CRPL 1010  Career Directions
Students will explore careers through self-analysis and consideration of the job outlook. Career and college planning will be conducted through self-assessing interests, values and skills as well as defining short and long-range career goals. Includes FOCUS career assessment, career research and informational interviewing. (1 cr. hrs.) (Fall, Spring). Lecture/discussion/activities. A student cannot earn credit for this course and FYEX 1000.
CRPL 1020  Job Search Strategies
Development of a plan and portfolio of necessary documents for a job search. Includes resume and cover letter writing, application completion, targeting employers, networking and interviewing techniques. (1 cr. hr.) (Fall, Spring) Lecture/discussion/activities. Co-requisite: ENGL 1010.

CRPL 1030  Understanding Work Expectations
An in-depth exploration of employer expectations including values, ethical behavior, conduct, first impressions, diversity and problem-solving. Importance is directed toward acquiring knowledge and skills in interpersonal relationships and performance on the job to improve job satisfaction and success. (2 cr. hrs.) (Fall, Spring) Lecture/discussion/activities

CRST, CSCS, CSIT, CSNS, CSNT, CSST, CSWT
Computing
Division of Business Administration and Computing
Faculty: Michael Bilynsky, Joseph DeLeone, Matthew Haas, Joseph Oppenheim, Alicia McNett

CRST  Computer Repair

CRST 1010  Computer Hardware Technologies
Course is designed to help prepare students for the PC hardware portion of A+ Certification exams. Topics follow objectives as defined by current CompTIA standards. Topics include computer proper PC assembly/disassembly techniques, motherboards, CPUs, memory, mass storage devices, power supplies, network hardware, and safety. (4 cr. hrs.) (Fall, Spring) Prerequisite: Ready to take a college-level composition course and have no developmental reading and mathematics requirements Lecture/laboratory. Fee $50. Shelf Life Alert.

CRST 1030  Operating System Technologies
Course is designed to help prepare students for the Operating Systems portion of A+ Certification exams. Topics follow objectives as defined by current CompTIA standards. Topics include Operating Systems fundamentals, installation, configuration and upgrading of Windows based systems, basic diagnosis and troubleshooting of operating system problems and an introduction to Windows networking. (4 cr. hrs.) (Fall). Lecture/laboratory. Prerequisite: Ready to take a college-level composition course and have no developmental reading and mathematics requirements. Lab fee. Shelf Life Alert.

CRST 2040  Systems Configuration & Maintenance
Use of diagnostic hardware and software, virus and spyware scanning tools, troubleshooting of various system level and application packages. Backup/disaster recovery techniques and preventative maintenance are discussed. Detailed discussion of mass storage devices such as CD/DVD standards and hard disks included. Attention will be given to current trends in hardware and software technology. (4 cr. hrs.) (Fall). Prerequisites: CSIT 1010 and CSIT 1030. Lecture/laboratory. Lab fee. Shelf Life Alert.

CRST 2050  Computer Repair Practicum
A course containing a supervised work experience in an information technology field at local industries, community agencies and/or educational institutions. Work must directly relate to the student's chosen concentration. (4 cr. hrs.) (Fall, Spring). Pre- or co-requisites CRST 2040 or CSWT 2610, and CSNT 1200. Shelf Life Alert.

CRST 2060  Computer Repair Seminar
Discussion of general topics of interest concerning PC's and networks. Topics derived from real-life problems and include advanced troubleshooting, optimization of systems, system security, repair/upgrade cost analysis, and system maintenance. (4 cr. hrs.) (Spring). Prerequisites CRST 2040 and CSNT 1200. Lecture/laboratory. Fee $50. Shelf Life Alert.

CSCS  Computer Science

CSCS 1200  Computer Essentials
Theories and applications of computers. Includes computer architecture, hardware, software, number coding, problem solving paradigms, microcomputer applications, network technology, computer ethics, computer careers, e-commerce, and system software. (4 cr. hrs.) (Fall, Spring). Prerequisite: Ready to take a college-level composition course and have no developmental reading and mathematics requirements. Recommended for computer majors only; non-majors see CSIT 1390. Lecture/laboratory. Shelf Life Alert.

CSCS 1240  Structured & Object-Oriented Problem-Solving
Logic for analyzing problems and communicating problem-solving procedures to the computer. Data types and variables, control structures, arrays, sorting and searching, “common sense” analysis, problem-solving, logic flow charting, pseudocoding, and Unified Modeling Language (UML). (3 cr. hrs.) (Fall, Spring). Prerequisite: Ready to take a college-level composition course and have no developmental reading, and be taking MATH 1015. Lecture/laboratory. Shelf Life Alert.

CSCS 1320  C/C++ Programming
C/C++ Programming for systems, commercial, and scientific applications. Topics include: procedural vs. object-oriented programming, data types, operators, standard control structures, functions, pointers, arrays, structures, classes, objects, encapsulation, inheritance, polymorphism, templates and libraries. (4 cr. hrs.) (Spring). Prerequisite: CSCS 1240. Lecture/laboratory. Shelf Life Alert.

CSCS 1730  UNIX/Linux Fundamentals
UNIX Operations System basics. Exploration of the command-line environment, use of the UNIX shell by moded editing, shell scripting, regular expressions, file manipulation,
filters, wild cards, I/O manipulation, and related topics. Exposure to graphical environments and related components such as X server, Window Manager, and Desktop environments. (4 cr. hrs.) (Fall/Spring). Prerequisite: Be taking or have taken CSCS 1240. Lecture/laboratory. Shelf Life Alert.

CSCS 2210  Visual Basic - Object Oriented Programming
Prepares students to utilize Visual Basic as an object-oriented programming language. Topics include: the Visual Basic environment, properties, controls, procedures, interfaces and structures. Knowledge of these topics will evolve through extensive programming examples and projects. (3 cr. hrs.) (Fall, Spring). Prerequisite: CSCS 1240. Students cannot receive credit for this course and CSST 1600. Lecture/laboratory. Shelf Life Alert.

CSCS 2320  Data Structures
Data and data structures, linear lists, strings, stacks, queues, linked lists, arrays, and orthogonal lists. Trees, multi-linked structure, table search, sorting techniques, storage allocation, and sequential and random file access. (3 cr. hrs.) (Fall). Prerequisite: CSCS 1320. Lecture/ laboratory. Shelf Life Alert.

CSCS 2330  Discrete Structures
Discrete mathematical foundations and their relationship to computing. The foundation of discrete structures, mathematical reasoning, combinatorics, graphs and trees, Boolean Algebra and logic gates, and Karnaugh mapping. (3 cr. hrs.) (Fall). Prerequisite: MATH 1240 and either CSCS 1320 or CSCS 2420. Students cannot receive credit for this course and MATH 2330. Shelf Life Alert.

CSCS 2420  Java Programming
Basic concepts of object-oriented programming, fundamentals of the language and syntax, algorithmic thinking, problem solving, control structures, data types, operators, input/output, method (user defined and API), single-subscripted arrays and strings, and class libraries. Extensive hands-on program development creating stand-alone applications and Java applets. (3 cr. hrs.) (Spring). Prerequisite: CSCS 1240. Lecture/laboratory. Shelf Life Alert.

CSCS 2430  Digital Logic
Logic gates, flip-flops, circuit diagrams of different types of registers and counters, decoders, encoders, multiplexers, demultiplexers, adders, and characteristics of Asynchronous and Synchronous transmission. (3 cr. hrs.) (ASN). Prerequisites: CSCS 1240 and MATH 1015. Shelf Life Alert.

CSCS 2650  Computer Organization
Computer architecture and assembly language programming methods. Includes addressing, binary and computer arithmetic, boolean logic, bus structures, control and data flow, data representation, debugging, input/output, instruction cycle, instruction sets, interrupts, linking, machine language, memory, processors, registers, storage, subroutines, and translation. Connection to compilers and operating systems discussed. (4 cr. hrs.) (Spring). Prerequisite: CSCS 1320 or CSCS 2420. Lecture/laboratory. Shelf Life Alert.

CSCS 2700  Data Communications
Networks and communication techniques with computers or peripheral devices. Includes communications links and equipment, coding of information, line controls, protocols, multiplexing, socket programming, error correction algorithms, data transmission, and local area networks. Emphasis on modern internet protocols such as TCP/IP, including the application, transport, network, and link layers. (3 cr. hrs.) (Fall). Prerequisite: CSNT 1200 and (CSCS 1320 or CSCS 2420.) Shelf Life Alert.

CSCS 2730  Systems Programming
Systems programming for portable operating system implementations. File and Device I/O, timers, process management, sockets, threads, file systems, terminals, signals, pipes, semaphores. Focus on concurrency and effective resource utilization. (3 cr. hrs.) (Spring). Prerequisites: CSCS 1320 and CSCS 1730. Shelf Life Alert.

CSCS 2850  Projects
Independent or group project(s) under the guidance of the instructor. Projects will be designed to advance the student’s knowledge and competence in computer science and related areas. The student develops a statement of goals and strategies, maintains a weekly log, and prepares written and oral reports. (3 cr. hrs.) (ASN). Prerequisite: Instructor consent. Shelf Life Alert.

CSIT  Computer Information Technology

CSIT 1151  Introduction to Networks
Microcomputer networks including history of networks, basic electronic concepts and terms, serial vs. parallel communications, network software, modems, private and public networks, network management and security, and future directions in the industry. (1 cr. hr.) (ASN). Lecture/laboratory. Prerequisite: CSST 1161. Shelf Life Alert.

CSIT 1320  HPC Fundamentals
Introduces students to current computational trends and interdisciplinary collaboration. Survey of applications requiring visualization, data and time intensive processing, concurrency. Case studies drawn from current problems in the computing, business, scientific, and mathematical disciplines. Students will be exposed to design, implementation, and operational aspects of a high performance computing system, as well as skills in resource utilization, system performance optimization, and general problem solving techniques. (3 cr. hrs.) (Spring). Prerequisite: CSCS 1730. Shelf Life Alert.

CSIT 1390  Computer Literacy and Microcomputer Applications
Student will complete projects integrating spreadsheets, databases, word processing, and graphic presentations with embedding and linking applications. Graphical User Interface (Windows operating system) will be utilized throughout the semester. Hardware analysis, operating system comparison, binary number system manipulation, and telecommunication and network technology literacy will be studied. (4 cr. hrs.) (Fall, Spring). Lecture/laboratory. Ready to take a college-level composition course and have no developmental reading requirements. Shelf Life Alert.
CSIT 2044  HPC Experience I
In-lab seminar/work experience in a High-Performance Computing environment. Student is assigned an administrative role(s) within the lab and learns the basics of on-site/remote maintenance, monitoring, support, documentation, updating and investigating possible functionality. The student functions as if they were in a beginning staff system administration position. (2 cr. hrs.) (Fall) Prerequisites: CSIT 1320 or CSCS 1730. Cannot be taken concurrently with CSIT 2048. Shelf Life Alert.

CSIT 2048  HPC Experience II
Continuation of in-lab seminar/work experience in a High-Performance Computing environment. Student resumes administrative role(s) within the lab and is responsible for on-site/remote maintenance, monitoring, support, more detailed documentation, updating, and investigating/implementing possible innovations/ functionality. Additionally, the student may assist in mentoring/training an incoming student to assume the responsibilities of the role. The student functions as if they were in an intermediate system administration position. (2 cr. hrs.) (Spring). Prerequisites: CSIT 1320, CSCS 1730 and CSIT 2044. Lecture/Laboratory.

CSIT 2240  Game Programming
Introduction to game development. Topics include: conceptual game design; game mechanics; rules and interaction; multimedia, interface, and implementation considerations. Students will apply game theory and programming skills to a game development project. (3 cr. hrs.) (ASN). Prerequisites: CSCS 1320 and 1730. Shelf Life Alert.

CSIT 2310  Structured & Object-Oriented Systems Analysis and Design
Techniques for processing data through computers. Input, output, and programming systems. Skills required in system design, the allied areas of form management, and records retention. Examination of flow charting and data flow diagrams for paperwork flow, unit record equipment, and computer systems. Forms and record design. Practical applications are developed, displayed and presented for integrated procedures and weighed from the viewpoint of economy, efficiency, and expansion. (3 cr. hrs.) (Spring). Prerequisite: CSCS 1320, CSCS 2420, or CSCS 2210. A student presentation is required. Shelf Life Alert.

CSIT 2400  Database System
Creating, modifying, and using a database and composing an original database system. Conceptual database design, relational database system, relational query language, programming, menu-driven systems, screen I/O and prompting. Database terminology. (3 cr. hrs.) (Fall). Prerequisite: CSCS 1240. Lecture/laboratory. Credit cannot be earned for this course and the database modules (CSST 1101, 1102, 1103). Shelf Life Alert.

CSNS  Computer Science Network Security
CSNS 1610  Fundamentals of Information Security (New Course)
An introduction to the fundamental issues, concepts and tools common to areas of security. Topics include who are the attackers, their motivations, and risk tolerance. Essential tools will be introduced covering the areas of anti-virus, monitoring, virtual machines, account control, and access rights management. Security models such as access control lists, role-based access control, Bell-La Padula, and others will be studied. Concept areas such as confidentiality, integrity, availability and privacy will be studied. (3 cr. hrs.) (Lecture/Lab) (Spring). Prerequisite: CSNT 1200

CSNT  Computer Network Technology
CSNT 1200  Network Fundamentals
A theoretical overview of networks. Introduction to the OSI model, communications media, various network equipment, data transmission, protocols, topologies, architectures, Local area networks, Wide area networks, Routing and Routing protocols, IP addressing, and structured cabling. (4 cr. hrs.) (Fall/Spring). Prerequisite: Ready to take a college-level composition course and have no developmental reading and mathematics requirements. Lecture/laboratory.

CSNT 1400  Routing Protocols and Concepts
Discussion, design, and configuration of various routers and router protocols. Other topics include Classful and Classless IP addressing, subnetting, VLSM and CIDR. Students receive practical hands-on experience configuring and implementing the lecture topics. (4 cr. hrs.) (Spring). Prerequisite: CSNT 1200. Lecture/laboratory.

CSNT 1500  Routing and Switches (New Course)
The focus of this course is on learning the architecture, components, and operations of routers and switches in a small network. In this course, you will learn how to configure a router and a switch for basic functionality. By the end of this course, you will be able to configure and troubleshoot routers and switches and resolve common issues with RIPv1, RIPv2, single-area and multi-area OSPF, virtual LANs, and inter-VLAN routing in both IPv4 and IPv6 networks. (4 cr. hrs.) (Spring). Prerequisite: CSNT 1200. Lecture/Lab.

CSNT 2200  Network Software
Installation and use of various system and application software packages within a networked environment. The study and understanding of these packages and their relationship to network configuration and functionality. (4 cr. hrs.) (Fall). Prerequisite: CSNT 1200. Lecture/laboratory.

CSNT 2400  LAN Switching and Wireless
Implementation and configuration of a Local Area Network. Students will use the knowledge that they acquire to design, implement, and configure a LAN. Topics include Switching concepts and LAN design, Switch configuration, STP, Virtual LANs, and VLAN trunking protocol. (4 cr. hrs.) (Fall). Prerequisite: CSNT 1200. Lecture/laboratory. Fee $50.
CSNT 2800 Accessing the WAN
Students will create and evaluate various network systems. Topics include: analysis, design, development, implementation, maintenance, and evaluation of different kinds of network systems. The focus will be on various WAN technologies and protocols such as Frame Relay, PPP, HDLC, VPN. Students will also become familiar with creating Packet filters for security on routers using Access Control Lists (ACLs). (3 cr. hrs.) (Spring). Prerequisite: CSST 1101 or equivalent. Shelf Life Alert.

CSST Computer Service Technology

CSST 1031 Introduction to Graphical User Interface (GUI)
Graphical environment for applications and documents. Use of icons, simultaneous on-screen applications, and sharing information between application software. Explores various applications within the graphical interface. Includes using a mouse and the “point and click” method. (1 cr. hr.) (Fall, Spring). Lecture/laboratory. Shelf Life Alert.

CSST 1051 Introduction to Spreadsheets
Use of a microcomputer and current application software to introduce the accounting, arithmetic, and analytical capabilities of the electronic spreadsheet. Spreadsheet construction, pointer movement, arithmetic and logical operations, formulas and functions, file concepts, printing, graphics capabilities, and data management. (1 cr. hr.) (Fall, Spring). Prerequisite: MATH 1015. Lecture/laboratory. Shelf Life Alert.

CSST 1052 Intermediate Spreadsheet Concepts
Reinforces basic spreadsheet skills and introduces printing and graphing options, file management, logical and lookup functions, range names and database concepts. (1 cr. hr.) (Fall, Spring). Prerequisite: CSST 1051, CSIT 1390 or equivalent. Lecture/laboratory. Shelf Life Alert.

CSST 1053 Advanced Spreadsheet Concepts
Creation and use of macros, database management functions, branching, custom menu development. (1 cr. hr.) (Fall, Spring). Prerequisite: CSST 1052 or equivalent. Lecture/laboratory. Shelf Life Alert.

CSST 1091 Introduction to Microcomputer Graphics
Introduction to presentation software. Includes design, transitions, animation effects and inserting charts and other objects. Methods of adding multimedia, manipulating simple graphics and timing the delivery of presentations will also be covered. (1 cr. hr.) (Fall, Spring). Lecture/laboratory. Shelf Life Alert.

CSST 1101 Microcomputer Database Concept
Creation, maintenance, and retrieval of data records utilizing a current database application package. Structure creation, data entry, editing, sorting, indexing, queries, reports, and record maintenance. (1 cr. hr.) (Fall, Spring). Lecture/laboratory. Shelf Life Alert.

CSST 1102 Intermediate Microcomputer Database
Continuation of microcomputer database concepts by demonstrating multiple file/table capabilities using a QBE/SQL capable database. Includes linking multiple databases, extracting data from multiple files, designing custom input forms and reports. (1 cr. hr.) (ASN). Prerequisite: CSST 1101 or equivalent. Shelf Life Alert.

CSST 1103 Advanced Microcomputer Database
Continuation of microcomputer database concepts by demonstrating programming concepts and capabilities using QBE/SQL capable database. Includes logical structures, scripts, and applications. (1 cr. hr.) (ASN). Prerequisite: CSST 1102. Shelf Life Alert.

CSST 1161 Introduction to the Internet
Introduction to the Data Communications Super Highway (Internet). Methods of connecting to the Internet, searching the Internet for information, and communicating with other users. (1 cr. hr.) (Fall, Spring). Lecture/laboratory. Shelf Life Alert.

CSST 1600 Object Oriented Program-Nonmajor
An introduction for students with little or no programming background. Topics include the Object Oriented environments, properties, controls, and programming procedures and structures. (3 cr. hrs.) (Fall, Spring). Lecture/laboratory. Students cannot receive credit for this course and CSCS 2210. Shelf Life Alert.

CSWT Computer Web Technology

CSWT 1041 Introduction to Web Pages
Web page design techniques using HTML and prepackaged applications. Presents skills necessary to build and manage professional web pages using different browser and computing platforms, typography, color selection and navigation. (1 cr. hr.) (ASN). Prerequisite: CSST 1101. Lecture/laboratory. Shelf Life Alert.

CSWT 1051 Interactive Web Technologies
Experience developing animated and interactive web-based multimedia. Learn basic drawing and animating tools using Flash, and work with layers, libraries, scenes, symbols, and effects. The class is designed for students interested in digital media and web development. (1 cr. hr.) (Spring). Prerequisite: CSST 1031, CSIT 1390, CSCS 1200. Shelf Life Alert.

CSWT 1200 Website Development Fundamentals
Web page development techniques using HTML, XHTML, and website authoring software. Presents skills necessary to build, deploy, and manage professional web pages. Topics include basic tags and more advanced features while emphasizing accessibility, compatibility, security, and emerging Internet trends. (3 cr. hrs.) (Fall/Spring). Prerequisite: Ready to take a college-level composition course and have no developmental reading and mathematics requirements. Be taking or have taken CSST 1031, CSCS 1200 or CSIT 1390. Lecture/laboratory. Shelf Life Alert.

CSWT 2610 Client-Web Programming
Involves hands-on experience with common uses of JavaScript in commercial websites, including but not limited to: form validation, web applications, and Dynamic HTML. Focus is on the DOM (Document Object Model), and also covers the evolving standards with XML and the integration of XML Style sheets.
with JavaScript to create robust, complex web applications. (3 cr. hrs.) (Fall). Prerequisites: CSWT 1200 and taking or have taken ARTS 2550. Lecture/laboratory. Shelf Life Alert.

**ECED 2620 Server-Web Programming**

Database connectivity and other areas related to the construction of commerce-related database driven websites are the primary focus. Behind the scenes aspects of web programming. Hands-on experience with today’s popular programming languages on the web, emphasis on the HTML-embedded scripting languages PHP (Perl-like in syntax) and ASP (VBScript.) Mod- Perl, JSP, Coldfusion, and other common languages also discussed. (3 cr. hrs.) (Spring) Prerequisite: CSWT 2610. Lecture/laboratory. Shelf Life Alert.

**ECED Early Childhood**

Division of Social Sciences & Social Services
Faculty: Julie Dick, Catherine McLaughlin, Susan Hoobler

**ECED 1110 Introduction to Early Childhood Education**

Survey of early childhood education theories and principles and the alternative settings available for the care and education of young children. Emphasis on definition program quality as it pertains to developmentally appropriate care and other characteristics of the child care environment. (3 cr. hrs.) (Fall). Lecture/projects/field assignments and/or observations.

**ECED 1120 Observing and Recording the Behavior of Young Children**

An introduction to methods of making behavioral records of young children, both as clinical tools in a “helping” relationship and as guides for curriculum planning of teachers. (3 cr. hrs.) (Fall, Spring). Lecture/projects/field assignments and/or observations. Shelf Life Alert.

**ECED 1130 The Infant &Toddler: Development & Practice**

The complex process of development in the human infant from conception to three years of age. Physical, social, cognitive, and emotional areas with suggestions for activities to promote optimal infant development. (3 cr. hrs.) (Fall/Spring). Lecture/projects/field assignments and/or observations. Shelf Life Alert.

**ECED 1140 Methods & Materials in Early Childhood Education**

An introduction to activities suitable for young children and to ways of using activities to foster physical, emotional, intellectual, and social growth. Lesson planning is taught and practiced. (3 cr. hrs.) (Fall, Spring). Lecture/projects/field assignments and/or observations. Shelf Life Alert.

**ECED 1150 Partnering with Families, Schools**

Explores the need for and skills necessary for a partnership between parents, human service workers, and educators. Teaches skills of effective listening, confrontation, problem solving, modification of the environment, and values clarification. (3 cr. hrs.) (Fall, Spring). Lecture/projects/field assignments and/or observations.

**ECED 1524 Language Development and Children**

An overview of Language Development Guidelines - birth through school age years. Normal development guidelines of speech and language and important effects of language development on the mastery of reading, spelling, writing and school subjects. For those who work with a pre-school age population. (3 cr. hrs.) (Fall, Spring). Lecture/projects/field assignments and/or observations.

**ECED 2960 Field Experience - Early Childhood**

Demonstration of competencies learned, written documentation and participation in an early education seminar. (6 cr. hrs.) (Fall, Spring). Prerequisites: A grade of C or higher in ECED 1120 and either ECED 1130 or 1140, and instructor consent. Practical experience through a minimum of 225 hours of supervised work. (Students who are employed in a state-approved early childhood education setting have the option of applying for CDA assessment if preparation is completed within six months of application.)

**ECON Economics**

Division of Business Administration and Computing
Faculty: Deborah Dunbar, Robert Kephart II

Note: Economics is a Social Science that also meets certain business program requirements.

**ECON 1000 Elements of Economics**

Structure and functioning of the U.S. economy. National economic goals, the market system, price determination, taxation and government spending, business cycles, fiscal and monetary policy, international trade. Understanding of current economic events and issues. (3 cr. hrs.) (Fall, Spring).

**ECON 2001 Principles of Economics- Macro**

U.S. macro-economic goals, the American market system, price determination, distribution of income, government taxation and spending, national income accounting, fiscal policy, and monetary policy. (3 cr. hrs.) (Fall, Spring). Prerequisites: MATH 1015 and eligible to enroll in ENGL 1010. Upper-level course. Meets General Education requirement in Social Sciences.

**ECON 2002 Principles of Economics- Micro**

Elasticity of supply and demand, utility theory, production cost analysis, profit maximization, monopoly and government regulation, labor organization, international trade and finance, economics of growth, resource depletion, and pollution. (3 cr. hrs.) (Fall, Spring).Prerequisites: MATH 1015 and eligible to enroll in ENGL 1010. Upper-level course.
EDUC  Education
Division of Social Sciences & Social Services
Faculty: Julie Dick, Susan Hoobler

EDUC 1010  Foundations of Education
The aims of public education in our society; philosophical, historical, economic, political and social bases of our educational system. Current trends in education; popular myths about the teaching profession; roles, responsibilities, problems and concerns of teachers. (3 cr. hrs.) (Fall, Spring). Field observation. Prerequisite: Eligible for ENGL 1010.

EDUC 1560  Special Ed & Inclusive Class
Examines the nature of various handicapping conditions and describes education programs and strategies for serving exceptional children and adults. (3 cr. hrs.) (ASN). 15 hours of field observation is required. Prerequisite: eligible for ENGL 1010.

EDUC 1960  Fieldwork & Seminar in Education
Entry-level field course enables pre-service teachers to work with learners in today’s classroom. By interacting individually with students, pre-service teachers will observe and analyze basic patterns of teaching and learning. (3 cr. hrs.) (Fall, Spring). Prerequisites: EDUC 1010 and EDUC 2040 with a grade of C or higher. Field-work (100 hours)/seminar.

EDUC 2040  Teaching in the Diverse Classroom
Intended for prospective teachers of grades Pre-K through 12, focus is on the pedagogical needs of diverse student populations. Provides a background in special education, bilingualism, multiculturalism and diversity, and explores instructional strategies appropriate to the needs of all students. (3 cr. hrs.) (Fall, Spring). Prerequisite: EDUC 1010 or ECED 1110.

EDUC 2050  Schools and Society
Examines the historical, cultural, philosophical, ethical, and practical foundations influencing education in the United States. The significance of social differences in regard to class, culture, race/ethnicity, gender, sexual orientation, and religion will be examined. Controversial educational issues will be explored and a personal philosophy of education will be formulated. (3 cr. hrs.) (ASN) Prerequisite: EDUC 1010, EDUC 2040 and ENGL 1010. Writing in content area. Upper-level course. Intended for education students. 15 hours field observation.

ELEC  Electrical Technology
Division of Math, Physics, Technology & Engineering Science
Faculty: Jonathan Balke, Albert Gerth

ELEC 1010  Electricity
Electrical quantities and their measurement, series and parallel DC circuits, electrical power, AC circuits, magnetism and basic instrumentation. Basic circuit analysis theorems. (4 cr. hrs.) (Fall, Spring). Prerequisites: Be taking or have taken ENGL 1010 and MATH 1230). Lecture/laboratory. Lab fee.

ELEC 1500  Solid State Electronics
Theory of operation, design, analysis, and circuit configurations of P-N junction diode, zener diodes, bipolar transistors, FETs, and thyristors. (4 cr. hrs.) (Spring). Prerequisite: ELEC 1010. Lecture/laboratory. Lab fee.

ELEC 1510  Digital Electronics
Digital circuits and their application. Binary and hexadecimal number systems and codes, basic logic gates, combinational and sequential logic circuits. Boolean algebra, arithmetic circuits, decoders, encoders, multiplexers, flip flops and counters. Lab work includes design of circuits utilizing integrated circuits and FPGA hardware/software. (4 cr. hrs.) (Spring). Prerequisite: ELEC 1010. Lecture/laboratory. Lab fee.

ELEC 2000  Electronic Construction
CAD-generated printed circuit board design and fabrication including artwork, etching, soldering, component mounting and wire wrapping. An individual project is constructed. (1 cr. hr.) (Fall). Prerequisite: ELEC 1500. Laboratory. Lab fee. Students will be expected to purchase required tools and parts for the project.

ELEC 2010  Linear Electronics
Advanced course in linear and analog electronics. Linear integrated circuits, power amplifiers, operational amplifiers, regulated power supplies, and active filters. (4 cr. hrs.) (Fall). Prerequisite: ELEC 1500. Lecture/laboratory. Lab fee.

ELEC 2020  Industrial Electronics
Automatic process control systems. Programmable logic controllers used in industrial control systems. Installation, programming and interfacing of Allen Bradley SLC 500 control Logix controllers. Robotics will be studied including set-up, programming, interfacing, and applications. (4 cr. hrs.) (Fall). Prerequisites: ELEC 1500 and ELEC 1510 or ELEC 1580. Lecture/laboratory. Lab fee.

ELEC 2030  Microprocessors
Extensive study and application of the architecture and instruction set of a microprocessor. Includes the use of assemblers and simulators, assembly language programming as well as I/O and memory circuit design. (4 cr. hrs.) (Fall). Prerequisite: ELEC 1510. Lecture/laboratory. Lab fee.

ELEC 2050  Senior Project
An independent project including the various stages from conception to design and layout, fabrication, testing, modification, and final reporting. Project is of the student’s choosing, subject to approval of the instructor. (2 cr. hrs.) (Spring). Prerequisites: ELEC 2000, 2010, 2030. Laboratory/independent project. Lab fee. Students will be expected to purchase required tools and parts for the project.

ELEC 2060  Electronic Communications
Circuits common to most communications equipment: filters, tuned circuits, oscillators, and amplifiers. AM and FM circuitry, radio receivers, transmitters, and an introduction to digital com-
ELEC 2070  Data Acquisition
Introduces basic process instrumentation and control systems, analog to digital and digital to analog conversion with emphasis on computer control interfacing of processes. Use of LabView data acquisition software to acquire and analyze data. (4 cr. hrs.) (Spring). Prerequisites: ELEC 2010, 2030. Lecture/laboratory. Lab fee.

ELEC 2080  Microprocessor Systems
Advanced microprocessor course dealing with the software and hardware aspects of microprocessor system design. Uses Intel 8051 micro-controller. (4 cr. hrs.) (ASN). Prerequisite: ELEC 2030. Lecture/laboratory. Lab fee.

ELEC 2090  Programmable Controllers
Programmable logic controllers used in industrial control systems. Installation, programming and interfacing of Allen-Bradley and Texas Instruments programmable logic controllers. (4 cr. hrs.) (ASN). Prerequisite: ELEC 1500. Lecture/laboratory. Lab fee.

ELEC 2100  Technology Research
Issues and concepts related to the student’s field of technology. In consultation with faculty, students select, research, organize, and present in written and oral form, topics of personal and professional interest. The use of the Internet and visual presentation systems is required. (3 cr. hrs.) (ASN).

ENGL 0980  Reasoning, Reading, & Writing for Academic Studies
(Intro) Integrates reading, critical thinking and writing assignments aimed at improving students’ literacy skills for success in college studies. Students apply reading strategies to challenging texts, using previewing, annotation, guide questions and discussion to understand key points. Major projects require students to develop paragraph/essay ideas through reading comprehension activities, discussion, and other prewriting strategies, and culminating with essays responding to and integrating source material with no serious errors. Students who successfully complete this course should enroll in READ 0880 AND ENGL 0990 unless exempted through departmental review. (4 equivalent credits.) (Fall, Spring). Prerequisite: Placement by assessment. Grading: Pass/Fail. Does not fulfill degree or program requirements. Lecture/laboratory.

ENGL 0990  Intermediate Writing Skills
Developing ideas, reading articles, planning and outlining, revising techniques, sentence structure, grammar, punctuation, diction, and essay development. To complete the course, the student will be expected to write essays responding to and integrating source material with no serious errors. (3 eq. cr. hrs.) (Fall, Spring). Prerequisite: Placement or ENGL 0950. This course does not fulfill program or degree requirements. Grading A through C, F.

ENGL 1010  College Composition I
Essay writing designed to sharpen the student’s perceptions of the world through the study and use of non-fiction writings and to facilitate communications with correctness, clarity, unity, organization, and depth. Assignments include expository writing, argumentation, and research techniques. (3 cr. hrs.) (Fall, Spring). Prerequisite: Placement or ENGL 0990. Writing Process. Meets General Education requirement in Basic Communication.

ENGL 1020  College Composition II
Essay writing designed to advance critical, analytical, and writing abilities begun in ENGL 1010. Literary analysis and interpretation essays on works of fiction, poetry, and drama. (3 cr. hrs.) (Fall, Spring). Prerequisites: ENGL 1010 and satisfactory completion of all reading skills placements. Writing Process. Meets General Education requirements in Humanities.

ENGL 1030  Media Analysis
Designed to advance the composition and critical and analytical skills begun in ENGL 1010. Intensive examination of the mass media which encourages students to develop their own analytical response to the influences of media. Topics include media theory, character and effects; conflict of art and commerce. (3 cr. hrs.) (Fall, Spring). Prerequisite: ENGL 1010. Writing Process.

ENGL 1040  Technical Report Writing I
(Intro) Assists students in developing a knowledge of the conventions of written and spoken English in a variety of writing situations within the context of police work, including incident reports, accusatory instruments, arrest and court documents, accident reports, DWI documents, and mental health and domestic violence reports. (2 cr. hrs.) (Spring). Prerequisite: ENGL 1010.

ENGL 1050  Technical Report Writing II
Introduction to technical, in-service writing such as status, trip, and trouble reports and memoranda. May be taken in conjunction with a scientific or technical project on campus. (1 cr. hr.) (Fall, Spring). Prerequisite: ENGL 1010. Cannot be used as a humanities or liberal arts and sciences elective. Writing Process if taken with ENGL 1502.

ENGL 1060  Technical Report Writing III
Introduction to technical, formal writing such as manuals, proposals and reports for presentation. May be taken in conjunction with a scientific or technical project on campus. (2 cr. hrs.) (Fall, Spring). Prerequisite: ENGL 1501. Cannot be used as a humanities or liberal arts and sciences elective. Writing Process if taken with ENGL 1501.
ENGL 1510  Honors College Composition I
(New Course)
Honors course in essay writing designed to sharpen the student’s perceptions of the world through the study and use of non-fiction writings and to facilitate communications with correctness, clarity, unity, organization, and depth. Assignments include expository writing, argumentation, and research techniques. (3 cr. hrs.) (ASN) Prerequisite: Placement or ENGL0990 and Honors eligibility. Writing Process.

ENGL 2020  Honors College Composition II
(New Course)
Writing course designed to advance the critical and analytical thinking begun in ENGL 1010. Literary analysis essays on works of fiction, drama and poetry. Entry limited to students who meet qualifications for Honors coursework. (3 cr. hrs.). This is an alternate degree requirement for students in the Honors Program. Cannot earn credit for this course and ENGL 1020. Prerequisite: ENGL 1010 and satisfactory completion of all reading skills placements. Meets CCC General Education requirement in Basic Communication.

ENGL 2010  American Literature I
Important writings and American culture from the early 1600’s through 19th century Romanticism. (3 cr. hrs.) Prerequisite: ENGL 1020. Writing in content area. Upper-level course.

ENGL 2020  American Literature II
Important writings and American culture from the mid-19th century to the present. (3 cr. hrs.). Prerequisite: ENGL 1020. Writing in content area. Upper-level course.

ENGL 2030  Children’s Literature
A study of the different types of literature created for children: picture books, young adult novels, poetry, folklore and fairy tales, fantasy, historical fiction, contemporary realistic fiction, biography and non-fiction. Discussion of issues in the field, book selection, etc. through reading, discussion, papers, and projects. (3 cr. hrs.) (Fall, Spring). Prerequisite: ENGL 1020. Writing in content area. Upper-level course.

ENGL 2040  Fantasy and Science Fiction
An historical approach to the genres of science fiction and fantasy through a study of acknowledged masterpieces and contemporary authors. Adaptations and works in other media may also be examined. (3 cr. hrs.) (Spring). Prerequisite: ENGL 1020. Writing in content area. Upper-level course.

ENGL 2090  The Bible as Literature
Secular discussion of readings from the Old and/or New Testaments. Literary qualities of the selected text (genre, philosophical motif and aesthetics) as related to the time, place and conditions of composition. May include historical, textual, reactive and form criticism. (3 cr. hrs.) (Fall). Prerequisite: ENGL 1020. Writing in content area. Upper-level course.

ENGL 2160  The Short Story
The short story as a literary form; study of significant American, British, and continental writers with emphasis on the 20th century. (3 cr. hrs.) (Offered every fourth semester). Prerequisite: ENGL 1020. Writing in content area. Upper-level course.

ENGL 2170  Modern Drama
Drama in literary form; study of significant playwrights with special attention to the 20th century. (3 cr. hrs.) Prerequisite: ENGL 1020. Writing in content area. Upper-level course.

ENGL 2180  Modern Novel
The novel as a literary form; significant authors with special attention to the 20th century. (3 cr. hrs.). Prerequisite: ENGL 1020. Writing in content area. Upper-level course.

ENGL 2190  Modern Poetry
Poetry as a literary form and as a reflection of modern trends in human thought and human experience. Special attention is given to the 20th century. (3 cr. hrs.). Prerequisite: ENGL 1020. Writing in content area. Upper-level course.

ENGL 2310  English Literature I
Major writers and their works in Great Britain from the beginning of the Anglo Saxon era to the end of the Age of Reason. (3 cr. hrs.) Prerequisite: ENGL 1020. Writing in content area. Upper-level course.

ENGL 2320  English Literature II
Major writers and their works in Great Britain from the beginning of the Romantic Movement to the present. (3 cr. hrs.) Prerequisite: ENGL 1020. Writing in content area. Upper-level course.

ENGL 2330  Shakespeare
The major plays of Shakespeare with consideration of the Elizabethan theatre and culture. (3 cr. hrs.) (ASN). Prerequisite: ENGL 1020. Writing in content area. Upper-level course.

ENGL 2410  World Literature I
Masterworks of Western literature in translation from ancient times through the renaissance. (3 cr. hrs.). Prerequisite: ENGL 1020. Writing in content area. Upper-level course.

ENGL 2420  World Literature II
Masterworks of Western literature in translation from the beginning of the Age of Reason to the present. (3 cr. hrs.). Prerequisite: ENGL 1020. Writing in content area. Upper-level course.

ENGL 2480  Creative Writing - Fiction & Drama
A writing course to develop talents in creative writing. and critical abilities. Original works will be evaluated by the class and instructor. Additional outside reading may be assigned. Emphasis will be on creative writing talents (3 cr. hrs.) (Fall) Prerequisite: ENGL 1020. Education requirement in Art. Writing process. Upper-level course. Meets General

ENGL 2490  Creative Writing - Poetry
A writing course to develop talent in creative writing. Focus is on poetry. Original works evaluated by the class and instructor. Emphasis will be on creative writing talents and critical abilities. Additional outside reading may be assigned. (3 cr. hrs.) (Spring). Prerequisite: ENGL 1020. Writing process. Upper-level course. Meets General Education requirement in the Arts.
ENGL 2601 Film: An Introduction - Module I  
Course change. See Addendum page 191  
Introduces film, its terms and techniques. (1 cr. hr.) (ASN). Prerequisite: ENGL 1020 or 1030. Focuses on types of film. Writing in content area. Upper-level course. Writing in content area. Upper-level course.

ENGL 2602 Film: An Introduction - Module II  
Focuses on types of film. (1 cr. hr.) (ASN). Prerequisite: ENGL 1020 or ENGL 1030. Writing in content area. Upper-level course.

ENGL 2603 Film: An Introduction - Module III  
Examines the creative art and technical science of directing and editing. (1 cr. hr.) (ASN). Prerequisite: ENGL 1020 or 1030. Writing in content area. Upper-level course.

ENGL 2661 Journalism - Module I  
Includes writing leads and basic news story organization. (1 cr. hr.) (Fall). Prerequisite: ENGL 1010. Writing process if all three modules are taken. Upper-level course.

ENGL 2662 Journalism - Module II  
Includes interviewing and basic news stories. (1 cr. hr.) (Fall). Prerequisite: ENGL 2661. Writing process if all three modules are taken. Upper-level course.

ENGL 2663 Journalism - Module III  
Includes more advanced news stories and ethics. (1 cr. hr.) (Fall). Prerequisite: ENGL 2662. Writing process if all three modules are taken. Upper-level course.

ENGL 2800 Special Topics in Literature  
An in depth examination of literature from a particular theme/genre, not covered by existing courses. (3 cr. hrs.) (ASN). Prerequisite: ENGL 1020. Writing intensive. Upper-level course. Meets General Education requirement in Humanities.

ENGR Engineering  
Division of Math, Physics, Technology & Engineering Science  
Faculty: Jonathan Balke, Debra Dudick, Albert Gerth, John Longwell

ENGR 1010 Engineering Orientation  
Aspects of engineering study and the engineering profession. Methods of solution of engineering problems. (2 cr. hrs.) (Fall). Prerequisites: Three years of high school math including intermediate algebra and trigonometry, MATH 1225 or MATH 1240.

ENGR 1030 Graphics for Engineers  
Techniques and practices of engineering graphics for communication and interpretation of engineering design intent through the use of the three-dimensional parametric modeling program (SolidWorks) and international standard governing geometric dimensioning and tolerancing. (ASME/ANSI Y14.5 and ISO) Engineering freehand sketching and graphically solving problems including pictorial and multiview drawings, geometric constructions, plane and descriptive geometry, sectioning conventions and coordinate dimensioning and tolerancing. (3 cr. hrs.) (Spring). MATH 1225 or MATH 1240. Lecture/laboratory. Lab fee.

ENGR 1050 C for Engineers  
An introduction to C programming and debugging procedures. The programming assignments will incorporate input/output techniques, iteration, decision making, arrays and sub programs. Engineering applications will be emphasized. (3 cr. hrs.) (ASN). Prerequisite: MATH 1225 or higher. Lecture/laboratory.

ENGR 2110 Engineering Mechanics I  
Statics and Mechanics of Materials. A vector approach to study the equilibrium of particles and rigid bodies, force systems, friction, properties of areas and analysis of structures. Fundamentals of stress and strain under axial loading, torsion, bending, transverse loading, and combined load. (4 cr. hrs.) (Fall). Prerequisite: PHYS 1820.

ENGR 2120 Engineering Mechanics II  

ENGR 2150 Theory & Properties of Material  
Material science. Structure of crystalline solids, imperfections, diffusion, mechanical properties of metals, strengthening mechanisms, failure analysis phase/transformation diagrams thermal processing, metal alloys. Research paper/presentation. Lab demonstrations for hardness and mechanical test methods. (3 cr. hrs.) (Fall). Prerequisites: PHYS 1820 and CHEM 1510.

ENGR 2180 Engineering Circuit Analysis  
Analysis of circuits using resistors, capacitors, inductors, independent and dependent energy sources, and operational amplifiers. Topics include Kirchhoff’s Laws, voltage and current division, nodal and mesh analysis, source transformations, superposition, linearity, Thévenin’s and Norton’s Theorems, responses of RL, RC, and RLC circuits and sinusoidal analysis using phasors. (3 cr. hrs.) (Spring). Prerequisite: PHYS 2830. Must be taken along with MATH 2620 and PHYS 2840.

ENGR 2200 Thermodynamics I  
The first half of the material of classical thermodynamics. Introductory definitions and concepts, properties of a pure substance, use of steam tables, study of work and heat, the first and second laws of thermodynamics, and the topic of entropy. (4 cr. hrs.) (ASN). Prerequisite: MATH 1620.

ERTH Earth Science  
Division of Health & Sciences Faculty: Deborah Dann

ERTH 1010 Earth Science  
Geology, oceanography, and meteorology, selected for their relevance to non-science majors. Field trips to study local geology, map interpretation, and elementary weather forecasting. (3 cr.
FREN  French
Division of Communications & Humanities
Faculty: Michael Beykirch, Sandra Turner-Vicioso

FREN 1010  Elementary French Conversation and Structure I
Vocabulary and expressions for listening comprehension and speaking ability. Reading and writing introduced. For students with little or no background in the language. (4 cr. hrs.) (Fall). Not intended for students with high school Regents credit or equivalent in French. Lecture/recitation/laboratory. Meets General Education requirement in Foreign Languages.

FREN 2010  Intermediate French
Development of greater facility in reading, writing, speaking, and understanding the language through a systematic review of its structures. Representative readings introduce the civilization of France. (4 cr. hrs.) (Fall). Prerequisite: FREN 1010 or two years of high school French. Lecture/recitation/laboratory. Meets General Education requirement in Foreign Languages.

FREN 2020  Composition and Conversation

FREN 2310  Brief Introduction to French Literature
Advanced study with an introduction to serious reading of some of the great writers of literature. Develops the ability to exchange ideas through writing and discussion in the foreign language. (3 cr. hrs.) (ASN). Prerequisites: ENGL 1010, FREN 2180. Also fulfills 2000-level English requirement. Upper-level course.

FYEX  First Year Experience
Division of Social Sciences & Social Services

FYEX 1000  First Year Experience
Designed to assist first-year students in adjusting to the college environment as well as becoming familiar with strategies for success. A general orientation to the resources of the college, essential academic success skills to better understand the learning process, career exploration will be covered. (3 cr. hrs.) (Fall, Spring). Lectures/discussions/activities. A student cannot earn credit for this course and CRPL 1010.

GEOG  Geography
Division of Social Sciences & Social Services

GEOG 1010  World Geography
Examination of the kinds of physical and cultural features encountered on this planet, their location and significance. Course is organized on an economic and political basis considering developed and developing regions. Extensive map work required. (3 cr. hrs.) (Fall, Spring).

GEOG 1210  Introduction to Geographical Information Systems (GIS)
Geographic Information Systems covers the underlying geographic concepts and provides computer lab tutorials utilizing GIS mapping software as it applies to case studies in social and natural sciences. Emphasis is placed on the development of investigation using visual evidence, spatial thinking, reasoning with quantities, and collaboration. (3 cr. hrs.) (ASN) Prerequisites: MATH1225 or MATH1230 or higher or placement in a higher level mathematics and CSST1051 or CSST1101 or TECH1120 or CSIT1390 or Instructor permission. Lecture/laboratory. Fee $10.00. Meets General Education requirements in Social Sciences.

GEOL  Geology
Division of Health & Sciences
Faculty: Deborah Dann

GEOL 1510  Physical Geology
Geologic processes on and beneath the earth’s crust. Topics include minerals and rocks, igneous processes, landscape development, earthquakes, plate tectonics, oceanography and map interpretation. (4 cr. hrs.) (Fall) Prerequisite: MATH 1015, eligible to take ENGL 1010, satisfactory completion of all reading skills placements. 75% or higher in high school Earth Science/“C” or higher in college Earth Science/“C” in any college lab science course. Lecture/laboratory/field work. Lab fee. Writing in content area. Meets General Education requirement in Natural Sciences. This course is designed for science majors.

GEOL 1520  Historical Geology
Physical history of earth and its relation to orderly development of life. The reconstruction of past events, fossil identification, environmental geology, and the physical and biological history of the earth. This course is designed for science majors. (4 cr. hrs.) (Fall) Prerequisites: MATH 1015, eligible to take ENGL 1010, satisfactory completion of all reading skills placements. 75% or higher in high school Earth Science/“C” or higher in college
Earth Science/“C” in any college lab science course. Lecture/labatory/field work. Lab fee. Writing in content area. Meets General Education requirement in Natural Sciences.

**GEOL 1530**  Environmental Geology
Geologic materials and processes basic to understanding today’s environmental problems. Resources, pollution, waste disposal, land use planning, and geologic hazards such as volcanoes, earthquakes, flooding, landslides. This course is designed for science majors (4 cr. hrs.) (Spring). Prerequisite: MATH 1015, eligible to take ENGL 1010, satisfactory completion of all reading skills placement. 75% or higher in high school Earth Science/“C” or higher in college Earth Science/“C” in any college lab science course. Lecture/labatory/field work. Lab fee. Writing in content area. Meets General Education requirement in Natural Sciences.

**GERM German**  
Division of Communications & Humanities  
Faculty: Michael Beykirch

**GERM 1010**  Elementary German Conversation and Structure I  
Everyday German vocabulary and expressions. Emphasis on listening comprehension and speaking ability. Reading and writing introduced. For students with little or no background in the language. (4 cr. hrs.) (Fall). Not intended for students with high school Regents credit or equivalent in German. Lecture/recitation/labatory. Meets General Education requirement in Foreign Languages.

**GERM 1020**  Elementary German Conversation and Structure II  
Additional practice in conversation, development of reading and writing skills, a systematic study of German grammar. (4 cr. hrs.) (Fall). Prerequisite: GERM 1010 or two years of high school German. Lecture/recitation/labatory. Meets General Education requirement in Foreign Languages.

**GERM 2010**  Intermediate German  
Development of greater facility in reading, writing, speaking, and understanding the language through a systematic review of its structures. Representative readings. (4 cr. hrs.) (Fall). Prerequisite: GERM 1020 or the equivalent of three years of Regents high school German. Meets General Education requirement in Foreign Languages. Upper-level course.

**GERM 2020**  Composition and Conversation  
A thorough analysis of the language. Intensive discussion of grammar, usage, style and vocabulary, enhancing expression through composition, oral reports and class discussions and conversations. (4 cr. hrs.) (ASN). Prerequisites: GERM 2010 or four years of high school German. Lecture/recitation/labatory. Essential for German majors who plan to take upper-level language and literature studies. Upper-level course. Meets General Education requirement in Foreign Languages.

**GERM 2310**  Brief Introduction to Literature  
Advanced study in the language with an introduction to serious readings of some of the great writers of literature. Develops the ability to exchange ideas through writing and discussion in the language. (3 cr. hrs.) (ASN). Prerequisite: ENGL 1010 and GERM 2180 or equivalent. Also fulfills 2000-level English requirement. Upper-level course. Meets General Education requirement in Foreign Languages.

**GOVT Government**  
Division of Social Sciences & Social Services

**GOVT 1010**  American Federal Government  
*Course change. See Addendum page 194*
Theories and practices of American Federal Government with emphasis on the national level. Changing relationships between the branches of the national government, policy formulation, political parties, pressure groups, and the growth of presidential powers. (3 cr. hrs.) (Fall, Spring). Meets General Education requirement in Western Civilization.

**GOVT 1020**  State and Local Government  
*Course change. See Addendum page 194*
Structure and functions of state legislative, administrative, and judicial organizations; the nature and extent of police powers of the states; state and local revenues and expenditures, problems of municipal government; political parties. (3 cr. hrs.) (Fall, Spring).

**GOVT 1040**  Constitution, Law, and Courts  
*Course change. See Addendum page 194*
Development and growth of the Constitution as a result of the judicial role in interpretation. Judicial policy-making, checks upon judicial power, and competing demands of individual liberty and public authority. (3 cr. hrs.) (Fall, Spring). Writing in content area. Upper-level course.

**GREK Greek**  
Division of Communications & Humanities  
Faculty: Michael Beykirch

**GREK 1010**  Elementary Classical Greek I  
The Greek alphabet, basic vocabulary and grammar; oral reading and translation of brief passages of prose; attention to historical background, cultural connections, and word origins. (3 cr. hrs.) (ASN). Meets General Education requirement in Foreign Languages.

**GREK 1020**  Elementary Classical Greek II  
Continuation of GREK 1010, broadening range of vocabulary and syntax; increased emphasis on reading and translating
HEPD  Health Education Professional Development
Division of Health & Sciences and Social Sciences/Social Services
Faculty: Elaine Corwin

HEPD 1200  Introduction to Health Education and Wellness
An overview of the role health and wellness educators play in our society through health promotion and education. Introduction to the founding principles, models, theories, and practices of the profession from historical and contemporary perspectives. Ethical principles, responsibilities and competencies, and practice settings related to health and wellness will be explored, as well as relevant research, resources, current issues and future trends in the field. (3 cr. hrs.) (Spring). Pre-requisite: Eligible to take ENGL 1010.

HEPD 2100  Life Coaching for Health & Wellness
Explore basic models of health and wellness life coaching. Practice introductory coaching skills and techniques designed to help people gain momentum and make positive health behavior changes leading toward healthy lifestyles. (3 cr. hrs.) (Spring). Pre-requisite: Completion of 12 credits of the student’s program requirements including PSYC 1101.

HEBR  Hebrew
Division of Communications & Humanities
Faculty: Michael Beykirch

HEBR 1010  Elem Classical (Bibl) Hebrew I
Introduction to basic grammar and vocabulary of Hebrew; oral reading and translation of brief passages of prose and Tanakh texts; attention to historical background and cultural connections. (3 cr. hrs.) Meets CCC General Education requirement in Foreign Languages.

HIST  History
Division of Social Sciences & Social Services
Faculty: Robert Cooper, Sky Moss

HIST 1010  History West Civilization I
Highlights in the political, economic, intellectual and cultural development of Western Civilization from ancient times through the Renaissance. (3 cr. hrs.) (Fall, Spring). Pre-requisite: Eligible to take ENGL 1010. Writing in content area. Meets General Education requirement in Western Civilization.

HIST 1020  History West Civilization II
Highlights in the political, economic, intellectual and cultural development of Western Civilization from the Renaissance to the present. (3 cr. hrs.) (Fall, Spring). Pre-requisite: Eligible to take ENGL 1010. Writing in content area. Meets General Education requirement in Western Civilization.

HIST 1030  Global History I: to 1500
(Survive the foundations of the major cultures of today’s world from the beginning of recorded history to the early modern age, with an emphasis on how these developments continue to shape the human experience. Students will utilize methods of the social sciences by researching, interpreting, and communicating an understanding of primary and secondary historical sources. This world history course studies human patterns of interaction with a particular focus on change over time, global exchange, and those phenomena that connect people, places and ideas across regional boundaries. (3 cr. hrs.) (ASN). Pre-requisite: Eligible to take ENGL 1010. Writing in content area.

HIST 1040  Global History II: 1500 to Present
(Survive the cultural and continuities of selected world societies during the early modern and modern eras, from the sixteenth century CE to the present. Students will utilize methods of the social sciences by researching, interpreting, and communicating an understanding of primary and secondary historical sources. This world history course studies human patterns of interaction with a particular focus on change over time, global exchange, and those phenomena that connect people, places and ideas across regional boundaries, with an emphasis on the shaping of the modern age and the implications for the future of the global community. (3 cr. hrs.) (ASN). Pre-requisite: Eligible to take ENGL 1010. Writing in content area.

HIST 1050  Contemporary World Affairs
Major current issues and their historical background, in a broad overview. Selected problems studied in depth to understand why they are of concern. (3 cr. hrs.) (Fall, Spring). Pre-requisite: Eligible to take ENGL 1010. Meets General Education requirement in Social Sciences.

HIST 1110  American History I
Dreams and concepts brought to the New World and their development into America’s institutions and social fabric. Conflict and consensus among groups, dilemmas facing revolutionaries and reformers, and ways economic, political and social changes have occurred. (3 cr. hrs.) (Fall, Spring). Pre-requisite: Eligible to take ENGL 1010. Meets General Education requirement in American History.

HIST 1120  American History II
End of Civil War to the present. Topics include: industrial-urbanization, racism, sexism, the new manifest destiny, political changes, and the growth of a modern nation. (3 cr. hrs.) (Fall, Spring). Pre-requisite: Eligible to take ENGL 1010. Meets General Education requirement in American History.

HIST 1140  The American West
Historical development of the American West, its unique cultural contributions, and its legacy of legends and myths as reflected in our popular culture.
(3 cr. hrs.) (Fall, Spring). Prerequisite: Eligible to take ENGL 1010.

**HIST 2030 History of Medieval Europe**  
Surveys the period of European history extending from late Roman Antiquity to the early Renaissance. Emphasizes the use of primary sources. Explores the tension within medieval civilization between tradition and change, order and disorder. (3 cr. hrs.) (ASN). Prerequisite: Eligible to take ENGL 1010. Writing in content area. Upper-level course.

**HIST 2040 History of Modern Europe**  
The history of Europe since 1815, beginning with reactionism after the “excesses” of the French Revolution and Napoleon and covering the European alliances and the wars of the 20th Century. (3 cr. hrs.) (ASN). Prerequisite: Eligible to take ENGL 1010. Upper-level course.

**HIST 2050 History of England: Prehistory - 1700**  
The growth of a people, from fragmented beginnings to the early stages of empire building. Focuses on the evolutionary nature of English history; political, economic and social strengths and weaknesses; the gifts and problems England contributed to western culture. (3 cr. hrs.) (ASN). Prerequisite: Eligible to take ENGL 1010. Writing in content area. Upper level course.

**HIST 2060 History of England: 1700 - present**  
The continuing development of the political, social and economic contributions of the British people to western history. Includes the Glorious Revolution to the beginning of the Global Society. (3 cr. hrs.) (ASN). Prerequisite: Eligible to take ENGL 1010. Writing in content area. Upper level course.

**HIST 2090 African American History**  
**Course change. See Addendum page 194**  
Historical background and cultural contributions of African Americans. African heritage, the slave trade, African Americans during the colonial and revolutionary periods, slavery in America, emancipation and reconstruction, the coming of Jim Crow, the struggle for equality, and the revolution in race relations are topics. The contributions of African Americans in literature, art, music, drama, and sports are discussed. (3 cr. hrs.) (ASN). Upper-level course.

**HIST 2100 Modern Africa**  
**Course change. See Addendum page 194**  
Focuses on basic knowledge and understanding of modern Africa, its people, their history and cultures. Its socio-political crises will be examined. Helps to eliminate stereotyping of Bantu African civilizations and exposes students to non-European cultures. Students will become proficient in one specific geographic realm. (3 cr. hrs.) (ASN). Upper-level course.

**HIST 2110 Twentieth Century America**  
**Course change. See Addendum page 194**  
Significant social, economic, and political changes in contemporary American life since 1898. (3 cr. hrs.) (Fall, Spring). Prerequisite: Any history course. Upper-level course.

**HIST 2120 Islam and the Middle East**  
**Course change. See Addendum page 195**  
Introduces the historical and religious events of the contemporary Middle East. (3 cr. hrs.) (ASN). Upper-level course. Meets General Education requirement in Other World Civilizations.

**HIST 2180 History of Modern China**  
**New Course**  
Chronological and thematic survey of modern Chinese history from the mid-nineteenth century until the present. Topics covered include imperialism, nationalism, communism, industrialization, modernization, regionalism, internationalism, and globalization. Students will explore the political, economic, and diplomatic features of modern China, as well as the cultural and social influences that have contributed to the rapid evolution and development of modern China. (3 cr. hrs.) (ASN). Prerequisites: eligible for ENGL1010. Upper level course. Meets CCC General Education requirements in Other World Civilizations.

**HIST 2200 The Civil War**  
Explores the defining years of 1861-1865 that created the United States of America much in the way we know it today. Emphasizes the political, social, economic and military aspects of this turbulent time by utilizing letters, diaries, journals, newspapers, and other historical documents and references. Includes antebellum and Reconstruction periods. (3 cr. hrs.) (ASN). Prerequisite: HIST 1110 and ENGL 1010. Writing in content area. Upper-level course. Meets General Education requirements in American History.

**HIST 2410 Latin American History**  
**Course change. See Addendum page 195**  
Political, social, and economic development of Latin America from colonial times to the present. (3 cr. hrs.) (ASN). Upper-level course. Meets General Education requirement in Other World Civilizations.

**HLTH Health Education**  
Division of Health & Sciences and Social Sciences/  
Social Services  
Faculty: Elaine Corwin, Brian E. Hill, David Rockwell,  
Note: Unless otherwise indicated, these courses may be used to fulfill the awareness component of the wellness requirement or may be used as free electives.

**HLTH 1000 Stress & Stress Management**  
An overview of stress and stress management techniques. Individual life stresses and practice of stress management techniques. (1 cr. hr.) (Fall, Spring).

**HLTH 1001 AIDS: Issues & Perspectives**  
Definition, risk factors, pathology, transmission, social impact, ethical/legal impact. (1 cr. hr.) (Fall, Spring).

**HLTH 1002 Health OnLine**  
The role of Internet technology in health information. Preparation of personal bibliographies of health resources available through
online sources. Use of the Internet, Usenet groups, E-mail, and other forms of health-related multi-media. (1 cr. hr.) (Spring).

HLTH 1003 Nutrition for Exercise & Sport
Explores the principles of healthy nutritional practices while developing a personalized dietary plan designed to meet the nutritional demands specific to exercise and sport. (1 cr. hr.) (Spring).

HLTH 1004 Occupational Stress Management
Explores the impact of occupational stress and burnout on health. Assessments, strategies for prevention and treatment of stress-related problems will be addressed. (1 cr. hr.) (Fall, Spring).

HLTH 1005 Stress Management for Law Enforcement
Explores the impact of occupational stress and burnout on health and well-being. Assessments, strategies for prevention and treatment of stress-related problems specifically related to law enforcement. (.5 cr. hr.) (Spring). The participant must be currently registered as a cadet in the Southern Tier Law Enforcement Academy or with Academy permission.

HLTH 1010 Basic Life Support - Professional Rescuer
Meets the special needs of individuals who are expected to respond in emergency situations. Presents advanced CPR skills and theory. (1 cr. hr.) (Fall, Spring, Summer). Intended for students in the Nursing program. Fee $20.

HLTH 1011 Basic Life Support - Professional Rescuer Recertification
This course is designed for the student who wishes to update current certification in American Red Cross Basic Life Support for the Professional Rescuer. All students enrolled in this course must have a valid card in Basic Life Support for the Professional Rescuer issued by the Red Cross. (0.5 cr. hr.) (ASN). Fee $20.

HLTH 1100 Responding to Emergencies
Emphasis on prevention of injuries and illness with a focus on personal safety. Using a healthy lifestyle awareness inventory, assesses environment and personal habits to reduce risk of injury and illness. (2 cr. hrs.) (Fall, Spring, Summer). Students may not also receive credit for HLTH 1007 or 2007. Fee $20.

HLTH 1101 Health & Safety - Residential Care
Development of healthy and safe practices in personal life and on the job to prevent harm or injury to self, other staff, or children in their care. Opportunity to discuss, problem solve and practice health and safety techniques in a safe, non-emergency environment. (2 cr. hrs.) (ASN).

HLTH 1200 Understanding Cancer
Prevention, early detection, diagnosis and treatment of cancer emphasized. Biological, clinical and psycho-logical aspects of the disease discussed. (3 cr. hrs.) (ASN).

HLTH 1201 Human Sexuality
A comprehensive, interdisciplinary course dealing with human sexuality, including the biological systems and physiological functioning that determines sexual behavior and response; the psychological influences on sexuality and sexual development; and the socio-cultural factors affecting the many dimensions of our sexuality. (3 cr. hrs.) (Fall, Spring). Prerequisite: Eligibility for ENGL 1010.

HLTH 1202 Perspectives of Drugs
A comprehensive course addressing the use and abuse of drugs in contemporary society with emphasis on motivation for drug use and abuse; specific types of drugs and their identification; physiological and psychological implications of drug abuse; and the treatment of the person with drug dependence. (3 cr. hrs.) (Fall, Spring). Prerequisite: Eligibility for ENGL 1010.

HLTH 1203 Perspectives of Alcohol
A comprehensive course addressing the use and abuse of alcohol in contemporary society with emphasis on motivation for alcohol use and abuse; causes and symptoms of abuse; legal aspects of alcohol abuse; and treatment of the person with alcohol dependence. (3 cr. hrs.) (Fall, Spring). Prerequisite: Eligibility for ENGL 1010.

HLTH 1204 Healthy Aging
A study of the physiological, psychological and sociological effects of aging on individual health. Selected health problems, health care, and diseases specific to the elderly will be considered, as well as the well-being and enhancement of life styles of the elderly. (3 cr. hrs.) (ASN). Internet or lecture.

HLTH 1205 Consumer Health
Prepares individuals to make intelligent decisions regarding the purchase and use of products and services that will have a direct effect on health. (3 cr. hrs.) (Fall, Spring, Summer).

HLTH 1206 Issues in Women’s Health
Course change. See Addendum page 195
Issues and needs related to the health care of women as individuals and members of a family, community and society. Changing roles and life styles and traditional and non-traditional approach-es to the health care of women. (3 cr. hrs.) (ASN). Writing in content area.

HLTH 1207 Foundations of Personal Health
A comprehensive course addressing the current health problems facing our society, focusing on behavioral health strategies for prevention; risk-reduction; and basic principles and practices involved with attaining and maintaining optimal personal health and wellness. (3 cr. hrs.) (ASN). Cannot receive credit for this course and WELL 1000.

HLTH 1510 Introduction to Nutrition
Comprehensive study of the science of human nutrition. Topics include: historical and cultural aspects of diet, food production systems, dietary theories and bioindividuality, food energy, macro and micro nutrients, attainment of optimal health through applied nutritional principles, and global nutrition. (3 cr. hrs.) (ANS) Fee $25.

HLTH 2000 Perspectives of Drugs/Educators
Familiarity with a range of drug abuse prevention programs. Development of a mock drug prevention program for implementa-
tion in either a school or community setting, based on the models and principles explored in class. (1 cr. hr.) Prerequisite: HLTH 1202.

**HLTH 2007 Advanced First Aid**
This comprehensive course deals with first aid treatment for a variety of common emergencies. Successful completion of this course will lead to certification by the American Red Cross. The focus of this course will be hands on experience. (1 cr. hr.) (Fall, Spring, Summer). Prerequisite: HLTH 1010. Cannot receive credit for this course and HLTH 1007 or 1100. Fee $20.

**HLTH 2503 Advanced Life Support**
Designed for health care workers who perform critical assessments and take immediate actions to deal with acute health problems. Teaches skills to be used in emergency situations, including implementation of ACLS algorithms. ACLS provider certification by American Heart Association upon completion. (1.5 cr. hrs.) (Spring). Prerequisite: BLS certification, EMT Critical Care or Paramedic certification, or NURS 2100.

**HONS Honors**
Coordinator: Robert Cooper

**HONS 2960, 2961, 2962**
The Honors Forum is a seminar for the discussions of various ideas and topics arising from outside reading or activities. Emphasis is on the preparation, presentation, discussion, and analysis of these topics, as well as on effective communication of ideas. Guest speakers and field trips are also often part of the Forum. The Honors Forum is offered every semester, though each semester will have a different topic as its underlying theme, with readings and activities changing accordingly. Students can repeat the Honors Forum twice and earn three credit hours each time. (3 cr. hrs.) Must be Honors-eligible.

Additional Honors Offerings:
- BIOL 1550 History of Biological Ideas (Honors) HIST 2190
- Western Civilization and Film (Honors)
- PSYC 1620 Honors General Psychology
- THEA 2501 Honors Special Topics Theater

**HOSP Hospitality**
Division of Business Administration & Computing

**HOSP 1000 Introduction to Hospitality**
This course takes a management perspective in introducing the organization and structure of hotels, restaurants, clubs, cruise ships, and casino hotels. Topics also include business ethics, franchising, management contracts, and areas of management responsibility such as human resources, marketing and sales, and advertising. (4 cr. hrs.) (ASN). Lecture/hybrid.

**HOSP 2960 Hospitality Practicum**
Practice in a supervised work setting to use skills and knowledge acquired in hospitality and other courses. The practicum experience is a minimum of 180 hours and includes a weekly on-campus seminar used for discussion of the practicum experiences and for assessment of learning. (4 cr. hrs.) (ASN). Prerequisites: HOSP 1000.

**HUMA Humanities**
Division of Communications & Humanities
Faculty: Mary Guzzy, Vincent Lisella, Alice Moore

**HUMA 1010 Basic Humanities I**
Survey of achievements in humanistic endeavor in art, history, literature, music, and philosophy from ancient Greece through the Middle Ages. (3 cr. hrs.) (Fall, Spring). Prerequisite: Must be eligible to enroll in ENGL 1010. Writing in content area. Meets General Education requirement in Western Civilization or Humanities.

**HUMA 1020 Basic Humanities II**
Survey of achievement in humanistic endeavor in art, history, literature, music and philosophy from the Renaissance to the present. (3 cr. hrs.) (ASN). Prerequisite: Must be eligible to enroll in ENGL 1010. Writing in content area. Meets General Education requirement in Western Civilization or Humanities.

**HUMA 2010 The Sexes in Art & Literature**
The relationships between the sexes as revealed in works of art and literature from ancient Egypt through the 17th Century. (3 cr. hrs.) (ASN). Prerequisites: HUMA 1010 and ENGL 1010. Writing in content area. Upper-level course. Meets General Education requirement in Western Civilization.

**HUMA 2030 General Linguistics**
Historical, psychological, structural, geographic and sociological aspects of language. (3 cr. hrs.) (ASN). Prerequisite: ENGL 1010. Upper-level course. Meets General Education requirement in Humanities.

**HUMA 2070 Women in the Humanities**
Women as authors, artists, historians, scientists, and philosophers from pre-history to present. (3 cr. hrs.) (Fall). Prerequisite: ENGL 1010. Writing in content area. Upper-level course. Meets General Education requirement in Humanities.

**HUMA 2200 Irish Culture**
Examines the humanistic endeavors of the Irish culture to present a panoramic and historical view of this culture’s artistic, literary, musical, philosophical, and religious achievements. (3 cr. hrs.) (ASN). Prerequisite: ENGL 1010. Writing in content area. Upper-level course. Meets General Education requirement in Humanities.
HUSR 1000  Achievement Motivation
Experience and learn what achievement motivation is, how much of it an individual has, and how to increase it. Experience defining and setting goals through games, simulated life experiences, a programmed text, and individual and group activities. Opportunity to learn about self and to experience how sharing human resources allows for personal growth. (3 cr. hrs.) (Fall, Spring). Usually taught on weekends. Lecture/group activities. Fee $15.

HUSR 1010  Human Services I
Human service worker’s role and the delivery system. Values, vocabulary, and skills appropriate to human services. (3 cr. hrs.) (Fall, Spring). Lecture/required field trips.

HUSR 1030  Introduction to Helping Skills & Pre-Practicum
Fundamental skills useful in helping relationships: listening, interviewing, confrontation, and problem solving. Video tape sessions provide feedback for evaluation of skills. (3 cr. hrs.) (Fall, Spring) Instruction/skills practice.

HUSR 1040  Human Services II
Further exploration of the human services delivery system. Emphasis on local resources. Interviewing, case management, using supervision, and team building skills. (3 cr. hrs.) (Fall, Spring). Prerequisite: HUSR 1030. Lecture/skills practice/field trips required. Writing in content area.

HUSR 1070  Death and Dying
Examines the highly controversial responses to death, dying and dying people, and the social/psychological patterns surrounding them. Grief, funeral customs, suicide, and euthanasia are explored. (3 cr. hrs.) (ASN).

HUSR 1110  Alcoholism Counseling Credentialing Process & Overview
Introduction to the basic requirements of education, employment, knowledge, core skills and testing procedures necessary for New York State Alcohol and Substance Abuse Counselor credential. (3 cr. hrs.) (Fall, Spring).

HUSR 1120  Codependency and the Family
An introductory overview of codependency and the dynamics of dysfunctional families. Emphasis on how these relate to substance abuse and compulsive disorders in general. Particularly appropriate for students of substance abuse counseling and family counseling. (1 cr. hr.) (ASN).

HUSR 1211  Managing Disruptive Behavior
Dealing with aggressive and abusive behavior. Intervention on an interpersonal level, including awareness, understanding, calming, physical restraint and prevention. (1.5 cr. hrs.) (Fall, Spring). Students cannot earn credit for this course and HUSR 1221. Lecture/skills practice.

HUSR 1221  Therapeutic Crisis Intervention
Provides the skills, knowledge, and confidence to deal with children in crisis, to be in control in a crisis situation, and to help a child learn and grow from the experience. (1.5 cr. hrs.) (Fall, Spring). Ability to restrain a physically aggressive individual is essential. Students cannot earn credit for this course and HUSR 1211.

HUSR 1510  Group Dynamics
Group dynamics and group work. Group experiences and processes. Situations illustrate techniques, issues and problems involved in group interaction and leadership. (3 cr. hrs.) (Fall). Lecture/group activities.

HUSR 1520  Introduction to Differing Abilities
This course is designed to introduce students to the concept of disability and to increase the awareness of strengths in individual differences. The history, etiology, and characteristics of disabilities will be examined. There will be a review of laws relevant to individuals with disabilities as well as a review of programs and services designed to meet the needs of those individuals. In addition, the course will include a review of current research initiatives regarding disabilities. (3 cr. hrs.) (Spring).

HUSR 1530  Aging in the 21st Century
Issues facing an elderly population and a society containing a large and growing proportion of elderly. Serve the needs of those who work or plan to work with the elderly. (3 cr. hrs.) (Fall).

HUSR 1540  Developmentally Disabled Adult
Developmentally disabled adults and programs that assist them. Current programs, services, trends, and training is essential for staff working in community-based residential and day programs. (3 cr. hrs.) (ASN).

HUSR 1581  Working with Abused Clients, Perpetrators and Survivors I
Concepts of abuse in connection to child abuse/neglect, sexual abuse, domestic violence, rape and elder abuse. Local resources and services for victims. Meets the training requirements of mandated reporters and human services majors. (1.5 cr. hrs.) (ASN).

HUSR 1582  Working with Abused Clients, Perpetrators and Survivors II
Includes at risk populations, safety, interviewing skills, information, prevention technique, effects of violence on children, and resiliency and survival. (1.5 cr. hrs.) (ASN). Prerequisite: HUSR 1581.

HUSR 1590  Working with Children and Youth at Risk
Provides an overview of the factors creating risk for children and youth in the family and society, and the individual characteristics of risk and resilience in children and youth. Includes children and youth at risk in education, for substance abuse and addiction,
crime and delinquency and other topics. Strategies and issues for prevention and intervention. (3 cr. hrs.) (ASN)

**HUSR 1610 Grant Writing**
Skills necessary to write, present and submit a winning grant proposal: research writing, interpersonal, computer, team work, psychological, promotional, and budgeting. (3 cr. hrs.) (ASN). Prerequisite: must be eligible to take ENGL 1010. Writing in content area.

**HUSR 1620 Ethics for Human Services/Chemical Dependency Counselors**
Identification and analysis of ethical decision making is reviewed along with its impact on the health, safety and recovery of persons or families. Ethical standards are discussed. Identifying unethical behavior and misconduct is covered. (3 cr. hrs.) (ASN).

**HUSR 2010 Substance Abuse Counseling**
Deals with clients’ substance abuse problems. Enhances skills and techniques related to the specific needs of substance-dependent clients. Current research and methods provide a multi-dimensional approach. (3 cr. hrs.) (Spring). Prerequisites: HLTH 1202 and HUSR 1030, HUSR 1571.

**HUSR 2960 Human Services Practicum I**
Practice of helping skills in a supervised work setting at a human services agency. Students select agency and schedule practicum hours around classroom activities. Weekly seminar on campus to assess performance and learn new skills. (6 cr. hrs.). (Fall, Spring). Prerequisites: Grade of C or higher in HUSR 1010, 1030, 1040 and department chair consent. Supervised work-learning experience and seminar. Credit cannot be earned for this course and HUSR 1960, 1965, 1966, 1967.

**HUSR 2961 Human Services Practicum II**
Practice of helping skills in a supervised work setting at a human services agency. Students select agency and schedule practicum hours around classroom activities. Weekly seminar on campus to assess performance and learn new skills. (6 cr. hrs.). (Fall, Spring). Prerequisites: Grade of C or higher in HUSR 1010, 1030, 1040 and department chair consent. Supervised work-learning experience and seminar. Credit cannot be earned for this course and HUSR 1960, 1965, 1966, 1967.

**HUSR 2963 Chemical Dependency Practicum I**
Building on the knowledge and skills learned in class, students use them in a professional setting. Exploration of personal beliefs, ideas, characteristics, values, ethics, etc. as they apply to the field of chemical dependency counseling. (6 cr. hrs.) (Fall, Spring). Prerequisites: Grade of C or higher in HUSR 1110, HUSR 1030 and 1040 and credit for HUSR 1510 and either HLTH 1202 or HLTH 1203 and Department Chair permission. Supervised work-learning experience and seminar. Credit cannot be earned for this course and HUSR 1960, 1965, 1966, 1967.

**HUSR 2964 Chemical Dependency Practicum II**
Building on the knowledge and skills learned in class, students use them in a professional setting. Exploration of personal beliefs, ideas, characteristics, values, ethics, etc. as they apply to the field of chemical dependency counseling. (6 cr. hrs.) (Fall, Spring). Prerequisites: Grade of C or higher in HUSR 1110, HUSR 1030 and 1040 and credit for HUSR 1510 and either HLTH 1202 or HLTH 1203 and Department Chair permission. Supervised work-learning experience and seminar. Credit cannot be earned for this course and HUSR 1960, 1965, 1966, 1967.

**INDI Service Learning**
Division of Social Sciences & Social Services

**INDI 1000 Volunteering: Service Learning**
Requirements, obligations, and strategies for successful volunteering. Historical impact of volunteering in U.S. society. Emphasis on benefits of civic engagement and lifelong community involvement. Setting work and commitment expectations, identifying skills, and learning basic skills essential to volunteer situations. (1 cr. hr.) (may be taken up to 3 times for a total of not more than 3 credit hours.)

**INTD Interdisciplinary**
Division of Social Sciences & Social Services

**INTD 1000 Service Learning**
Requirements, obligations, and strategies for successful community service. Historical impact of community service in U.S. society. Emphasis on benefits of civic engagement and lifelong community involvement. Setting work and commitment expectations, identifying skills, and learning basic skills essential to volunteer situations. (1 cr. Hr.) May be taken up to 3 times for a total of not more than 3 credit hours.

A volunteer/work experience to apply concepts learned in the classroom, test career choices, develop the ability to deal effectively with new people in difficult settings, develop an understanding of community life, and establish professional credentials. Weekly seminar will focus on career planning, interpersonal relations, problem solving, leadership and organizational behavior. (3, 4, 5, or 6 cr. hrs.) (Spring). Prerequisite: 12 hours of prior college work with a program GPA of 2.5 or higher and not eligible for other campus practicums or internships, or permission of the Associate Dean of Social Sciences & Social Services. A supervised work experience and seminar. Contact with instructor should occur in the semester prior to registration for planning purposes and students must be able to participate at least six hours per week in the field and obtain a suitable experience site.

**INTD 1960 Field Experience (3 cr. hrs.)**
**INTD 1961 Field Experience (4 cr. hrs.)**
**INTD 1962 Field Experience (5 cr. hrs.)**
**INTD 1963 Field Experience (6 cr. hrs.)**
ITAL  Italian
Division of Communications & Humanities
Faculty: Michael Beykirch

ITAL 1010  Elementary Italian Conversation & Structure I
Italian vocabulary and expressions. Listening comprehension, speaking ability, reading and writing. For students with little or no background in the language. (4 cr. hrs.) (ASN). Lecture/recitation. Meets General Education requirement in Foreign Languages.

ITAL 1020  Elementary Italian Conversation & Structure II
Additional practice in conversation, development of reading and writing skills, and a systematic study of Italian grammar. (4 cr. hrs.) (ASN). Prerequisite: ITAL 1010. Lecture/recitation/lab. Upper-level course. Meets General Education requirement in Foreign Languages.

ITAL 2010  Intermediate Italian
Development of facility in reading, writing, speaking and understanding the language through systematic review and continued study of its structures. (4 cr. hrs.) (ASN). Prerequisite: ITAL 1020. Lecture/recitation/lab. Upper-level course. Meets General Education requirement in Foreign Languages.

LATN  Latin
Development of facility in reading, writing, speaking and understanding the language through systematic review and continued study of its structures. (4 cr. hrs.) (ASN). Meets General Education requirement in Foreign Languages.

LATN 1010  Elementary Latin I
Introduction to basic grammar and vocabulary of Latin; oral reading and translation of brief passages of prose; attention to historical background, cultural connections, and word origins. (3 cr. hrs.) (ASN). Meets General Education requirement in Foreign Languages.

LATN 1020  Elementary Latin II
Continuation of LATN 1010, broadening range of vocabulary and syntax; increased emphasis on reading and translating passages from Classical authors. (3 cr. hrs.) (ASN). Prerequisite: LATN 1010 or one year of Latin study.

LEAR  Learning Skills
Division of Social Sciences & Social Services

LEAR 1010  Strategies of Academic Success
Theory and skills of academic success. Understanding and developing positive attitudes toward learning, increasing motivation, assessing academic skills needed for success, learning to make effective decisions, and how to set and achieve short and long-term goals. (1 cr. hr.) (Fall, Spring). Students cannot earn credit for this course and LEAR 1030.

MACH  Machine Technology
Division of Math, Physics, Technology & Engineering Science. Faculty: Dale Crandall, John Longwell, Michael Prechtl, Michael Reynolds

MACH 1040  Precision Machining I
Use of hand tools to produce layouts and objects. Theory and practice of grinding tool bits, turning, facing, taper turning, boring and threadcutting on lathe and drill sharpening. Operation and setup of lathes, grinders, mills, drill presses. Identification, demonstration and application of machine shop safety equipment and procedures. Second semester focuses on more advanced theory and projects. (5 cr. hrs.) (Fall). Prerequisite: Math 1015 recommended. Lecture/lab. Lab fee.

MACH 1250  Metallurgy for the Machinist
Metallurgy as applied to machining operations. Structure of metals, thermal processing, hardness and mechanical testing, metals (steel, stainless steel, copper, aluminum, irons), tooling materials, near net shape processes. Lab demonstrations include hardness and mechanical testing. (3 cr. hrs.) (Spring). Lecture/demonstration.

MACH 1540  Precision Machining II
Theory and practice of turning, facing, taper turning, and threadcutting on lathe, and drill sharpening. Operation and setup of lathes, grinders, mills, drill presses. Identification, demonstration and application of machine shop safety equipment and procedures. Semester focuses on more advanced theory and projects. (5 cr. hrs.) (Spring). Prerequisite: MACH 1040. Lecture/lab. Lab fee.

MACH 2350  Machine Tool Co-Op
Students will be placed in local machining companies where they will experience production-related issues and problems. Includes meetings with faculty, worksite supervisor, and completion of workbook and term paper describing job-related activities. (3 cr. hrs.) (Summer). Prerequisites: MACH 1040, MACH 1540, and MECH 1560.

MACH 2380  MasterCam I
Introduces the principles and procedures used in PC based CAD/CAM part programming. Uses Mastercam, a PC-based CAD/CAM system, to produce complex machined parts from detailed drawings on advanced CNC machine tools. Topics include basic and advanced CAD/CAM principles and procedures and identification, demonstration and application of machine shop safety equipment and procedures. (3 cr. hrs.) (Fall, Spring). Prerequisites: TECH 1080 or MACH 1040; MECH 1050 and 1560. Lecture/lab. Lab fee.

MACH 2400  CNC Machining
Use of advanced CNC machine tools in the manufacture of metal parts. Emphasis on automatic tool changers, multiple work coordinates, tapping, machining and tool monitoring. Advanced programming using sub-routines and helical interpolation for three and four axis machining centers. Identification, demonstration and application of machine shop safety equipment and procedures. (5 cr. hrs.) (Fall). Prerequisites: MECH 1560 and MACH 1040. Lecture/lab. Lab fee.

MACH 2410  Tooling Technology
Theory and practice of advanced metal cutting. Design and building of jigs and fixtures to properly locate and hold parts for metalworking. Lectures supplemented by demonstrations of current tooling and manufacturing techniques by industrial representative. Identification, demonstration and application of machine
MATH 2510 CNC Lathe Programming
Introduces basic and intermediate concepts associated with M & G code programming (in the Fanuc format) for two axis CNC lathes. Students will learn how to write the codes necessary to create parts on state-of-the-art CNC turning centers, and the basic set-up procedures associated with operating these advanced machine tools. Topics will also include manual programming, advanced canned cycle programming and sub-programming, as well as identification, demonstrations and application of machine shop safety procedures. Students will utilize the advanced CNC laboratory to machine parts from the programs they create. (3 cr. hrs.) (Fall). Prerequisite: MACH 1040. Prerequisite or co-requisite: MECH 1050. Lecture/laboratory.

MATH Mathematics
Division of Math, Physics, Technology & Engineering Science
Faculty: Lori Barrett, Patrick Burdick, Julie Croteau, Richard Evans, Lynn Hayes, George Hurlburt, Jay Hurlburt, Raymond LaBounty, Kevin Martz, Hatesh Radia, Kathleen Speicher

Note: All students begin their mathematics courses according to placement based on the College’s computerized assessment program, their program requirements, prior course work in mathematics, and review by a member of the College’s math faculty. Those who need basic skills begin with a course such as MATH 0960, Basic Mathematics Skills. The math faculty welcome individual conferences concerning requirements and placement. The following chart illustrates the possible sequences in which math courses may be taken, beginning with MATH 0960. If the first math course chosen has a prerequisite, it is expected that students have completed the courses (or their equivalents) that lead up to the math courses they are taking.
MATH 0860  Basic Math Review
Basic computational skills needed for success in college mathematics. Topics include: addition, subtraction, multiplication, and division of fractions, decimals, and signed numbers. (1 eq. cr. hr.) (Fall, Spring). Does not fulfill degree or program requirements. Grading is A, B, F. For certain topics and portions of exams, no student will be allowed to use a calculator.

MATH 0960  Pre-Algebra
Basic computational skills. Basic operations of whole numbers, integers, fractions, and decimals; ratios, proportions, and percents; averages, exponents and square roots; introduction to algebra; applications; math anxiety, study and test taking skills. (4 eq. cr. hrs.) (Fall, Spring). Prerequisite: Mathematics Diagnostic Exam. Does not fulfill program or degree requirements. Grading is A, B, F. For certain topics and portions of exams, no students will be allowed to use a calculator.

MATH 1005  Math for Nursing I
This course is the first in a two-course sequence designed for students in the Nursing program. Students will develop their skills in dimensional analysis for unit conversion and dosage calculation. Proportional thinking will be used to evaluate results. The International System (SI) of Units and non-SI units will be studied. For certain topics and portions of exams, no students will be allowed to use a calculator. Does not fulfill Nursing program math requirement. (1 cr. hr.) (Fall). Prerequisite: MATH 0960 or placement in MATH 1015 or higher. Intended for students who are preparing to enter NURS 1100 or currently enrolled in NURS 1100.

MATH 1006  Math for Nursing II
This course is the second in a two-course sequence designed for students in the Nursing Program. Students will develop skills to solve clinical calculation problems, calculate pediatric dosages, and calculating intravenous (IV) dosages that incorporate drip rates and body weights. For certain topics and portions of exams, no students will be allowed to use a calculator. Does not fulfill Nursing program math requirement. (1 cr. hr.) (ASN). Prerequisites: MATH 1005 or eligible to enroll in NURS 1500

MATH 1015  Introductory Algebra
This course develops problem-solving skills as students learn the fundamentals of algebra. Linear, quadratic, rational equations and linear systems will be solved. Linear and polynomial equations will be graphed. An emphasis will be placed on analyzing various types of graphs and using the basic tools of algebra and graphical analysis in meaningful application. (4 cr. hrs.) (Fall/ Spring) Prerequisite: MATH 0860, MATH 0960 or placement. Cannot receive credit for this course if previously received credit for MATH 1013 or MATH 1011/1012.

MATH 1110  Structures of Mathematics I
Topics include problem-solving techniques and number patterns, base systems, numeration systems, number theory, and the study of the natural through the complex number systems. (3 cr. hrs.) (Fall, Spring). Prerequisite: MATH 1015, placement, Course 1 Regents or Math A Regents score of 75 or higher, or equivalent math background. Designed for students who wish to end their mathematics education after meeting minimum degree requirements. Not recommended for students having three or more years of high school math.

MATH 1120  Structures of Mathematics II
Topics include sets, geometry, an introduction to right triangle trigonometry, counting principles, probability, and an introduction to statistics. (3 cr. hrs.) (Fall, Spring). Prerequisite: MATH 1015, placement, Course 1 Regents or Math A Regents score of 75 or higher, or equivalent math background. Designed for students who wish to terminate their mathematics education after meeting minimum degree requirements. Not recommended for students having three or more years of high school math. Meets General Education requirement in Mathematics.

MATH 1130  Math for Elementary Teachers I
Develops a comprehensive understanding of the mathematical curriculum as recommended by the National Council of Teachers of Mathematics Standards. Topics include foundations for learning mathematics, fundamental concepts, the four fundamental operations of arithmetic, number theory, and extending the number system. (3 cr. hrs.) (Fall/Spring). Prerequisite: MATH 1015. Cannot receive credit for this course and MATH 1110.

MATH 1140  Math for Elementary Teachers II
This course is the second of a two-semester sequence for the prospective Pre-K through Grade 6 teacher. Students will develop a comprehensive understanding of the mathematical curriculum as recommended by the National Council of Teachers of Mathematics (NCTM) Standards. Topics will include: proportional reasoning, data and chance, basic two-dimensional and three-dimensional geometry, congruence transformations, symmetry, tessellations, similarity, fraction sense, perimeter and area, and surface area and volume. (3 cr. hrs.) Prerequisite: MATH 1015. Cannot take both MATH 1120 and MATH 1140.

MATH 1215  College Mathematics I
This course is the first of a two-semester sequence designed to meet the SUNY General Education Standards. The primary emphasis in this course is to use mathematics to solve problems. Topics include: functions, modeling with functions, linear functions, systems of linear equations and inequalities, composition and inverse functions, quadratic and higher order polynomial functions. (3 cr. hrs.) (Fall/Spring) Prerequisite: MATH 1015 or placement. Cannot receive credit for this course if previously received credit for MATH 1210 or MATH 1230-1240. A graphing calculator is required; Texas Instruments TI-83 or TI-84 recommended. Meets General Education requirement in Mathematics.

MATH 1225  College Mathematics II
This course is the second of a two-semester sequence designed to meet the minimum mathematics needs of college students. The primary emphasis in this course is to use mathematics to solve problems. Topics include: exponential functions, logarithmic functions, rational functions, power functions, and trigonometric functions. (3 cr. hrs.) Prerequisite: MATH 1215. Cannot receive credit for this course if previously received credit for MATH 1220 or MATH 1230-1240. A graphing calculator is required; Texas Instruments TI-83 or TI-84 recommended.
MATH 1230  Elements of Applied Mathematics I
Primarily for students enrolled in the technology programs. Problems in science and engineering are stressed. First semester includes algebraic operations review, functions and graphs, trigonometric functions and graphs, vectors and oblique triangles. (3 cr. hrs.) (Fall, Spring). Prerequisite: High school algebra and geometry or MATH 1015. Cannot receive credit for this course if previously received credit for MATH 1210-1220 or MATH 1215-1225. A graphing calculator is required; Texas Instruments TI-83 or TI-84 recommended. Meets General Education requirement in Mathematics.

MATH 1240  Elements of Applied Mathematics II
Second semester of a two-semester sequence. Primarily for students enrolled in the technology programs. Problems in science and engineering are stressed. Topics include systems of equations, factoring, algebraic fractions, quadratic equations, exponential and logarithmic functions, analytic geometry and complex numbers. (3 cr. hrs.) (Fall/Spring). Prerequisite: MATH 1230. Cannot receive credit for this course if previously received credit for MATH 1210-1220 or MATH 1215-1225. A graphing calculator is required; Texas Instruments TI-83 or TI-84 recommended.

MATH 1310  Elementary Statistics
An intuitive approach to statistics. Analysis and description of numerical data using frequency distributions, histograms and measures of central tendency and dispersion, elementary theory of probability with applications of binomial and normal probability distributions, sampling distributions, confidence intervals, hypothesis testing, chi-square, linear regression, and correlation. The statistical computer language Minitab will be used. (4 cr. hrs.) (Fall, Spring) Prerequisite: MATH 1215, 1230 or equivalent. A graphing calculator is required; Texas Instruments TI-83 or TI-84 recommended.

MATH 1411  Elementary Functions I
Semester includes definitions and axioms of the number systems, inequalities, absolute value, graphical analyses of polynomial and rational functions, systems of equations, matrices, and determinants. (3 cr. hrs.) (Fall). Prerequisite: Three years of high school math including intermediate algebra and trigonometry, MATH 1225 or MATH 1240. Cannot take both MATH 1411-1412 and MATH 1413 for credit. A graphing calculator is required; Texas Instruments TI-83 or TI-84 recommended.

MATH 1412  Elementary Functions II
This course is the second semester of a two semester sequence to prepare students to take Calculus. The course thoroughly studies trigonometric functions of real numbers, including their graphs, and trig identities and applications of trigonometry. Analytical geometry is covered and an introduction to polar coordinates. Mathematical induction and the binomial theorem are also introduced. (3 cr. hrs.) (Spring). Prerequisite: MATH 1411. Cannot take both MATH 1411-1412 and MATH 1413 for credit. A graphing calculator is required; Texas Instruments TI-83 or TI-84 recommended.

MATH 1413  Pre-Calculus Mathematics
The characteristics of elementary real functions including algebraic and graphical analysis, inequalities, absolute values, logarithms, trigonometry of real numbers, plane analytic geometry, polar coordinates, complex numbers and Binomial Theorem. (4 cr. hrs.) (Fall, Spring). Prerequisite: Four years of high school math, MATH 1225 or MATH 1240. Cannot take both MATH 1411-1412 and MATH 1413 for credit. A graphing calculator is required; Texas Instruments TI-83 or TI-84 recommended.

MATH 1510  Fundamental Concepts of Calculus I
Beginning calculus for business, technology and the social and life sciences. Applications are stressed. Limits, rules for differentiation, higher-order and implicit differentiation, related rates, extrema, optimization and curve sketching. (3 cr. hrs.) (Fall, Spring). Prerequisites: MATH 1225 or 1240. A graphing calculator is required; Texas Instruments TI-83 or TI-84 recommended. Cannot receive credit for this course and MATH 1610.

MATH 1520  Fundamental Concepts of Calculus II
Introduction to integral calculus; differentiation and integration of exponential, logarithmic and trigonometric functions; further integration techniques; brief introduction to differential equations. (3 cr. hrs.) (ASN). Prerequisite: MATH 1510. Cannot receive credit for this course and MATH 1610. A graphing calculator is required; Texas Instruments TI-83 or TI-84 recommended.

MATH 1610  Calculus I
The first semester of differential and integral single variable calculus. Basic theory using algebraic and trigonometric function and applications are covered concurrently. Topics include limits, derivatives, considered by algebraically and graphically, differentials and their use as approximations, the indefinite and definite integrals with applications to areas, volumes, surface area, arc length, moments and center of mass. (4 cr. hrs.) (Fall, Spring). Prerequisite: Four years of high school math, including pre-calculus, or either MATH 1411-1412 or MATH 1413. Cannot receive credit for this course and MATH 1510-1520. A graphing calculator is required; Texas Instruments TI-83 or TI-84 recommended.

MATH 1620  Calculus II
A continuation of Calculus I. Topics include calculus of conics, logarithmic, exponential and hyperbolic functions, techniques of integration, infinite series, parametric equations, and polar coordinates. (4 cr. hrs.) (Fall, Spring). Prerequisite: MATH 1610 or equivalent course. A graphing calculator is required; Texas Instruments TI-83 or TI-84 recommended.

MATH 2330  Discrete Structures
Discrete mathematical foundations and their relationship to computing. Sets and set relations, functions, graphs and digraphs, trees and strings, permutations and combinations, Boolean algebra, algebraic structures and concepts. (3 cr. hrs.) (ASN). Prerequisite: MATH 1411 or higher.

MATH 2350  Introduction to Proofs
(New Course)
This course is designed to transition students from the calculus sequence to abstract mathematics. Topics include: techniques of proofs, sets, logic, proof by induction, functions, relations, and number theory. (3 cr. hrs.). Prerequisite: MATH 1620.
MATH 2410 Probability and Statistics I
Introduces the basic concepts of probability theory. Topics include descriptive statistics, axioms of probability, condition- al probability, independence, continuous and discrete random variables, distribution functions, expectation, variance and the Central Limit Theorem. Mathematical software will be used to reinforce concepts. (3 cr. hrs.) Prerequisite: MATH 1610.

MATH 2560 Introduction to Linear Algebra
An introductory course in linear algebra, blending theory, computational techniques and applications. Includes vector spaces, determinants, systems of linear equations, algebra of matrices, inner product spaces, mappings, subspaces, bases, linear transformations, and eigenvectors. (3 cr. hrs.) (Fall). Prerequisite: MATH 1620. A graphing calculator is required; Texas Instruments TI-83 or TI-84 recommended.

MATH 2610 Calculus III
Ordinary differential equations, including first and second order equations; applications in science, engineering, and geometry; the use of infinite series and complex numbers in solving equations; a discussion of n-th order linear differential equations; an introduction to Laplace transforms; numerical methods and systems of differential equations. (4 cr. hrs.) (Fall). Prerequisite: MATH 1620. A graphing calculator is required; Texas Instruments TI-83 or TI-84 recommended.

MATH 2620 Ordinary Differential Equations
Ordinary differential equations, including first and second order equations; applications in science, engineering, and geometry; the use of infinite series and complex numbers in solving equations; a discussion of n-th order linear differential equations; an introduction to Laplace transforms; numerical methods and systems of differential equations. (4 cr. hrs.) (Spring). Prerequisite: MATH 1620. A graphing calculator is required; Texas Instruments TI-83 or TI-84 recommended.

MCOM Media Communications
Division of Communications & Humanities
Faculty: Paul McNaney

Note: These courses may be used to fulfill humanities, liberal arts, and free elective degree requirements.

MCOM 1510 Basic Filmmaking
Introduction to the tools and techniques of filmmaking. Exercises span a variety of short film genres including silent, documentary, fictional narrative, and music video. Includes storyboarding, script writing, camera operation, sound recording, lighting, and editing. (3 cr. hrs.) (ASN). Eligible to enroll in ENGL 1010. Lecture/Studio/Field

MCOM 2150 Basic Television Production Techniques
Introduction and exercises in the use of the tools of television production. Includes camera operation, audio and video switching, lighting, basic script writing, and editing. (3 cr. hrs.) (Fall). Prerequisite: ENGL 1010. Lecture/studio. Upper-level course.
MECH 1050  Engineering Graphics I
Engineering graphics fundamentals, incorporating both manual and computer-aided drafting. Includes freehand sketching, principles of applied geometry, multiview drawings, dimensioning, sectioned views, pictorials, conventional drawing practices and standards, and an introduction to AutoCAD. (3 cr. hrs.) (Fall, Spring). Prerequisite: MATH 1015. Lecture/laboratory. Lab fee.

MECH 1060  Technical Mechanics
A problem-solving course covering free body diagrams, vectors and vector computations, force systems, moments of forces, couples and equilibrium. The concept of kinematics; the study of displacement, velocity, and acceleration as related to both straight line and curvilinear motion. (2 cr. hrs.) (Fall). Prerequisites: MATH 1230 and be taking or have taken PHYS 1010.

MECH 1550  Engineering Graphics II
Continuation of MECH 1050 utilizing both manual and computer-aided drafting methods to produce engineering drawings. Includes auxiliary views, surface intersections, sheet metal developments, screw threads and fasteners, surface finish specifications, conventional and geometric tolerancing, and assembly drawings, advanced AutoCAD techniques and an introduction to AutoDesk Inventor. (3 cr. hrs.) (Spring). Prerequisite: MECH 1050. Lecture/laboratory. Lab fee.

MECH 2010  Machine Design (Kinematics)
Graphic and analytic approaches to the basic principles of mechanisms. Displacement, velocity and acceleration are calculated for various linkages. Cams, gears, and gear trains are analyzed. Manual and CAD techniques used. (3 cr. hrs.) (Spring). Prerequisites: CADD 1700, MECH 1060, MECH 1550. Lecture/laboratory. Lab fee.

MECH 2050  Hydraulics and Pneumatics
Basic components of hydraulics and fluidic systems such as cylinders, valves, and logic elements. Experiments to design and analyze circuits related to power transmission and control. (3 cr. hrs.) (Fall). Prerequisites: MATH 1230, TECH 1120. Lecture/laboratory. Lab fee.

MECH 2170  Strength of Materials
A problem-solving course including analysis of coplanar forces applied to simple structures, the resulting stresses and deformations and design considerations. Effects of tension, compression, shear, torsion, and bending are studied through problem-solving and laboratory experiences. (4 cr. hrs.) (Spring). Prerequisites: PHYS 1010 and MECH 1060. Lecture/laboratory. Lab fee.

MEDT 1010  Medical Terminology
Division of Health & Sciences
Latin derivative words frequently encountered in the medical world. Provides a working knowledge of the structure of the word, prefix, suffix, and root definitions with application to body structures and systems. Additional health information related to the medical terms such as etiology, diagnosis, and management. Some self-teaching features are included. (1 cr. hr.) (ASN). Internet course.

MEDT 1020  Principles Medical Terminology
Advanced application of principles of medical term building. Students build an extensive medical vocabulary. Covers circulatory, respiratory, gastrointestinal, nervous and endocrine systems, and psychiatric conditions. Some self-teaching features and on-line components are included. (1 cr. hr.) (ASN) Prerequisite: MEDT 1010. Internet course.

MEDT 1030  Applied Medical Terminology
Enhances the knowledge of medical terminology related to physiological conditions and treatments modalities; covers musculoskeletal, integumentary, urinary systems; and oncological, reproductive system, maternal/fetal/neonatal conditions. Some self-teaching features are included. (1 cr. hr.) (ASN) Prerequisite: MEDT 1010. Internet course.
MFGT Manufacturing Technology
Division of Math, Physics, Technology & Engineering Science
Faculty: Debra Dudick, John Longwell

MFGT 2010 Production Control
Functions of production control, organization, procedures, forecasting, scheduling, materials explosion, loading, and sequencing. Includes economic order quantities, ABC analysis, and inventory planning and control. Various types of production control systems. Practical methods of performing these functions. (3 cr. hrs.) (ASN). Prerequisite: MATH 1230.

MFGT 2020 Quality Management
A basic practical course presented from the industrial engineering standpoint. Includes basic theory in probability and statistics as required for quality control applications. Control concepts and control chart methods for attributes and variables. Acceptance sampling plans, process capabilities, quality costs, Six Sigma, quality control responsibilities, and quality improvement techniques. (3 cr. hrs.) (Fall). Prerequisites: MATH 1240, TECH 1120.

MFGT 2030 Robots in Manufacturing
Operation of a four-axis horizontal assembly robot using AMLIE Version 4 language. Set-up and full operation of the robot and the use of a personal computer for program creation and execution. Use of robot simulation software for off-line program development and analysis; robot safety. (3 cr. hrs.) (ASN). Lecture/laboratory. Lab fee.

MFGT 2050 Methods Design and Analysis
Methods design and analysis with concentration on general problems of work measurement. Process and operation analysis, micro-motion study, design of preferred methods, stopwatch studies, related methods for work measurement and evaluation, standard time data and predetermined time systems. (3 cr. hrs.) (ASN). Prerequisite: MATH 1240. Lecture/laboratory. Lab fee.

MFGT 2060 Manufacturing Supervision
The modern industrial supervisor and the significant changes that affect the technological environment of a manufacturing organization. Emphasizes a team approach in manufacturing issues. Supervisory practices; management functions; counseling responsibilities including appraisals; managing and resolving conflict in a team environment; innovation and productivity; legal concerns relating to employee health, safety, and welfare; ethics in the workplace; and diversity in the organization. (3 cr. hrs.) (ASN). Prerequisite: Eligible to take ENGL 1010. Case studies and simulation activities will provide practical applications.

MGMT Management
Division of Business Administration and Computing Science
Faculty: Timothy Bonomo

MGMT 2010 Bank Management
Handling day-to-day bank activities, including formulation of objectives and policies, management of assets and liabilities, sources and uses of funds, administration of deposits, loans and other investments, and short-term management of funds. (3 cr. hrs.) (ASN).

MGMT 2041 Principles of Management
Basic concepts of management using the process approach which identifies four basic functions of management: planning, organizing, leading, and controlling. Emphasis on the applied and theoretical aspects of the subject matter. (3 cr. hrs.) (Fall, Spring). Recommended only for sophomores in a business program.

MGMT 2042 Small Business Management
Locating an opportunity, start-up and continuing operation of a small business including developing a business plan, marketing and management. (3 cr. hrs.) (Fall, Spring).

MGMT 2045 Office Management
Office organization, layout and equipment, systems management, scientific analysis and control, and office personnel. (3 cr. hrs.) (Spring). Lecture/discussion/case problems.

MGMT 2046 Strategies for Women in Management
Introduction and implementation of specifically designed techniques for successful participation as a female in today’s business society. Includes discussions, research, role playing, and presentations. (3 cr. hrs.) (ASN).

MGMT 2047 Human Resource Management
Human resource management in organizations including recruiting, selection, placement, performance appraisals, and labor relations through transactional analysis concepts. (3 cr. hrs.) (Fall). Lecture/discussion/simulation exercises.

MGMT 2048 Quantitative Aids to Management
Scientific approach to making decisions in a managerial context. Introduces mathematical and statistical methods utilized in making decisions in managerial situations. Includes probability, decision-analysis, linear programming, project management, networking, forecasting, bidding, replacement models, and queuing models. (3 cr. hrs.) (ASN). Prerequisite: MATH 1225.

MGMT 2049 Small Business Management
Locating an opportunity, start-up and continuing operation of a small business including developing a business plan, marketing and management. (3 cr. hrs.) (Fall, Spring).

MKTG Marketing
Division of Business Administration and Computing Science
Faculty: Timothy Bonomo

MKTG 1051 Retail I - Principles
Principles of retailing and its relationship to other marketing aspects. Location and layout, organization and control, personnel, financial aspects, buying, selling, advertising, and research. (3 cr. hrs.) (ASN). Lecture/tours/simulation exercises.
MKTG 2050  Principles of Marketing
Interrelationship of marketing to the other business functions. Problems concerning product, planning, pricing, promoting, and distributing goods and services to markets. Role of the consumer from the viewpoint of the marketing manager. (3 cr. hrs.) (Fall, Spring).

MKTG 2057  Principles of Advertising
Advertising’s social and economic effects, ethics and truthfulness, market selection, use of the media, the promotional budget, idea creation, and layout techniques. (3 cr. hrs.) (ASN).

MKTG 2058  Principles of Selling
Study of successful personal selling. Analysis of buying motives, location of prospects, developing the approach, demonstration techniques, handling objectives, and closing the sale. (3 cr. hrs.) (ASN).

MUSC  Music
Division of Communications & Humanities
Faculty: Loueda Bleiler

MUSC 1010  Fundamentals of Music
(New Course)
This course introduces fundamental elements of pitch, rhythm, musical notation and symbols, major and minor scales, intervals, and tonality. Course work will involve both written and aural skills. (3 cr. hrs.) Prerequisite: Eligible to enroll in ENGL 1010. Lecture/Listening/Practice/Discussion.

MUSC 1110  Introduction to Theory
Music notation, scales, modes, keys, intervals, and tonality. Course work will involve both written and aural techniques, handling objectives, and closing the sale. (3 cr. hrs.) (Fall, Spring). Prerequisite: MUSC 1110. Upper-level course. Meets General Education requirement in Humanities.

MUSC 1120  Introduction to Harmony
Course change. See Addendum page 195
Part writing, harmonic analysis, modulation, melodic and harmonic dictation. (3 cr. hrs.) (Spring). Prerequisite: MUSC 1110. Upper-level course. Meets General Education requirement in Humanities.

MUSC 1130  Reading Vocal Music
Course change. See Addendum page 195
Practice of frequently used pitch and rhythm patterns to sing at sight simple melodic and rhythmic material found in simple songs, folk songs, art songs, and choral music. Preparation for participation in school and community choirs and church choirs. (2 cr. hrs.) (Fall). Prerequisite: MUSC 1110. Lecture/practice. Upper-level course.

MUSC 1230  History & Appreciation of Music I
Music in Western Civilization during Medieval, Renaissance, Baroque and classical periods. Essential trends of musical thought and style, formal structures, principles, and selected composers. (3 cr. hrs.) (Fall). Prerequisite: Eligible to enroll in ENGL 1010.

MUSC 1240  History & Appreciation Music II
Development of music in western civilization during the nineteenth and twentieth centuries. Essential trends of musical thought and style, formal structures, principles, and selected composers. (3 cr. hrs.) (Spring). Prerequisite: Eligible to enroll in ENGL 1010. Lecture/Listening. Meets General Education requirement in Humanities and Western Civilization.

MUSC 1311  Instrumental Performing Ensemble
Participation in one or more instrumental areas. Depending on student interest and potential instrumentation, such groups might include a stage band, a brass ensemble, or a string trio. (1 cr. hr.) (Fall, Spring). Ensemble/rehearsal/performance. Meets part of the General Education requirement in the Arts.

MUSC 1321  Class Piano I
Practical knowledge and facility at the keyboard. Approach and content to meet individual need. (1 cr. hr.) (Fall, Spring). Class/laboratory. Meets part of the General Education requirement in the Arts.

MUSC 1325  Class Guitar I
Practical knowledge and facility in playing the guitar. Approach and content to meet individual need. (1 cr. hr.) (Fall, Spring). Class/laboratory. Meets part of the General Education requirement in the Arts.

MUSC 1411  Vocal Performing Ensemble
Participation in one or more vocal areas. Depending on student interest and potential, groups might include a chorus, chamber singers, male quartet, or women’s chorus. (1 cr. hr.) (Fall, Spring). Ensemble/rehearsal/performance. Meets part of the General Education requirement in the Arts.

MUSC 1412  Select Vocal Ensemble
A small vocal ensemble open to all students with prior choral experience. The repertoire includes compositions from a wide variety of stylistic choices. (1 cr. hr.) (Fall, Spring). Prerequisite: Instructor consent. Ensemble/rehearsal/performance. Meets part of the General Education requirement in the Arts.

MUSC 1421  Class Voice I
To improve vocal abilities and knowledge about the singing voice. Vocal techniques applied through the interpretation of song, in class singing and individual solo work. (1 cr. hr.) (Fall). Class/laboratory. Meets part of the General Education requirement in the Arts.

MUSC 1500  American Musical Theater
A study of American musical theater from the early 1900’s to the present with special emphasis upon major contributors, significant works and the progressive development of this art form, and focusing upon historical events and societal changes which have influenced trends in production and performance. (3 cr. hr.) (ASN) Prerequisite: Students must be eligible to enroll in ENGL 1010.
MUSC 1920  Voice
Repertoire, techniques, and sight reading suggested by the College Proficiency Examination Program and the Handbook for Applied Music of the NYS Education Department. (1 cr. hr.) (Fall, Spring). Prerequisite: Music Department’s approval. Meeting time to be arranged with the instructor. Fee for private lessons. Meets part of the General Education requirement in the Arts.

MUSC 1930  Strings
Repertoire, techniques, and sight reading suggested by the College Proficiency Examination Program and the Handbook for Applied Music of the NYS Education Department. (1 cr. hr.) (Fall, Spring). Prerequisite: Music Department’s approval. Meeting time to be arranged with the instructor. Fee for private lessons. Meets part of the General Education requirement in the Arts.

MUSC 1940  Brass
Repertoire, techniques, and sight reading suggested by the College Proficiency Examination Program and the Handbook for Applied Music of the NYS Education Department. (1 cr. hr.) (Fall, Spring). Prerequisite: Music Department’s approval. Meeting time to be arranged with the instructor. Fee for private lessons. Meets part of the General Education requirement in the Arts.

MUSC 1950  Woodwinds
Repertoire, techniques, and sight reading suggested by the College Proficiency Examination Program and the Handbook for Applied Music of the NYS Education Department. (1 cr. hr.) (Fall, Spring). Prerequisite: Music Department’s approval. Meeting time to be arranged with the instructor. Fee for private lessons. Meets part of the General Education requirement in the Arts.

MUSC 1960  Percussion
Repertoire, techniques, and sight reading suggested by the College Proficiency Examination Program and the Handbook for Applied Music of the NYS Education Department. (1 cr. hr.) (Fall, Spring). Prerequisite: Music Department’s approval. Meeting time to be arranged with the instructor. Fee for private lessons. Meets part of the General Education requirement in the Arts.

MUSC 1970  Keyboard
Repertoire, techniques, and sight reading suggested by the College Proficiency Examination Program and the Handbook for Applied Music of the NYS Education Department. (1 cr. hr.) (Fall, Spring). Prerequisite: Music Department’s approval. Meeting time to be arranged with the instructor. Fee for private lessons. Meets part of the General Education requirement in the Arts.

MUSC 1980  Early Instruments
Repertoire, techniques and sight reading suggested by the College Proficiency Examination Program and the Handbook for Applied Music of the NYS Education Department. (1 cr. hr.) (Fall, Spring). Prerequisite: Music Department’s approval. Meeting time to be arranged with the instructor. Fee for private lessons. Meets part of the General Education requirement in the Arts.

MUSC 1990  Folk Instruments
Repertoire, techniques, and sight readings suggested by the College Proficiency Examination Program and the Handbook for Applied Music of the NYS Education Department. (1 cr. hr.) (Fall, Spring). Prerequisite: Music Department’s approval. Meeting time to be arranged with the instructor. Fee for private lessons. Meets part of the General Education requirement in the Arts.

MUSC 2321  Class Piano II
Extends knowledge and performance developed in MUSC 1321. (1 cr. hr.) (Fall, Spring). Prerequisite: MUSC 1321. Class/ laboratory. Scheduled to meet at the same time as MUSC 1321. Meets part of the General Education requirement in the Arts.

MUSC 2325  Class Guitar II
Practical knowledge and facility in playing the guitar. Approach and content to meet individual need. (1 cr. hr.) (Fall, Spring). Prerequisite: MUSC 1325. Class/laboratory. Meets part of the General Education requirement in the Arts.

MUSC 2421  Class Voice II
Extends knowledge and performance developed in MUSC 1421. (1 cr. hr.) (Fall). Prerequisite: MUSC 1421. Class/laboratory. Scheduled to meet at the same time as MUSC 1421. Meets part of the General Education requirement in the Arts.

Private Lessons
Prior approval is required to insure that the student, private teacher, and Music Department are aware of the objectives for the semester. A written performance record to be completed by the private teacher. Instructor fees are in addition to the normal credit hour fees and are the responsibility of the student. May be repeated to a maximum of four credit hours in any applied area.

MUSC 2821  Individual Study: Voice
Basic vocalizes and repertoire to fit individual needs. Includes voice building, correct intonation, breath control, phrasing, and articulation. (1 cr. hr.) (Fall, Spring). Prerequisite: Music Department’s approval. Upper-level course. Meeting time to be arranged. Meets part of the General Education requirement in the Arts.

NURS 0500  Nurse Aide/Home Health Aide Module
Offered for nursing students who have completed two nursing courses and plan to work as nurse aides or home health aides. (5 cr. hr.) (Spring). Prerequisite: NURS 1500. (Not considered a nursing elective or free elective for the Nursing program). Students completing NURS 1500 and this course are eligible to sit for the NYS Certified Nursing Aid Certification exam.

NURS 0501  Nurse Aide/Home Health Aide
Focus is on Maslow’s Hierarchy of Needs. Includes hygiene, activity, ambulation, nutrition, elimination, comfort, safety, psycho-social and spiritual needs. Basic communications techniques
and functioning as members of the health care team. Introduces elementary nursing process concepts. Students completing this course are eligible to sit for the NYS Certified Nursing Aid Certification Exam. (7 eq. crs.) (ASN). Lecture/skill practice/clinical laboratory. Fee $35. Students must pass a criminal background check. Not considered a nursing or a free elective for the Nursing Program.

**NURS 1100  Nursing I**
The first in a sequence of four nursing courses. Content is based on Maslow’s Hierarchy of Needs and growth and development throughout the life cycle. Students will learn how to meet the physiological needs of the client within the legal and ethical parameters of the nursing profession. (8 cr. hrs.) (Fall) Prerequisites: Submission of Nursing I eligibility packet (available online or from the Nurse Education Department) verifying successful completion of any developmental work required as a result as a result of CCC assessment test; Eligible for MATH 1215; Biology & Chemistry in high school with a 75% or higher or a college course with a “C” or higher. Professional level CPR certification through an American Heart Association American Red Cross course only; Updated health form specific for nursing students must be maintained throughout the program. Obtain a current criminal background check with company designated by the Nurse Education Department and a Pennsylvania child abuse screening. Program requirements and prerequisites can be found in the “Programs” section of this catalog. Concurrent enrollment or prior completion of SCIN 1010 with a grade of C+ or higher or a grade of C or higher in an alternative science - BIOL 2020. General Assembly Session (4 hrs./wk.), Small Assembly Sessions (2 hrs./wk.), hospital or campus laboratories (9 hrs./wk.). Labs can be assigned during day, evening and/or weekend hours. A grade of C or higher is required to continue in the program; satisfactory and safe performance in the lab is required to pass the course. A grade of C or higher is required to continue in the program; satisfactory and safe performance in the lab is required to pass the course. Students completing this course are eligible to take the Nurse Aide/Home Health Aide Module. Health insurance is required. Liability insurance, lab fee, testing fee and course fee. A required orientation will be held prior to the start of the semester.

**NURS 1150  Success in Freshman Nursing**
Study techniques for the nursing curriculum. Includes presentation of information and group discussion of progress. (1 cr. hr.) (Fall). Co-requisite: NURS 1100. Not considered a nursing elective or free elective for the Nursing Program.

**NURS 1500  Nursing II**
This is the second in a sequence of four clinical nursing courses which builds on previously acquired skills and knowledge to provide nursing care to clients with threats to physiological and psychosocial needs within the legal and ethical parameters of the nursing profession. (8 cr. hrs.) (Spring). Prerequisites: NURS 1100 or equivalent. And SCIN 1010 with a C+ or higher or a C or higher in the alternate science BIOL 2020; And concurrent enrollment or prior completion of C or higher in an alternate science BIOL 2030. Professional level CPR certification through an American Heart Association or American Red Cross course only, updated health form specific for nursing students must be maintained throughout the program. For advanced placement students: Submission of Advanced Placement LPN packet (available on-line or from the Nurse Education Department) verifying successful completion of any developmental work required as a result of CCC assessment test: Eligible for MATH 1215; Biology or Chemistry in high school with a 75% or higher OR a college course with a C or higher. Professional level CPR certification through an American Heart Association or American Red Cross course only; Updated health form specific for nursing students must be maintained throughout the program. Obtain a current criminal background check with company designated by the Nurse Education Department and a Pennsylvania child abuse screening. Submission of current LPN license registration and official PN transcript. Program requirements and prerequisites can be found in the “Programs” section of this catalog. General Assembly Session (4 hrs./wk.) Small Assembly Sessions (2 hrs./wk.), hospital laboratory (9 hrs./wk.). Labs can be assigned during day, evening and/or weekend hours. A grade of C or higher is required to continue in the program; Satisfactory and safe performance in the lab is required to pass the course. Some Internet/Blackboard assignments are required in the course. Students completing this course are eligible to take the Nurse Aide/Home Health Aide Module. Health insurance is required. Liability insurance, lab fee, testing fee and course fee.

**NURS 1502  Pharmacology for Nurses II**
This course is designed to be taken concurrently with NURS 1500. The medications that will be presented will correspond with the class content in NURS 1500. This course will provide the student an opportunity to learn about the characteristics of medications, therapeutic use, adverse reactions and nursing implications. (1 cr. hr.) (Spring). Concurrent enrollment or completion of NURS 1500. Considered a nursing elective for the nursing program.

**NURS 1506  Nutrition: Its Therapeutic Role**
Major health issues as they relate to therapeutic nutrition. Selected aspects of nutrition and diet therapy. (1 cr. hr.) (Fall/Spring/Summer) Prerequisite: NURS 1100. Internet course. Designed for health care personnel directly involved with client care.

**NURS 1507  Clinical for Re-entry into Nursing**
This clinical course is designed to facilitate the returning student’s re-entry into the nursing program. It will provide opportunity for the re-entering student to apply theoretical knowledge and skills in direct client care. (.5 cr. hr.) (Spring). Prerequisite: NURS 1511. Grading will be pass/fail. All prerequisites required for NURS 500. Liability insurance. Not considered a nursing elective for the Nursing program.

**NURS 1511  Seminar for Entry into Nursing II**
Reviews theory and skills from Nursing I to prepare advanced placement or returning students to enter or re-enter Nursing II. Not for students progressing from Nursing I into Nursing II. (1.5 cr. hr.) (Spring). Fee $10. Prerequisite: NURS 1100 or the equivalent. Not considered a nursing or a free elective for the Nursing program.
program. All prerequisites for NURS 1500.

NURS 1515  Pediatric Assessment  
This course will provide the student with the theory and clinical skill application to complete a pediatric health assessment. (1 cr. hr.) (Fall, Spring, ASN). Prerequisite: successful completion of Nursing 1100. Considered a nursing elective for then nursing program; not considered as a free elective.

NURS 1520  Nursing Through Time  
(\textit{New Course})  
The course is designed to explore the roots and rise of nursing from ancient civilizations through the present day. (1 cr. hr.) Pre-requisite: successful completion of NURS1100. Enrolled in the Nurse Education program.

NURS 1545  Health Assessment for Nurses  
(\textit{New Course})  
Health Assessment for Nurses is a systematic method to obtain information pertinent health information. This includes: current and on-going health status, predicting risks to health and identifying health-promoting activities, obtaining information from physical, social, cultural, environmental, and emotional factors that impact the overall well-being of an individual across the life span (adolescent through adult). Health assessment includes the interview process, physical assessment, documentation and interpretation of the findings which is the basis for the plan of care within the health care setting. This course utilizes a combination of classroom lecture, discussion, demonstration of history taking, documentation and lab skills component for the integrated physical assessment. Students will be expected to apply theoretical knowledge and evidence-based findings while practicing health assessment skills. (3 cr. hrs.) (ASN). Prerequisite: NURS 1100 or equivalent, currently licensed RN.

NURS 1550  Success in Freshman Nursing  
Study techniques for the nursing curriculum. Includes presentation of information, exam review and discussion of progress. (1 cr. hr.) (Spring). Co-requisite: NURS 1500. Not considered a nursing or a free elective for the Nursing program.

NURS 1551  Clinical Nursing  
Allows students enrolled in the nursing program to utilize in the clinical setting the knowledge, skills, and abilities gained in NURS 1100 or NURS 1500 or their equivalent. (1 cr. hr.) (ASN). Prerequisite: Eligible to enroll in NURS 2100. All prerequisites for NURS 1500 with any updates needed. Liability insurance. Considered a nursing elective for the Nursing program. Proof of health insurance, CPR and health form required.

NURS 2000 Issues & Perspectives in Nursing  
Historical influences, current issues, and trends for the future to understand the evolution of the profession. Nursing and the registered nurse’s role, responsibilities and opportunities in the health care delivery system. (2 cr. hrs.) (ASN). Prerequisite: Eligibility to enter NURS 2100 or NURS 2500. A grade of C or higher is required to meet graduation requirements. Writing in content area.

NURS 2100  Nursing III  
This is the third in a sequence of four clinical nursing courses which builds on previously acquired skills and knowledge. The focus is on chronic health problems across the life span related to the physiological and psychosocial needs of the client within the legal and ethical parameters of the nursing profession. (9 cr. hrs.) (Fall). Prerequisites: NURS 1500 and SCIN 1010-1020 with grades of C+ or higher; or a grade of C or higher in alternative sciences BIOL 2020-2030 and either BIOL 2010 or CHEM 1010/1020 or 1510; Professional level CPR certification through an American Heart Association or American Red Cross course; updated health form specific for nursing students must be maintained throughout the program. Program requirements and prerequisites can be found in the “Programs” section of this catalog. General Assembly Session (4 hrs./wk.), Small Assembly Sessions (2 hrs./wk.), hospital laboratory (11 hrs./wk.). Labs can be assigned during day, evening and/or weekend hours. During planned mental health/community experiences, lab times may change. Some Internet/Web CT assignments are required in the course. A grade of C or higher is required to continue in the program. Satisfactory and safe performance in the lab is required to pass the course. Liability insurance, lab fee, testing fee and course fee. A required orientation will be held prior to the start of the semester.

NURS 2102  Pharmacology for Nurses III  
This course is designed to be taken concurrently with NURS 2100. The medications that will be presented will correspond with the class content in NURS 2100. This course will provide the student an opportunity to learn about the characteristics of medications, therapeutic use, adverse reactions and nursing implications. (1 cr. hr.) (Fall). Eligibility for concurrent enrollment or completion of NURS 2100. Can be considered a nursing elective for the Nursing program.

NURS 2110  Seminar for Entry into Nursing III  
Reviews theory and skills from Nursing I & II to prepare re-entering students for Nursing III. Not for students progressing from Nursing II into Nursing III. (1 cr. hr.) (Summer). Fee $10. Not considered a nursing or free elective for the Nursing program.

NURS 2500  Nursing IV  
This is the fourth and final course of the Nursing program which builds on previously acquired skills and knowledge and focuses on the physiological and psychosocial needs of the client within the legal and ethical parameters of the nursing profession. The focus is on concepts of client care management and the role of entry-level nurse. NCLEX preparation for the licensure exam is included in this course. Students must be within 15 credits of graduation in order to register for this course. (9 cr. hrs.) (Spring). Prerequisites: NURS 2100 and successful completion of all required science courses. CPR certification through American Heart Association “Health Care Provided” or American Red Cross “Basic Life Support for the Professional Rescuer”; updated health form specific for nursing students must be maintained throughout the program. Obtain a current criminal background check with company designated by the Nurse Education Department and a Pennslyvania child abuse screening. Program requirements and prerequisites can be found
in the “Programs” section of this catalog. General Assembly Session (4 hrs./wk.), Small Assembly Sessions (2 hrs./wk.), hospital laboratory (11 hrs./wk.). Labs can be assigned during day, evening and/or weekend hours. During planned mental health/community health experiences, lab times may change. The last two weeks of the semester will include 48 hours of clinical that may be days/evenings/weekends. Some Internet/Blackboard assignments are required in the course. A grade of C or higher is required to graduate from the program. Satisfactory and safe performance in the lab is required to pass the course. Health insurance is required. Liability insurance, lab fee, testing fee, course fee, and NCLEX test fee.

NURS 2502 Pharmacology for Nurses IV
This course is designed to be taken concurrently with NURS 2500. The medications that will be presented will correspond with the class content in NURS 2500. This course will provide the student an opportunity to learn about the characteristics of medication, therapeutic use, adverse reactions, and nursing implications. (1 cr. hr.) (Spring). Concurrent enrollment in NURS 2500. Can be considered a Nursing elective.

NURS 2510 Seminar for Entry into Nursing IV
Reviews theory and skills from Nursing I, II, & III to prepare a returning student to re-enter Nursing IV. Not for a student progressing from Nursing III into Nursing IV. (1 cr. hr.) (Spring). Fee $10. Not considered a nursing elective for the Nursing program.

NURS 2565 Mentoring Experience
Clinical experience in a specialized area of interest within nursing. Student is assigned to an experienced RN mentor. The student functions as he/she would in a beginning staff nurse position. (1 cr. hr.) (Spring). Co-requisite: NURS 2500. Clinical experience. Considered a nursing elective for the Nursing program.

NURS 2992 Fluid and Electrolytes
Regulation of fluids and electrolytes and how they function within the body; imbalances caused by illness. (1 cr. hr.) (Fall, Spring, Internet). Prerequisite: NURS 1100. Considered a nursing elective for the Nursing program.

NURS 2993 Nursing of Patients with Pregnancy-Induced Hypertension
This course focuses on the nursing process in helping a patient and her family solve problems when a major complication threatens the progress of a normal pregnancy. The physical, psychological, nutritional, pharmacological and rehabilitation needs of the patient are discussed in relation to the care needed for treatment and the effect the complication may have on the mother, infant and family. The major focus is on nursing responsibilities. (1 cr. hr.) (ASN). Prerequisite: NURS 1500. Considered a nursing elective for the Nursing program.

PEPD Physical Education Professional Development
Division of Health & Sciences
Faculty: Brian E. Hill, David Rockwell

PEPD 1000 Sports and the Law
Course change. See Addendum page 195
Legal issues surrounding negligence, discrimination, liability, equipment and facilities, activity guidelines, risks. (1 cr hr.). (ASN). Writing in content area.

PEPD 1050 Theory of Coaching Baseball
Strategies and methods of coaching baseball will be discussed. Fundamentals of hitting, fielding, base running, pitching, conditioning and throwing will be covered. (1 cr. hr.) (Spring).

PEPD 1200 Introduction to Physical Education: The Profession
Includes professional aspects of physical education and recreation philosophy, related career possibilities, history, qualifications for work in the field, educational requirements and sociological perspectives. (3 cr. hrs.) (Fall).

PEPD 1201 Philosophy, Principles and Organization of Coaching
One of three certification courses for those interested in coaching in a New York State public school system and structured to assist coaches in developing an athletic team. (3 cr. hrs.) (Fall).

PEPD 1202 Introduction to Athletic Training Prevention and management of athletic injuries. Knowledge and understanding of health care for the recreational and competitive athlete. Organizing and establishing an effective athletic health care system. Techniques for preventing or minimizing sports related injuries. Recognition and management of specific injuries and conditions. This is a required course for NYS coaching certification. (3 cr. hrs.) (Fall, Spring). Fee $25.

PEPD 1203 Principles of Strength Training
The value of strength training and the means to design and implement a program based on needs and goals. Supportive nutritional guidance. (3 cr. hrs.) (Spring). Lecture/laboratory.

PEPD 1204 Organization and Administration of Physical Education and Sport
(New Course)
This course includes the study of financial management, legal issues and responsibilities, facility and equipment planning, evaluation and scheduling from programs in physical education and sport. (3 cr. hrs.) (Summer)

PEPD 1205 Theory & Techniques of Coaching
This course is designed for an individual preparing to meet New York State Certification requirements to coach in the public school system. It is a mandatory component to the certification process. The course will discuss objectives, rules, regulations, and policies of athletics, as well as performance skills, technical information, and organization and management practices. (2 cr. hrs.) (ASN) Lecture.
Wellness Activity Courses

Note: These courses may be used only to fulfill the activities component of the wellness requirement.

PFIT 1000 Archery I (co-ed)
Skills, techniques, and safety of target archery. Use of and care of equipment and scoring. Shooting form and correction of individual errors. (.5 cr. hr.) (Fall, Spring). Lecture/activity. Fee $25.

PFIT 1001 Badminton (co-ed)
Fundamentals and skills of badminton. Offensive and defensive strategy, terminology, and knowledge necessary to participate. (.5 cr. hr.) (Fall, Spring). Lecture/activity.

PFIT 1002 Bowling I (co-ed)
Selection of equipment, scoring, the four-step approach, straight ball delivery, and aiming. Basic skills of stance, approach, and follow-through. (.5 cr. hr.) (Fall, Spring). Lecture/activity. Classes held off-campus. Fee $45.

PFIT 1004 Golf
Fundamentals of golf. Equipment, grip, approach, address, swing, putting, golf terms, rules, and etiquette. (.5 cr. hr.) (Fall, Spring, Summer). Lecture/activity.

PFIT 1005 Self Defense (co-ed)
Martial arts, wrestling, and street fighting techniques in defense against unarmed assailants. Includes a variety of hits, kicks, blocks, and throws, with some emphasis on physical fitness, attitudes, and strategies. (.5 cr. hr.) (Fall, Spring). Lecture/activity.

PFIT 1006 Volleyball
Knowledge, strategies, and team concepts for co-ed play. A variety of formats, playing styles, and scoring systems introduced. (.5 cr. hr.) (Fall, Spring). Lecture/activity.

PFIT 1007 Lifeguard Training (co-ed)
Develop knowledge and skills to manage aquatic emergencies. Satisfies NYS requirement to become a lifeguard. (1 cr. hr.) (Spring). Prerequisite: At least 15 years of age; strong swimming skills. Lecture/activity. Fee $20.

PFIT 1009 Step Aerobics (co-ed)
Low fitness level for the student who wishes to begin an aerobic program utilizing the heart, lungs, and muscles. Individualized adjustments in step height and use of arms make this program suitable for any student. (1 cr. hr.) (Fall, Spring). Lecture/activity.

PFIT 1010 Aerobics
A prescribed set of exercises performed at the student’s own level of intensity progressing until the cardiovascular system can withstand a predetermined level of stress. The result will be a healthier body and a more positive mental outlook. (1 cr. hr.) (Fall, Spring). Lecture/activity.

PFIT 1011 Pickleball
Pickleball is a slowed-down version of tennis and includes some badminton skills and strategies. Skills and techniques for play, strategies, rules, and shot selection. Practice and tournament situations. (.5 cr. hr.) (Fall, Spring). Lecture/activity.

PFIT 1012 Basketball (co-ed)
Lead-up drills and games in all skills, team play, and some strategy. Designed for all levels of ability. (.5 cr. hr.) (Fall, Spring). Lecture/activity. Credit cannot be earned for this course and any of the following: PFIT 1514, 1515, 1516, 1517, 1518, 1519, 1520, 1521.

PFIT 1013 Tai Chi I
Tai Chi is a form of Chinese martial art and an exercise involving breathing and slow, graceful, and precise body movement to enhance well-being and health. Tai Chi focuses on a balance of the internal and external environment with many exercises to facilitate mental and muscular relaxation and flexibility. (.5 cr. hr.) (Fall, Spring, Summer). Lecture/activity.

PFIT 1014 Karate I (co-ed)
Basic skills including punch, kick, and blocks. History and philosophy behind the martial arts. (.5 cr. hr.) (Fall, Spring). Lecture/activity.

PFIT 1018 Cooper Norm Standards Prep
Provides students an understanding of civil service physical performance floor tests, the history and science underlying Cooper Institute norms testing, and the skills and knowledge needed to make lifestyle changes that will result in the successful completion of civil service physical floor test to the fiftieth (50th) percentile of the Cooper norms. (3 cr. hrs.) (Fall) Lecture/Activity

PFIT 1019 Softball (co-ed)
Builds on the individual’s fielding, hitting, and pitching skills and provides drills, team play, and content on strategy. Designed for all levels of ability. (.5 cr. hr.) (Fall, Spring). Lecture/activity. Credit cannot be earned for this course and PFIT 1510 or PFIT 1511.

PFIT 1020 Weight Training
Techniques to improve physical and cardiovascular fitness. Weight training and a personal program in strength, endurance, and body trimming. (.5 cr. hr.) (Fall, Spring). Lecture/activity.

PFIT 1021 Joggging (co-ed)
Techniques to develop and maintain cardiovascular and physical fitness. Effect of exercise and maintenance of health through physical activity. Individualized jogging and exercise programs. (1 cr. hr.) (Fall, Spring). Lecture/activity.

PFIT 1022 Soccer Fundamentals
(Senior Course)
Soccer Fundamentals is a co-ed class designed to be an introduction to the rules of soccer and the basic skills and knowledge to effectively play and enjoy watching the game. Students will be required to participate actively in skills development leading to match play. This class is intended for students with limited previous soccer experience. (1 cr. hr.)
PFIT 1023  Racquetball
Learn basics of racquetball. The history, court, rules, strategy, terms, scoring system, etiquette, exercises, equipment, skills, singles play and doubles play will comprise the content of this course. (.5 cr. hr) (ASN) Fee $20.

PFIT 2000  Archery II (co-ed)
Improvement of shooting through the analysis of errors in form. Includes clout, roving, and field techniques. (.5 cr. hr.) (Spring). Prerequisite: PFIT 1000. Lecture/activity. Fee $25.

PFIT 2002  Bowling II (co-ed)
Emphasizes analysis of errors in form. Hook, curve, and additional aiming techniques. (.5 cr. hr.) (Fall, Spring). Prerequisite: PFIT 1002. Lecture/activity. Classes held off campus. Fee $45.

PFIT 2005  Self Defense II
(New Course)
This course is designed to give the student an advanced understanding and skill in the art of self-defense utilizing many different martial arts. Promote awareness of self and surroundings, strategies as well as physical and mental fitness. (.5 cr. hr.) (Fall/ Spring)

PFIT 2007  Water Safety Instructor (co-ed)
Preparation for qualification as instructor in Red Cross Water Safety. Emphasis is on swimming strokes, life saving skills, and teaching techniques. (2 cr. hrs.) (Spring). Lecture/activity. Fee $20.

PFIT 2013  Tai Chi II
Focuses on more advanced techniques with many exercises to help students gain more knowledge about Tai Chi. (.5 cr. hr.) (Fall, Spring). Prerequisite: PFIT 1013. Lecture/activity.

PFIT 2014  Karate II
Continuation and further development of skills and forms learned in Karate I. (.5 cr. hr.) (Fall, Spring). Prerequisite: PFIT 1014. Lecture/activity.

Intercollegiate Sports
The courses listed below involve highly competitive participation in the sport and require skills beyond the basic level. Competition involves games/matches with area colleges and conference, regional, and tournament play.

PFIT 1500-1501  Soccer I & II for Men
Individual skills are refined, perfected, and integrated into concepts of team play. Season runs from August through October. (1 cr. hr. ea.) (PFIT 1500 first fall season, PFIT 1501 second fall season). Prerequisite: Soccer skills beyond the basic skill level; PFIT 1500 is a prerequisite for PFIT 1501. Team participation.

PFIT 1502-1503  Soccer I & II for Women
Individual skills are refined, perfected and integrated into concepts of team play. Season runs August through October. (1 cr. hr. ea.) (PFIT 1502 first fall season; PFIT 1503 second fall season). Prerequisite: Soccer skills beyond the basic level; PFIT 1502 is a prerequisite for PFIT 1503. Team participation.

PFIT 1504-1505  Volleyball I & II for Women
Individual skills are refined, perfected and integrated into concepts of team play. Season runs August through November. (1 cr. hr. ea.) (PFIT 1504 first fall season; PFIT 1505 second fall season). Prerequisite: Volleyball skills beyond the basic level; PFIT 1504 is a prerequisite for PFIT 1505. Team participation.

PFIT 1510-1511  Softball I & II for Women
Individual skills are refined, perfected, and integrated into concepts of team play. Season runs JanFebruary through May. (1 cr. hr. ea.) (PFIT 1510 first spring season; PFIT 1511 second spring season). Prerequisite: Softball skills beyond the basic skill level; PFIT 1510 is a prerequisite for PFIT 1511. Team participation.

PFIT 1512-1513  Baseball I & II for Men
Individual skills are refined, perfected and integrated into concepts of team play. Season runs February through May. (1 cr. hr. ea.) (PFIT 1512 first spring season; PFIT 1513 second spring season). Prerequisite: Baseball skills beyond the basic level; PFIT 1512 is a prerequisite for PFIT 1513. Team participation.

PFIT 1514-1515, 1516-1517  Basketball I, II, III, IV for Men
Individual skills are refined, perfected and integrated into concepts of team play. Season runs October through March. (1 cr. hr. ea.) (PFIT 1514 first fall season, PFIT 1516 second fall season; PFIT 1515 first spring season, PFIT 1517 second spring season). Prerequisite: Basketball skills beyond the basic level; PFIT 1514 is a prerequisite for PFIT 1516; PFIT 1515 is a prerequisite for PFIT 1517. Team participation.

PFIT 1518-1519, 1520-1521  Basketball I, II, III, IV for Women
Individual skills are refined, perfected, and integrated into concepts of team play. Season runs October through March. (1 cr. hr. ea.) (PFIT 1518 first fall season, PFIT 1520 second fall season; PFIT 1519 first spring season, PFIT 1521 second spring season). Prerequisite: Basketball skills beyond the basic level; PFIT 1518 is a prerequisite for PFIT 1520; PFIT 1519 is a prerequisite for PFIT 1521. Team participation.

PFIT 1531-32  Golf I & II
Individual skills are refined, perfected, and integrated into concepts of team play. Season runs February through May. (1 cr. hr. ea.) (Spring). Prerequisite PFIT 1531.

PFIT 1620-1621-1622-1623  Intercollegiate Bowling I, II, III, IV
Students participating in this activity should have considerable knowledge and skill. Skills are refined and perfected and team concepts are developed by changing alley conditions and environments. Competition includes individual matches and tournaments at local, regional, and national levels. (1 cr. hr. ea.) (PFIT 1620 first fall season, PFIT 1621 second fall season; PFIT 1622 first spring season, PFIT 1623 second spring season).
PHIL 1010  Introduction to Philosophy
Basic problems and topics of philosophy, e.g., theories of knowledge, reality and art, problems of science, politics, and religion. (3 cr. hrs.) (Fall, Spring). Prerequisite: Must be eligible to enroll in ENGL 1010. Meets General Education requirement in Humanities.

PHIL 1230  Philosophy of Life
Examines how and why people use a philosophy to deal with life’s concerns, for our relationships with society and the world, and our pursuit of a meaningful place within these wider realms. (3 cr. hrs.) (Fall, Spring). Prerequisite: Must be eligible to enroll in ENGL 1010. Writing in content area. Meets General Education requirement in Humanities.

PHIL 1300  Current Moral Issues
Course change. See Addendum page 195
Examines today’s important social questions about abortion, euthanasia, drug legalization, racial harmony, free speech, environmentalism, welfare, affirmative action, world hunger and similar issues. Attention to underlying larger philosophical concerns on nature, value, rights, and responsibilities of human beings. (3 cr. hrs.) (ASN). Meets General Education requirement in Humanities.

PHIL 2010  Introduction to Ethics
Main ethical theories of traditional Western thought. Meanings and validity of value judgments, social consequences of value theory, examination of major traditional moral philosophies, and a survey of contemporary development in ethical theory. (3 cr. hrs.) (Spring). Prerequisite: ENGL 1010 or any philosophy course. Writing in content area. Upper-level course. Meets General Education requirement in Humanities.

PHIL 2070  Contemporary Philosophy
Introduction to issues, problems, and modes of thinking in contemporary philosophy. Explores topics of current concern in both the analytic and continental traditions of philosophy. Readings selected from works of contemporary authors such as Russel, Moore, Ayer, Austin, Heidegger, Gadamer, Derrida, and Rorty. (3 cr. hrs.) (ASN). Prerequisite: ENGL 1010 or another philosophy course. Writing in content area. Upper-level course. Meets General Education requirement in Humanities.

PHIL 2200  Environmental Ethics
Explores issues concerning how humans ought to relate to and interact with their environment as individuals, through organizations, and as a species. Examines environmental dilemmas relating to human population, poverty, animal rights, and intrinsic versus instrumental valuations of nature. (3 cr. hrs.) (ASN). Prerequisite: ENGL 1010, any philosophy course, or instructor consent. Writing in content area. Upper-level course. Meets General Education requirement in Humanities.

PHIL 2250  Health Care Ethics
Ethical issues arising in medicine, nursing, and other health care professions. Truth-telling and confidentiality, informed consent, fetal vs. maternal rights, euthanasia, the treatment of AIDS, genetic testing and engineering, medical resources, and social health care. (3 cr. hrs.) (ASN). Prerequisite: ENGL 1010 or any philosophy course. Writing in content area. Upper-level course. Meets General Education requirement in Humanities.

PHIL 2310  Philosophy of Religion
Fundamental problems of religious thought. Arguments for the existence of God, the problem of evil, criteria of plausibility of religious claims, immortality, and church and state. Some attention to non-Western religions. (3 cr. hrs.) (Fall). Prerequisite: ENGL 1010 or any philosophy course. Writing in content area. Upper-level course. Meets General Education requirement in Humanities.

PHIL 2320  World Religions
Studies the historical development and present-day status of world religious beliefs and practices. Hinduism, Buddhism, Taoism, Confucianism, Judaism, Christianity, Islam, and native religions are compared on psychological, spiritual, moral, and social levels. (3 cr. hrs.) (ASN). Prerequisite: ENGL 1010 or any philosophy course. Writing in content area. Upper-level course. Meets General Education requirement in Humanities.

PHIL 2330  Honors Philosophy of Religion
(New Course)
Advanced version of the following: Fundamental problems of religious thought. Arguments for the existence of God, the problem of evil, criteria of plausibility of religious claims, immortality, and church and state. Some attention to non-Western religions. (3 cr. hrs.) Prerequisite: ENGL 1010 or any philosophy course. Must be honors-eligible. Upper-level course.

PHIL 2420  Social & Political Philosophy
Republicanism, libertarianism, democracy, socialism, communism, fascism, and anarchism are discussed and compared. The historical origins and contemporary views of justice, liberty, human rights, the public good, and political participation are examined. (3 cr. hrs.) (ASN). Prerequisite: ENGL 1010. Writing in content area. Upper-level course. Meets General Education requirement in Humanities.

PHIL 2500  Business Ethics
Application of ethical views to problems which arise in doing business in the U.S. Topics range from interpersonal relationships to advertising and investment policies to quality control. (3 cr. hrs.) (ASN). Prerequisite: Must be eligible to enroll in ENGL 1010; philosophy course recommended. Writing in content area. Upper-level course. Meets General Education requirement in Humanities.

PHIL 2525  Honors Business Ethics
Applications of ethical positions to issues related to Organizational Ethics, Corporate and Social Responsibility, Corporate Governance, Technology, Globalization, and Competitive Markets. (3 cr. hrs.) Prerequisite: Must be Honors Eligible.
No outstanding developmental obligations. Upper-level course. Writing in content area. Meets General Education requirement in Humanities. Students cannot receive credit for this course and PHIL 2500.

**PHYS**  
**Physics**  
Division of Math, Physics, Technology & Engineering Science  
Faculty: Joseph DeLeone, Thomas Dunbar, Albert Gerth

**PHYS 1000**  
**Conceptual Physics**  
*(New Course)*  
Provides a conceptually-based exposure to the fundamental principles and processes of the physical world: Topics include motion and Newtonian mechanics, momentum and energy conservation, heat, phase transitions, atomic structure, the states of matter (solid, liquid, and gas), electricity, magnetism, introduction to quantum mechanics (QM), nuclear decay, and relativity. (3 cr. hrs.) (ASN). Prerequisite: MATH 1015 or higher. Lecture/laboratory. Offered online only. Does not meet laboratory science area for the Computer Information Science, Computer Science, or Information Technology programs.

**PHYS 1010**  
**Elementary Physics**  
Solid and fluid mechanics, heat and heat transfer, the application of physical principles to solve technical problems. (4 cr. hrs.) (Fall, Spring). Prerequisite: MATH 1230. Experience with word processing recommended. Not open to mathematics or science majors for science credit. Primarily designed for students in technology programs. Lecture/laboratory. Lab fee.

**PHYS 1580**  
**Fiber Optics**  
Includes principles of light, optical fiber properties, fiber fabrication and design, optical sources and detectors, optical transmitters and receivers, and testing of fiber systems. (3 cr. hrs.) (Spring). Prerequisite: MATH 1240. Lecture/laboratory. Lab fee.

**PHYS 1730**  
**Principles of Physics I**  
Introductory principles of classical and modern physics. Mechanics of solids, periodic motion and sound, and heat and properties of matter. (4 cr. hrs.) (Fall). Prerequisite or Co-requisite: MATH 1411 or equivalent; MATH 1411 may also be taken with PHYS 1730. A transfer course for students majoring in biology, chemistry, mathematics, or health sciences. Students wishing to major in physics may take this course but should transfer to PHYS 1820, 2830 and 2840 sequence after one semester. Lecture/laboratory. Lab fee. Meets General Education requirement in Natural Sciences.

**PHYS 1740**  
**Principles of Physics II**  
The second semester in the physics sequence, continuation of PHYS 1730; electricity, magnetism, optics, and modern physics. (4 cr. hrs.) (Spring). Prerequisite: PHYS 1730. Lecture/laboratory. Lab fee. Meets General Education requirement in Natural Sciences.

**PHYS 1820**  
**Physics I**  
The first semester of a three semester sequence in calculus-based physics. Mechanics, including vectors, particle kinematics and dynamics, work and energy, impulse and momentum, rotational motion, and certain aspects of gravitational and fluid mechanics, if time permits. (4 cr. hrs.) (Spring). Prerequisite: MATH 1610. The three-semester, calculus-based sequence, PHYS 1820, 2830, 2840, is intended for students majoring in engineering, mathematics, physics and computer science. Lecture/laboratory. Lab fee. Meets General Education requirement in Natural Sciences.

**PHYS 2090**  
**Introduction to Optics**  
Topics include Laws of Geometrical Optics, radiometry, photometry, optical components, laser systems, lenses and mirrors. An introduction to the Observatory and the use of digital image processing equipment. (4 cr. hrs.) (Fall). Prerequisites: MATH 1240 and ELEC 1010 or PHYS 1010. Lecture/laboratory. Lab fee.

**PHYS 2100**  
**Wave Optics**  
Study of light waves and their use in technology. Topics include electromagnetic radiation, coherence, polarized light,interferences and diffraction phenomena. An introduction to properties and the use of lasers and holography. (4 cr. hrs.) (Spring). Prerequisite: PHYS 2090. Lecture/laboratory. Lab fee.

**PHYS 2110**  
**Optical Principles for Optoelectronics**  
Packaging  
An introductory course targeting the optical principles that relate to free-space and waveguide aspects of optoelectronic packaging. Selected theoretical topics in Quantum Optics, Geometrical Optics, Physical Optics and properties of optical materials are presented. Relevant optical devices such as lasers, photodiodes, lenses, fiber and planar waveguides, amplifiers, and diffraction-based elements are analyzed as they relate to theory and in laboratory exercises. (3 cr. hrs.) (ASN). Prerequisite: PHYS 1010 or equivalent.

**PHYS 2830**  
**Physics II**  
The second semester in the calculus based physics; Harmonic motion, heat transfer and thermodynamics, electrostatic fields, and D.C. circuits. (4 cr. hrs.) (Fall). Prerequisites: PHYS 1820, MATH 1620. Co-requisite: MATH 2610. Lecture/laboratory. Lab fee. Meets General Education requirement in Natural Sciences.

**PHYS 2840**  
**Physics III**  
Capacitance, the magnetic field, mechanical waves and sound, electromagnetic field and waves, nature and propagation of light, geometrical and physical optics, and an introduction to atomic and nuclear physics. Certain aspects of quantum theory and relativity, if time permits. (4 cr. hrs.) (Spring). Prerequisites: PHYS 2830 and concurrently taking MATH 2620. Lecture/laboratory. Lab fee. Meets General Education requirement in Natural Sciences.
PSYC 1101  General Psychology I
An introduction to psychology. Includes scientific method, measurement in psychology, motivation, learning, thinking and problem solving, perception, behavior disorders and varieties of treatment, biological basis of behavior, social determinants of behavior, human development and personality. (3 cr. hrs.) (Fall, Spring). Prerequisite: Eligible to enroll in ENGL 1010. Lectures/demonstrations/discussion/field assignments. Meets General Education requirement in Social Sciences.

PSYC 1620  Honors General Psychology I
An advanced introduction to Psychology. Includes scientific method, measurement in psychology, biological bases of behavior, motivation and emotion, learning, memory, thinking, intelligence, individual differences and assessment. Extensive reading, conduct of an experiment and presentations are required. (3 cr. hrs.) (Fall, Spring) Prerequisite: Eligible to enroll in ENGL 1010 and entering freshmen with a high school gpa of at least a 3.5 and CCC students with a cpga of at least a 3.5 and at least 12 completed credit hours. Lectures, readings, discussions, field assignments, an experiment. Meets CCC General Education requirements in the Social Sciences.

PSYC 2030  Organizational Behavior
Psychological analysis of human behavior in formal organizations. Structure of organizations, worker motivation, communication, leadership, and organizational change. (3 cr. hrs.) (Fall, Spring). Prerequisite: PSYC 1101. Online component included as part of course. Upper-level course.

PSYC 2201  Social Psychology
Relationships between the individual and social environment. Formations of attitude, group process and structure, prejudice, and the relationship of the developing individual to sociocultural systems. (3 cr. hrs.) (Fall, Spring). Prerequisite: PSYC 1101. Online component included as part of course. Upper-level course. Meets General Education requirement in Social Sciences.

PSYC 2206  Research Methods in the Social Sciences
An introduction to major research methods. Includes survey, experimental, and field research. The logic, design, and execution of the research process with concern for elementary data analysis. Evaluation of social science research for scientific rigor, usefulness, relevance, and ethics. (3 cr. hrs.) (Spring). Prerequisites: ENGL 1010; MATH 1215; and either PSYC 1101 or SOCI 1010. MATH 1310 is also recommended. Cannot earn credit for this course and SOCI 2060. Upper-level course. Meets General Education requirement in Social Sciences.

PSYC 2207  Child Psychology
Human growth and change from conception through middle childhood. Critical theoretical and methodological issues; concentration on physical, cognitive and psychosocial development. Includes a research project based on observation of children. (3 cr. hrs.) (Fall, Spring). Prerequisite: PSYC 1101. Lectures/observations in child behavior. Upper-level course.

PSYC 2208  Adolescent Psychology
Basic psychological processes such as motivation, intelligence, learning, and social relationships of the adolescent. Theories from psychology, sociology, social psychology, and cultural in explanation of the transition from child to adult in our culture. Emphasis on identity development, value clarification, and coping skills. (3 cr. hrs.) (ASN). Prerequisite: PSYC 1101. Writing process. Upper-level course. Meets General Education requirement in Social Sciences.

PSYC 2209  Psychology of Adult Development
Development, change and adjustment during early, middle and late adulthood. Dynamics of the life cycle, psychological and biological determinants of adult development, adjustment to work and retirement, the aging process, and societal forces affecting growth of the mature personality. (3 cr. hrs.) (Fall, Spring). Prerequisite: PSYC 1101. Writing process. Upper-level course. Meets General Education requirement in Social Sciences.

PSYC 2212  Educational Psychology
Introduction to educational theory and practice. Emphasis on recent developments in theories of learning, maturation, and motivation. Methods of pupil assessment and evaluation included. (3 cr. hrs.) (ASN). Prerequisite: PSYC 1101. Upper-level course. Meets General Education requirement in Social Sciences. This course has an Internet component.

PSYC 2214  Health Psychology
An introduction to an emerging field that studies the ways in which the discipline of psychology contributes to the promotion and maintenance of health, the prevention and treatment of illness, and the development of policies that contribute to the improvement of health in the community. (3 cr. hrs.) (Fall, Spring). Prerequisite: PSYC 1101. Writing process. Upper-level course.

PSYC 2215  Abnormal Psychology
Historical concepts of abnormal behavior and current theoretical perspectives including: behavioral, psychodynamic, existential and neuroscience perspectives. Includes stress related anxiety, emotional, social, psychotic, organic, and developmental disorders; individual, group, family, community, and biological therapy. (3 cr. hrs.) (Fall, Spring). Prerequisite: PSYC 1101. Writing process. Upper-level course. Meets General Education requirement in Social Sciences.

PSYC 2221  Behavior Modification
Principles of learning (respondent and operant conditioning), and their application to analyze and modify everyday behaviors. Use of this technology to observe, record, analyze, and modify behaviors encountered in a variety of work experiences such as teaching, nursing, criminal justice, human services, and counseling psychology. Includes a personal behavior modification research project (3 cr. hrs.) (ASN). Prerequisite: PSYC 1101. Lecture/behavior exercises/internet component. Upper-level course. Meets General Education requirement in Social Sciences.
Learning transforms lives.

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READ  Reading Skills
Division of Communications & Humanities

READ 0880  Foundations of College Reading
Reading improvement course to teach effective comprehension strategies to meet the demands of introductory level college courses. Students apply active reading primarily to expository articles and textbook selections, learn to monitor comprehension, expand vocabulary, summarize brief texts, answer application and evaluation questions, compare ideas in different texts and formulate responses to the topic that integrate or synthesize ideas. Graphic organizers and other study reading strategies included. Emphasis is on preparing for college reading tasks, gaining confidence and self-awareness as readers. Students with passing grades of C or better fulfill their reading skills requirement. (3 eq. cr. hrs.) (Fall, Spring). Prerequisite: Placement by assessment or successful completion of READ 0800. Grading: A - C, F. Does not fulfill degree or program requirements.

RECC  Recreation
Division of Health & Sciences
Faculty: Brian E. Hill, David Rockwell

Note: Unless otherwise indicated, these courses may be used to meet the activities component of the wellness requirement or as free electives.

RECC 1000  Introduction to Yoga (co-ed)
Teaches the basic practices of yoga: warm-ups, breathing, yogic postures, massage, diet, hygiene, and other related practices. (1 cr. hr.) (Fall, Spring, Summer). Lecture/activity.

RECC 1004  Introduction to Current Dance Trends
Learn to dance with today's new rhythms. It provides an understanding of the art of dance with a focus on current trends. (1 cr. hr.) (Fall, Spring).

RECC 1005  NIA-Creative Movement
The NIA (Neuromuscular Integrative Action) Technique is a mind, body, and spirit approach to whole body aerobic fitness. NIA is a movement form, which combines Eastern and Western concepts and theories blending elements of Tai Chi, Tae Kwon Do, Aikido, Jazz, Duncan Dance, Modern Dance, Ballet, Yoga, Feldenkrais and Alexander Technique. (1 cr. hr.) (Fall, Spring). Lecture/activity.

RECC 1006  Walking (co-ed)
Improving aerobic fitness and overall wellness through participation in an individualized walking program. Techniques, safety, motivation, stress reduction and nutrition. (.5 cr. hr.) (Fall, Spring). Lecture/activity. Students may not receive credit for this course and for RECC 1007.

RECC 1007  Walking (co-ed)
Emphasis on improving cardiovascular fitness and overall wellness through development and participation in individualized walking program. Techniques, safety, motivation, and nutrition discussed. (1 cr. hr.) (Fall, Spring). Lecture/activity. Cannot receive credit for this course and for RECC 1006.

RECC 1009  Basic Sailing
Basic knowledge and skills in the terminology and seamanship of small sailboat handling. Due to physical constraints of the watercraft available for the course, some students may not be able to be accommodated due to height/weight limitations. (1 cr. hr.) (Summer). Prerequisite: Swimming ability. Fee $60.

RECC 1010  Canoeing (co-ed)
Basic knowledge of purchasing equipment, paddling, planning, and canoeing survival. Due to physical constraints of the watercraft available for the course, some students may not be able to be accommodated due to height/weight limitations. (1 cr. hr.) (Spring, Fall). Prerequisite: swimming ability. Lecture/activity. Fee $50.

RECC 1011  Kayaking
Provides basic knowledge and skills in purchasing equipment, paddling, planning, and survival in a kayak. Trips to pool, pond, and river provide the opportunity to practice and implement skills learned. Due to physical constraints of the kayaks available for the course, some students may not be able to be accommodated due to height/weight limitations. (1 cr. hr.) (Spring, Summer). Prerequisite: swimming ability. Lecture/activity.

RECC 1012  Bicycling
Basic knowledge, skills, and strategy in purchasing equipment, accessories, assembling, repair and maintenance, planning cycle trips, and safety. Exposure to various forms of cycling: touring, racing, camping, exercise, and family recreation. (1 cr. hr.) (Spring). Prerequisite: Students must provide a 5- or 10-speed bicycle. Lecture/activity.

RECC 1013  Backpacking I (co-ed)
Backpacking equipment, trip planning, technique, map reading, orienteering, and preservation of the back country. (1 cr. hr.) (Fall, Spring, Summer). Lecture/weekend backpacking trip. Fee $50.

RECC 1014  Cross-Country Skiing (co-ed)
Introduction to cross-country skiing. Types, purchase and maintenance of equipment. Waxing, weather conditions, techniques, and preparing for a day’s tour. A variety of tours. (1 cr. hr.) (Spring). Lecture/tours. Fee $50.

RECC 1015  Wilderness Navigation
Provides basic knowledge in map use and map reading, compass use and compass reading, using a map and compass together, using electronic equipment and maps together, equipment types and selection, and how to move quickly and safely through all kinds of terrain. (1 cr. hr.) (Fall). Lecture/activity.

RECC 1017  Introduction to Fly Fishing
Teaches the basics of fly fishing for the novice. Includes equipment selection, casting, fly tying, reading the stream, entomology, and environmental and stream ethics. Experience is gained through lectures, discussions, demonstrations, videos, and hands-on. (1 cr. hr.) (Spring, Summer). Fee.
RECC 1018  Tae Kwon Do
Tae Kwon Do is a martial art form and self-defense system. Students will learn the history and basic techniques of the form and gain an understanding of how to defend themselves in any situation. (.5 cr. hr.) (Fall, Spring). Lecture/activity.

RECC 1019  Pilates I
Pilates is a non-impact, total body workout designed for all fitness levels. Through slow, concentrated core body movements, the body is worked through full range of motion while improving strength and flexibility. Pilates reduces stress, builds muscle strength, and improves posture and balance. (.5 cr. hr.) (Fall, Spring). Lecture/activity.

RECC 1020 Nourishing Your Mind, Body, and Spirit
Meditation, guided imagery, cognitive reframing, and positive self-talk to develop healthy attitudes about food. Explores a variety of ways to move your body toward wholeness. (1 cr. hr.) (Fall, Spring). Co-requisite: WELL 1100.

RECC 1021 Irresistible Pilates
Pilates with resistance bands is a non-impact, total body workout designed for all fitness levels. Through slow concentrated core body movements, the body is worked through full range of motion using resistance bands to improve strength and flexibility, reduce stress, and improve posture and balance. (.5 cr. hr.)

RECC 1400 Wilderness First Responder
Recognition, treatment, and prevention of problems within a wilderness environment. Covers accident prevention and hands-on care. Successful students receive a SOLO Wilderness First Responder and American Heart Association Health Care Provider card. (5 cr. hr.) (ASN). Lecture/activity. Fulfills both wellness awareness and wellness activity requirements. Can be substituted for HLTH 2007. Fee $50.

RECC 2000 New Experiences in Wilderness Skills
A wilderness experience integrating learning, academics, and practical experiences. Includes expedition planning, canoeing skills, camping skills, Native American folklore, and relationship of the ecology of the expedition area to Corning’s ecosystem. Due to physical constraints of the watercraft available for the course, some students may not be able to be accommodated due to height/weight limitations. (3 cr. hrs.) (Fall). Prerequisite: Instructor consent and HLTH 2007 or RECC 1400. Lecture/six-day trip. Fee $100.

RECC 2005 NIA II Creative Movement
Utilize advanced NIA technique to further enhance relationships of the body, mind and spirit. NIA combines eastern and western concepts and theories blending elements of Tai Chi, Tae Kwon Do, Aikido, Jazz, Duncan Dance, Modern Dance, Yoga, Feldenkrais and Alexander techniques. (1 cr. hr.) (Fall, Spring) Prerequisite: RECC 1005.

RECC 2013 Backpacking II (co-ed)
Equipment, trip planning, techniques, environmental preservation skills, nature study, firebuilding, first-aid, climatology, use of map and compass, and special considerations for winter backpacking. (2 cr. hrs.) (Spring). Prerequisite: RECC 1013 and instructor consent. Lecture/six-day backpacking trip. Fee $100.

RECC 2018 Tae Kwon Do II
Course change. See Addendum page 195
(New Course)
Tae Kwon Do, a popular marital art and an Olympic sport, is also a self-defense system. More advanced techniques of Tae Kwon Do are introduced in this second course. Through the use of combination of techniques, students will gain an understanding of how to defend themselves. (.5 cr. hr.) (Fall, Spring).

REPD Recreation Education Professional Development
Faculty: Elaine Corwin, Brian E. Hill, David Rockwell,

REPD 1004 Camp Management
(New Course)
Explore a variety of programs/set-ups, including resident, day, trip/travel and special interest/talent (i.e., sports) camps. Emphasis will be placed on counselors and administrative duties related to state health codes, agency accreditation programs, specific program development, and site development and maintenance. (3 cr. hrs.)

REPD 1202 Introduction to Recreation & Leisure
Concepts of recreation and leisure from historical and contemporary perspectives. An overview of public and private recreation resources and career opportunities. Philosophical, sociological, and psychological views of the role of leisure in the human experience. (3 cr. hrs.) (Fall).

REPD 1502 Recreation Leadership
Designed to give the student an understanding of recreation leadership in public, private, and government settings. The principles, philosophies, and methods of leadership will be reviewed for a variety of activities common to the field of recreation. Students study leadership theory and administration of outdoor programs while planning an expedition-style backcountry trip to be carried out during the Spring break. (3 cr. hrs.) (Spring)

REPD 1503 Program Planning in Recreation
Introduction to programming principles and techniques for education, leisure, and other human service settings. Particular focus on the design and implementation of recreation programs for leisure-related services. (3 cr. hrs.)

RUSS Russian
Division of Communications & Humanities
Faculty: Michael Beykirch

RUSS 1010 Elementary Russian I
Everyday Russian vocabulary and expressions. Listening, comprehension, speaking ability, and extensive practice in reading and writing the Cyrillic alphabet. For students with little or no background in the language. (4 cr. hrs.) (ASN). Not intended for students with high school Regents credit or equivalent in Russian.
Lecture/recitation/laboratory. Meets General Education requirement in Foreign Languages.

RUSS 1020 Elementary Russian II
Additional practice in conversation, development of reading and writing skills, and systematic study of Russian grammar. (4 cr. hrs.) (ASN). Prerequisite: RUSS 1010 or equivalent. Lecture/recitation/laboratory. Meets General Education requirement in Foreign Languages.

RUSS 2010 Intermediate Russian
Development of greater facility in reading, writing, speaking and understanding the language through systematic review of its structures. (4 cr. hrs.) (ASN). Prerequisite: RUSS 1020 or equivalent. Lecture/recitation/laboratory. Meets General Education requirement in Foreign Languages.

SCIN Science, General
Division of Health & Sciences
Faculty: Deborah Dann, Cathie Gunselman, Brenda Gustin, Eriko Heise, Bill Jarvis, Kamesh Narasimhan, David Pindel, Jennifer Sellers, Ruth Wenner

SCIN 1010 Integrated Science for Allied Health I
Essentials of chemistry, cell biology, and microbiology for students in the allied health fields. Includes basic concepts from inorganic, organic, and biochemistry. (5 cr. hrs.) (Fall, Spring). Prerequisites: high school biology and chemistry with a grade of 75% or higher; or BIOL 1001 and CHEM 1001 with a grade of B or higher; satisfactory completion of all reading skills placements. Must be eligible to take ENGL 1010 and MATH 1015. Not for science majors. Lecture/laboratory/recitation. Lab fee.

SCIN 1020 Integrated Science for Allied Health II
Essentials of anatomy, physiology and microbiology for students in the allied health field. Laboratory involves dissection of a preserved fetal pig and various vertebrate organs. (5 cr. hrs.) (Fall, Spring Summer). Prerequisite: Received a C+ or higher in SCIN 1010. Not for science majors. Lecture/lab/recitation. Lab fee.

SCIN 1030 Forensic Science (Chemistry)
The chemistry of the crime laboratory. Techniques, capabilities, and limitations of the sciences in criminal investigations. Includes measurement, illegal and controlled substances, nuclear radiation, and fire and arson. Investigations of high profile deaths by prominent criminals are studied. (3 cr. hrs.) (Fall). Prerequisites: Two years of high school math or MATH 1015 concurrently; and a grade of B or higher; satisfactory completion of all reading skills placements. Lecture/laboratory. Lab fee.

SCIN 1040 Forensic Science (Biology)
The biology of the crime laboratory. Techniques, capabilities, and limitations of the sciences in criminal investigations. Includes human anatomy and physiology, hair, fingerprints, genetics, serology, and toxicology. Investigations of high profile deaths by prominent criminals are studied. (3 cr. hrs.) (Spring). Prerequisites: Two years of high school math or MATH 1015 concurrently; a grade of B or higher; satisfactory completion of all reading skills placements. Lecture/laboratory. Lab fee.

SCIN 1060 Scientific Computer & Communication Skills
Emphasis on the development of computer, communication, and methodology skills used in science. MS Office and the Internet are used extensively. Final project is a PowerPoint presentation on scientific methodology using graphics imported from digital cameras/scanners and sounds/graphics downloaded from the Internet. (3 cr. hrs.) (Fall, Spring). Prerequisites: Be taking or have taken ENGL 1010 and MATH 1015 or higher. Recommended in student’s first semester. May not be used for laboratory science credit. Written reports/computer assisted oral presentation.

SCIN 1070 Sustainability/History SCNC
This course surveys the natural history and ecology of Spencer Crest Nature Center, with particular attention paid to various ecosystems, biodiversity, ponds, streams and deciduous forests, as they apply to Spencer Crest. Students will perform field work to identify plant and animal species common to the area. Students will also take part in several presentations related to various aspects of sustainability and alternative energy, as well as learn the background of Spencer Crest and how current educational programs are conducted. (1 cr. hr.) (Fall). Lecture/student participation/field notebook. A free elective only.

SCIN 1080 Field Experiences at Spencer Crest (New Course)
Provides the student with the opportunity to gain real-world experience working within the sciences. Work will focus on one or two specific projects tailored to the student’s interests and the needs of the Center. Students will develop leadership skills and become a resource for the community. (2 cr. hrs.) (Spring). Prerequisite: Completion of or concurrent enrollment in SCIN 1070. Fulfills lab science requirement in all programs except Liberal Arts and Sciences: Mathematics & Sciences.

SCIN 1110 Physical Sciences
Develops a comprehensive understanding of the fundamental principles of physics, astronomy, geology, meteorology, and oceanography. Designed for students planning to transfer as Childhood Education majors, but would be appropriate for any non-science program. Selected topics comply with the learning standard established for science curricula in New York State. (3 cr. hrs.) (Fall). Prerequisites: MATH 1130 or higher; eligible to take ENGL 1010; satisfactory completion of all reading skills placements. Cannot receive credit for this course and ERTH 1010. Not for science majors. Lecture/lab/recitation. Lab fee. Meets General Education requirement for Natural Sciences.

SCIN 1120 Natural Science
Develops a comprehensive understanding of the fundamental principles of chemistry and biology. Designed for students planning to transfer as Childhood Education majors, but can be appropriate for any non-science program. Selected topics comply with the learning standards established for science curriculum in New York State. (3 cr. hrs.) (Spring). Prerequisites: MATH 1130 or higher; eligible to take ENGL 1010; satisfactory completion of all reading skills placements. Not for science majors. Lecture/laboratory/recitation. Lab fee.
SIGN 1010  American Sign Language I
Development of conversational fluency in ASL. Students will accurately recognize and produce ASL with appropriate non-manual behaviors and grammatical features. Development of linguistic/cultural behaviors conducive to the deaf community and awareness of, and respect for deaf culture. Receptive and expressive skills are fostered. (4 cr. hrs.) (ASN). Prerequisite: Eligible to enroll in ENGL 1010. Lecture/laboratory. Meets the General Education requirement in Foreign Languages for students who transfer to programs leading to certification in elementary and secondary education or to careers in health or social service agencies where there is likely to be significant contact with the hearing-impaired.

SIGN 1020  American Sign Language II
Continued development of conversational fluency in ASL. Emphasis on the production and comprehension of increasingly complex linguistic expressions through dialogue and conversation. More complex receptive and expressive skills are fostered through interactive ASL lessons and participatory activities. (4 cr. hrs.) (ASN). Prerequisite: SIGN 1010. Lecture/laboratory. Meets the General Education requirement in Foreign Languages for students who transfer to programs leading to certification in elementary and secondary education or to careers in health or social service agencies where there is likely to be significant contact with the hearing-impaired.

SIGN 2010  American Sign Language III
Continued focus on specific grammatical and cultural topics using non-manual signals and markers. Emphasis is on greater fluency in idiomatic language usage and mastery of vocabulary and syntax. Skill is enhanced through in-class interactions with native language users. (4 cr. hrs.) (ASN). Prerequisite: SIGN 1020. Lecture/laboratory. Meets the General Education requirement in Foreign Languages for students who transfer to programs leading to certification in elementary and secondary education or to careers in health or social service agencies where there is likely to be significant contact with the hearing-impaired.

SIGN 2020  American Sign Language IV
Continued development of grammatical features of ASL, specialized vocabulary and the use of locatives, numbers and fingerspelling. The use of space in ASL discourse will be expanded. Deaf culture will continue to be focused. (4 cr. hrs.) (ASN). Prerequisite: SIGN 2010. Lecture/laboratory. Meets the General Education requirement in Foreign Languages for students who transfer to programs leading to certification in elementary and secondary education or to careers in health or social service agencies where there is likely to be significant contact with the hearing-impaired.

SIGN 2020  American Sign Language II
Continued development of conversational fluency in ASL. Emphasis on the production and comprehension of increasingly complex linguistic expressions through dialogue and conversation. More complex receptive and expressive skills are fostered through interactive ASL lessons and participatory activities. (4 cr. hrs.) (ASN). Prerequisite: SIGN 1010. Lecture/laboratory. Meets the General Education requirement in Foreign Languages for students who transfer to programs leading to certification in elementary and secondary education or to careers in health or social service agencies where there is likely to be significant contact with the hearing-impaired.

SIGN 2020  American Sign Language II
Continued development of conversational fluency in ASL. Emphasis on the production and comprehension of increasingly complex linguistic expressions through dialogue and conversation. More complex receptive and expressive skills are fostered through interactive ASL lessons and participatory activities. (4 cr. hrs.) (ASN). Prerequisite: SIGN 1010. Lecture/laboratory. Meets the General Education requirement in Foreign Languages for students who transfer to programs leading to certification in elementary and secondary education or to careers in health or social service agencies where there is likely to be significant contact with the hearing-impaired.
**SPAN 1010**  
**Elementary Spanish Conversation and Structure I**  
Spanish vocabulary and expressions. Listening comprehension, speaking ability, reading and writing. For students with little or no background in the language. (4 cr. hrs.) (Fall). Not intended for students with high school Regents credit or equivalent in Spanish. Lecture/recitation/laboratory. Meets General Education requirement in Foreign Languages.

**SPAN 1020**  
**Elementary Spanish Conversation and Structure II**  
Additional practice in conversation, the development of reading and writing skills, and a systematic study of Spanish grammar. (4 cr. hrs.) (Spring). Prerequisite: SPAN 1010 or equivalent. Lecture/recitation/laboratory. Meets General Education requirement in Foreign Languages.

**SPAN 1050**  
**Spanish Field Study Trip**  
Two-week study trip to Madrid, Spain. Daily classes in Spanish grammar and conversation with native Spanish instructors. Students reside in a student residence or may live with Spanish families. Excursions to cultural sites. Designed for students with or without previous knowledge of Spanish. (3 cr. hrs.) (Summer).

**SPAN 2010**  
**Intermediate Spanish**  
Development of facility in reading, writing, speaking, and understanding the language through a systematic review of its structure. Representative readings as an introduction to Spanish civilizations. (4 cr. hrs.) (Fall). Prerequisite: SPAN 1020 or the equivalent of three years of Regents high school Spanish. Lecture/recitation/laboratory. Upper-level course. Meets General Education requirement in Foreign Languages.

**SPAN 2020**  
**Composition and Conversation**  
A thorough analysis of the language; intensive discussion of grammar, usage, style and vocabulary, enhancing expression through composition, oral reports, and more informed class discussions and conversations. (4 cr. hrs.) (ASN). Prerequisite: SPAN 2010 or equivalent. Lecture/recitation/laboratory. Essential for Spanish majors who plan to take upper-level language and literature studies. Upper-level course. Meets General Education requirement in Foreign Languages.

**SPAN 2300**  
**Spanish Conversation & Culture**  
Advanced conversation and discussion of a wide variety of topics concerning Hispanic countries and their cultures, derived from authentic Spanish-language material, both written and oral. Consolidation of speaking, writing and critical-thinking skills. Review and refinement of grammar as a function in oral Spanish. (3 cr. hrs.) Prerequisites: ENGL 1010, SPAN 2180 or equivalent. Upper-level course. Meets CCC General Education requirement in Foreign Languages. Also fulfills 2000-level English requirements.

**SPAN 2310**  
**Brief Introduction Spanish Literature**  
Advanced study in the language with an introduction to serious readings of some of the great writers of literature. Conveys ideas and develops the ability to exchange ideas through writing and discussion in the language. (3 cr. hrs.) (ASN). Prerequisites: ENGL 1010, SPAN 2180 or equivalent. Upper-level course. Meets CCC General Education requirement in Foreign Languages. Also fulfills 2000-level English requirement.

**SPCH 1060**  
**Interpersonal Communication (Individual)**  
Develops self-awareness and audience awareness by communicating interpersonally. Exercises reflect all components of interpersonal interactions: verbal, nonverbal, paralinguistic, emotional, visual, relational, cultural. (3 cr. hrs.) (Fall, Spring). Eligible to enroll in ENGL 1010. Writing in content area. Lecture/presentations.

**SPCH 1080**  
**Public Speaking**  
Develops self-awareness and audience awareness through oral presentation. Organize and present material in a variety of speaking occasions, including information, visualization, demonstration, argumentation, persuasion. (3 cr. hrs.) (Fall, Spring). Lecture/presentations.

**TECH 1050**  
**Orientation to Technology**  
An orientation course designed to assist technology students to be successful in college. The course will include academic strategies for learning, time management, transition issues, career development and planning, computer orientation and computer skills assessment, note taking, campus familiarization, and technical communications. (.5 cr. hr.) (Fall, Spring).

**TECH 1080**  
**Manufacturing Methods Lab**  
Basic and advanced metal-cutting processes with related lab experience. Use of hand tools, selection of feeds and speeds; gauging and precision measurements; and the operation of basic shop equipment including drill presses, saws, manual lathes and
milling machines, grinders and basic CNC milling machines. Identification, demonstration and application of machine shop safety equipment and procedures. Develops a technician’s appreciation of, rather than proficiency in, operations of machine tools. (1 cr. hr.) (Fall, Spring) Does not have to be taken concurrently with TECH 1030. Lab Fee.

**TECH 1110 Technical Word Processing & Research**
Use of word processing functions for technical applications. Includes word processing, handling data and spreadsheets. Includes spreadsheet formulas and functions, XY Scatter charts and trendlines, column and pie charts. (1 cr. hr.) (Fall, Spring). Slideshow lectures and assignments will be delivered and submitted online.

**TECH 1120 Spreadsheet Applications in Technology**
Use of spreadsheet functions for technical applications. Includes functions such as print settings and page setup, experimental data entry, worksheet manipulation and formatting, mathematical formulas and functions, XY Scatter charts and trendlines, column and pie charts. (1 cr. hr.) (Fall, Spring). Slideshow lectures and assignments will be delivered and submitted online.

**TECH 1130 Industrial Presentations**
Use of software to design technical presentations. Includes design outline and layout appropriate for a presentation in an industrial setting, template selection and creation, master slide creation, inserting text, lists, CAD drawings, schematics, data sheets, graphs, and equations. Special emphasis is given to presentation methods appropriate for industry. Students will be required to give presentations in a simulated industrial setting. (1 cr. hr.) (ASN). Slideshow lectures and assignments will be delivered and submitted online.

**TECH 1500 Architectural Drawing I**
Fundamentals concerning small buildings. Architectural lettering, drafting, geometry, conventional projection principles, pictorial drawings, basic residential working drawings of small homes, light construction principles, and simple solar, mechanical and electrical systems. (3 cr. hrs.) (ASN). Lecture/laboratory. Lab fee.

**TECH 2010 Energy Instrumentation Technology** *(New Course)*
Instrumentation and theory of the physical nature relating to energy conversion processes. The laboratory experiences will either be simulation or actual industry components. Lecture will provide supporting theory, data analysis and calculations. (4 cr. hrs.) Prerequisite: ELEC2020, TECH1060 and PHYS1010 or higher.

**TECH 2020 Chemical Instrumentation Technology** *(New Course)*
Introduction to analytical chemical analytical instrumentation emphasizing the four possible types of analytical measurements, possible data domains and calibration techniques. (4 cr. hrs.) Prerequisite: CHEM 1380. Designed for Energy Process Technology program: not recommended for transferring students. Lab fee. Lecture/laboratory.

**THEA Theatre**
Division of Communications & Humanities
Faculty: Mary Guzzy

**THEA 1010 Introduction to Theatre**
Presents theatre as an all-encompassing art form. Surveys the history of theatre and the diversity of theatrical genres from story-telling to 20th century ‘Realism’ to performance art. Studies dramatic literature as it relates to practical theatrical production. Examines the collaborative process leading to production. Students present a full production plan as a final project. (3 cr. hrs.) (Fall). Meets General Education requirement in the Arts and Western Civilization.

**THEA 1020 Introduction to Acting**
For students considering acting as a career. Considers contemporary approaches to the craft. Memorization techniques, scene study, and textual analysis. Audition materials. The final examination is a fully produced live performance. Not recommended for students seeking public speaking experience. (3 cr. hrs.) (ASN). Discussion/rehearsal/performance. Meets General Education requirement in the Arts.

**THEA 1030 Introduction to Technical Theatre**
An introduction to the technical aspects of theatrical production, including principles of stagecraft, lighting, sound, stage props and costuming, stage crew organization and responsibilities, and theatre safety. Hands-on experience in constructing and running productions in weekly lab work and serving on stage crews for theatre productions. (3 cr. hrs.) (ASN).

**THEA 1040 Voice and Movement**
For actors working toward development of a free, flexible voice. Techniques of movement and vocal production. (3 cr. hrs.) (ASN).

**THEA 1100-1101-1110-1111 Rehearsal, Performance, and Production**
Practical application of acting and production techniques, i.e., acting, stage managing, backstage operation, set construction, house management, costumes, and makeup. Minimum of 45 supervised hours of rehearsal and performance of productions under faculty guidance. (1 cr. hr. ea.) (Fall, Spring). Prerequisite: Consent of instructor. Rehearsal/performance.

**THEA 2020 Theatre History**
The history of the theatre from its origins to the present day. Traces the development of theatre architecture and technology. Explores changes in western theatrical styles and conventions from the Greek theatre to contemporary theatre. Surveys the vibrant traditions of African, Latin American, and Asian theatre and their influence on modern European theatre. (3 cr. hrs.) (ASN). Prerequisite: Grade of B or higher in THEA 1020. Upper-level course.

**THEA 2100-2102-2110-2112 Rehearsal, Performance, and Production**
Practical application of acting and production techniques, i.e., acting, stage managing, backstage operation, set construction, house management, costumes, and makeup. Minimum of 90 supervised hours of rehearsal and performance under faculty
guidance. (2 cr. hrs. ea.) (Fall, Spring). Prerequisite: Instructor consent. Rehearsal/performance.

THEA 2220 Introduction to Acting II
Course change – See Addendum, page #
Continues the study of the craft of acting through scene study and monologue work. Emphasis on acting exercises, script analysis, and characterization. (3 cr. hrs.) (ASN). Prerequisite: Completion of all reading placements. Upper-level course.

THEA 2501 Honors Special Topics Theater
(New Course)
An in-depth examination of theater from a particular period, by a particular playwright, having a particular theme, or belonging to a specific movement. (3 cr. hrs.) (ASN). Prerequisite: Eligibility to take Honors courses or approval from the Honors Committee. Writing intensive. Upper-level course. Meets CCC’s general education requirements in Humanities

WELL Wellness
Division of Health & Sciences and Social Sciences
Social Services
Faculty: Elaine Corwin, Brian E. Hill, David Rockwell,

Note: These courses may be used to fulfill the awareness/instructional component of the wellness requirement or as free electives.

WELL 1000 Introduction to Wellness
Awareness and participation in a positive, balanced wellness lifestyle. Dimensions of wellness, health related assessments, and the development of personal wellness action plan. (1 cr. hr.) (Fall, Spring, Summer). Cannot earn credit for this course and HLTH 1207.

WELL 1001 Principles of Getting Fit
For those who need to begin an exercise program. Focus on low stress exercise. Physical and emotional changes that exercise produces, proper methods of exercise, and techniques for maintaining a program once started. (1 cr. hr.) (Fall, Spring). Will include some movement. Street clothes acceptable.

WELL 1003 Quit Smoking Your Way
A variety of strategies for expanding the personal range of options in planning a self-designed smoking cessation program. (1 cr. hr.) (Fall, Spring).

WELL 1004 Personal Environment Wellness
Emphasis on self-assessment and awareness related to environmental hazards in the home. Includes crime prevention; reducing accidents; improving energy; water, radon and carbon monoxide testing; food, fire and chemical safety. (1 cr. hr.) (ASN).

WELL 1005 Learning to Meditate
Explore and practice a variety of meditative techniques and develop a personalized program to improve attention and alleviate stress symptoms. (1 cr. hr.) (Fall, Spring).

WELL 1006 Guided Imagery for Health Enhancement
Explore and practice a variety of visualization techniques which have been demonstrated to have direct, positive effects on health and well being. (1 cr. hr.) (Fall, Spring).

WELL 1007 Eating Well
Covers the need for the nutrients found in food and to clarify the relationship between diet and health. Students will learn to do a dietary assessment and how to evaluate a diet. Proactive and healthy food choices will be encouraged. (1 cr. hr.) (Fall). Credit may not be received for this course and HLTH 1003.

WELL 1011 The Vegetarian Adventure
The vegetarian adventure course is a study of the dietary and nutritional aspects of vegetarianism. Students will prepare, sample and compare healthy non-meat cuisine. Environmental impacts of food choices will be discussed. (1 cr. hr.) (Fall, Spring). Fee $25.

WELL 1013 Humor and Health
Positive health effects of humor and laughter. Explores a variety of successful humor therapy programs and develops skills and resources for improving your sense of humor and well-being. (1 cr. hr.) (Fall, Spring).

WELL 1015 Drawing for the Health of It
Experience a variety of visual art mediums and techniques, resulting in expression, communication, self-discovery, goal-setting, and overall personal development. Learn about art therapy and some of the leaders in the field. Explore and assess personal creativity and artwork. (1 cr. hr.) (ASN). Fee $10.

WELL 1016 Happiness and Health
Explore current research related to health and happiness, conduct self-assessments, practice a variety of positive wellness techniques, and create a plan that supports long lasting health and happiness. (1 cr. hr.) (ASN)

WELL 1100 Nourishing Your Mind, Body & Spirit
Meditation, guided imagery, cognitive reframing, and positive self-talk to develop healthy attitudes about food. Explores a variety of ways to move your body towards wholeness. (2 cr. hrs.) (Fall, Spring). Co-requisite: RECC 1020. Fee $25.

WELL 1200 Environmental Health
The role of the individual in the preservation and promotion of the long-term welfare of the global environment. Covers some of the global environment problems facing society, and how personal choice and responsibility can be used to address some of them. (3 cr. hrs.) (Fall, Spring, Summer). Lecture/discussion/projects.

WELL 1201 Mind-Body Connection
Explore the field of Psychoneuroimmunology (PNI) as it applies to the nature of the mind-body connection and its influence on health and well-being. Current scientific theory and research regarding the mind’s ability to either positively or negatively influence the physical body’s health and immune response will be studied. Research theory and application of a variety of integrative modalities in promoting wellness will be studied. Topics include: intuition, meditation, guided [deleted the blank line
imagery, cognitive and emotional restructuring, spirituality and faith, social support, humor and laughter, art, music and movement therapies. (3 cr. hrs.) (Fall, Spring).

WELL 1500  Journaling for Health & Wellness
Participate in a variety of journaling techniques designed to explore thoughts, attitudes, emotions, and behaviors. Also includes the research supporting the health benefits of journaling and ways to enhance your own health and well-being. (1 cr. hr.) Prerequisite: eligibility for ENGL 1010.

WELL 1505  Contemplative Meditation
Explore and practice a variety of contemplative meditative techniques that build upon basic meditation skills. Develop a personalized meditation practice for enhanced health and well-being. (1 cr. hr.)

WINE  Winemaking
Division of Health and Science

WINE 1010  Introduction to Winemaking
Overview of the history of wine, viticulture, fermentation, winery operations, wines produced in New York State, and other areas, and sensory evaluation of wine. (3 cr. hrs.) (Spring). Students must be at least 18 to enroll.

WRIT  Writing Skills
Division of Communications & Humanities
Faculty: Kim Koval

WRIT 1701  Tutor in Writing Center I
Prepares students to become effective reading and writing tutors in the Writing Center. Students will demonstrate their understanding of the writing and reading process, and will learn appropriate interpersonal skills and coaching techniques. (1 cr. hr.) (Fall, Spring). Prerequisite: Instructor recommendation or approval of the Writing Center Director. Writing in content area. Grading is A, B, C, F. Class meets weekly either in a classroom or online at the discretion of the instructor. Typically taken the first semester a student becomes a tutor.
Building Codes
(as used in your class schedule):

- Business Development Center
- Classroom Building
- Planetarium
- Gymnasium
- Criminal Justice Center
- Ceramics
- Library
- Commons
- Nursing
- Observatory
- Perry Hall
- Auto Tech Building on Spencer Hill Campus
- Learning Resource Center
- Airport Corporate Park
- Academic and Workforce Development Center (Elmira)
- Spencer Crest Nature Center
- High School - ACE Program
- Off Campus Location

Course Locations
(courses that meet at locations other than CCC designated campus sites are designated with a room code starting with a “Z”)
See Appendix F for a full list of locations

- Z1401 GST BOCES, Bush Campus, 459 Philo Road, Elmira
- Z1402 Corning West High School, Victory Highway, Painted Post
- Z1414 Arnot Ogden Medical Center, 600 Roe Avenue, Elmira
- Z1417 GST BOCES, Wildwood Campus, 1126 Bald Hill Road, Hornell
- Z1418 Chemung County Department of Social Services, 425 Pennsylvania Avenue, Elmira
- Z1424 Corning Hospital, 176 Denison Parkway, Corning
- Z1425 Ira Davenport Hospital, 7571 State Route 54, Bath
- Z1426 Schuyler Hospital, 220 Steuben Street, Montour Falls
- Z1427 St. Joseph’s Hospital, 555 East Market Street, Elmira
- Z1428 Robert Packer Hospital, Guthrie Square, Sayre, PA
- Z1429 Arnot Ogden Medical Center, Clute Building, Ivy Street, Elmira
- Z1431 Crystal Lanes, Route 352, East Corning
- Z1432 Haverling High School, 25 Ellas Street, Bath
- Z1446 Broad Street School, 800 West Broad Street, Horseheads
- Z1447 Aquinas Building, 373 Canisteo Street, Hornell
- Z1458 Waverly High School, 1 Frederick Street, Waverly
- Z1459 171 Cedar Arts Center, 171 Cedar Street, Corning
- Z1460 Notre Dame High School, 1400 Maple Avenue, Elmira
- Z1464 ProAction, 117 East Steuben Street, Bath
- Z1484 Soldiers & Sailors Memorial Hospital, 32-36 Central Avenue, Wellsboro, PA
- Z1486 JCC Cattaraugus County Campus, 260 N. Union St., Olean
- Z1487 Elcor, 48 Colonial Drive, Horseheads
- Z1504 EMSTAR, 1058 West Church Street, Elmira
- Z1505 Bath VA Medical Center, Argonne Avenue, Bath
- Z1538 Paramount Lanes, 2446A Corning Road, Elmira Heights
- Z1546 Troy Hospital, 100 John Street, Troy, PA
- Z1557 Corning YMCA, 127 Centerway, Corning
- Z1568 Bath Rod & Gun Club, 7771 Telegraph Rd., Bath, NY
- Z1569 Founder’s Pavilion, 20 East First St., Corning, NY
- Z1575 ARC of Steuben, 1 Arc Way, Bath, NY
**Finding Information and Services:**
A variety of services are offered to help students attain their individual goals and have a successful experience at CCC. These include many academic services such as learning centers, advisors and special courses. Additionally, because academic success is affected by aspects of life outside of the classroom, the College also provides services to deal with issues such as health, housing and child care.

**Advising and Counseling:**
Advising & Counseling Services (ACS)  
Commons, M230  
www.corning-cc.edu/future/stusucctr (607) 962-9434  
Academic, career, and transfer advising is an integral part of CCC’s mission. All matriculated students are encouraged to meet regularly with their advisor for information that will help them make informed academic and career decisions. Locate your advisor in MYCCC or by contacting ACS. Students not enrolled in a program may request an advisor by contacting ACS. In addition to working directly with your advisor, routine advising needs may be met by telephone appointments or email (advising@corn-ing-cc.edu). Part-time evening students may schedule advising appointments in the evening by contacting ACS.

In addition to faculty advisors, there are several general counselors who can help you choose a program, create an educational plan, and understand CCC’s academic policies and procedures. Counselors can also assist you with personal and family concerns as it pertains to your academic success. Appointments with counselors may be made by contacting them directly or through ACS.

It is essential for students to take the initiative to use our many supportive services available and take actions that will lead to the successful completion of your educational plans. Ultimately, it is the students’ responsibility to make certain you have completed all requirements for graduation.

**Assessments:**
See Placement Testing.

**Athletics:**
Gymnasium  
www.corning-cc.edu/visitors/athletics/intercollegiateteams  
962-9318  

**Intercollegiate programs include**
- **Fall:** men’s & women’s soccer, women’s volleyball  
- **Winter:** men’s & women’s basketball, bowling (co-ed)  
- **Spring:** men’s baseball, women’s softball, golf (co-ed)

CCC is a member of the Mid-State Athletic Conference and the National Junior College Athletic Association. These organizations provide opportunities for all-conference and all-region selections & post-season competition. CCC athletes have been selected to All-American teams, All-Regional teams, All-Tournament teams, Pan-American Games & Academic All-American status. Numerous athletes continue their playing and academic careers at four-year institutions and earn athletic scholarships.

All students are admitted to CCC-sponsored athletic contests free of charge with their student ID card. Student body participation incentives are also utilized and include, but are not limited to; t-shirt give-a-ways, free popcorn nights and raffle prizes for students in attendance. All student night activities are announced on the MyCCC website. The department also accepts student managers and statisticians for all intercollegiate teams. An Athletic Board reviews and recommends athletic policies. The Board consists of faculty and staff members, administrators, and students.

Contact the Director of Athletics if you would like information about the athletic program or how you can take part in Red Barons program.

**Fitness Center:**
Gymnasium, G209  
(607) 962-9529  
The CCC Fitness Center is accessible to all currently enrolled Students/Faculty/Staff, & retirees free of charge. Users must first attend an orientation sessions and sign appropriate waivers prior to using the facility. Special incentives & programming offered at the Center include: 100/300/500 mile clubs, the Step-It-Up Program, Campus-Wide Calorie Burn, fitness challenges & Wellness Wednesdays. Stop by the Fitness Center with your CCC ID for your orientation.

**Intramurals and Recreation (I&R):**
Gymnasium, G209  
(607) 962-9529  
Intramurals and Recreation offers a wide variety of recreational and leisure activities in which students, employees, and community members participate. Many activities take place in the gymnasium with others offered at specified locations on campus.

Organized activities include: Basketball, indoor soccer, volleyball, kickball, dodgeball, and wiffle ball. Special events include March Madness contests, John Polo 5K, and KanJam. Sunday recreation activities include open volleyball & open soccer.

**Blackboard:**
Information is accessible in MyCCC. Blackboard is a course management system used by instructors to deliver course content to students using the Internet. It is available by selecting My Courses once you have logged into MyCCC and then selecting the appropriate semester and course. It is the primary form of delivery for Internet courses.

Blackboard assistance:  
Users may submit an SLN (SUNY Learning Network) Helpdesk ticket or call the SLN Helpdesk.  
ONLINE: Submit a Help Desk Request Ticket 24/7 at http://www.sln.suny.edu/hlep/help_overview.shtml  
PHONE: 1-800-875-6269* (Toll-free within the United States)  
1-518-320-1889* (Direct)  
*Press option 1 to reach the Help Desk
**Bookstore:**
CCC Campus, Commons, lower level, (607) 962-9322
CCC’s Academic & Workforce Development Center, first floor lobby, (607) 962-5509
www.corningbookstore.com

Our customer service e-mail address is available for questions, comments, or concerns: college.store@corning-cc.edu

The College bookstore provides new & used textbooks, digital textbooks, rental textbooks, school supplies, clothing, backpacks, computers, computer supplies, health & beauty aids, snacks, drinks, tools for automotive & auto body programs, bus passes, and many additional items for your school requirements.

Order textbook, school supplies, clothing, and many other items from our website 24/7, at www.corningbookstore.com. Orders over $50.00 will ship with free UPS ground shipping. Orders usually take 1-2 days to ship within the tri-county area. You may pay by credit card, or with available financial aid using your CID number. Please verify with Student Administrative Services that your funds are available prior to paying with your CID number.

**Return Policy:**

**Books:**
You must have your original cash receipt & books must be in same condition as when purchased (unmarked & undamaged); no returns of books if plastic wrap is opened.

You have until the last day of the first week of classes to return textbooks for the current semester for a full refund.

You have until the last day of the second week of classes to return textbooks for the current semester with a 15% restocking fee.

You have one week from date of purchase to return textbooks for summer semester.

You have 24 hours from the date of purchase for late starting classes to return books.

No returns for classes held on weekends only.

No returns on special orders.

**Electronics:**
Laptops, Digital Camcorders, Digital Cameras & Printers: May be returned within 7 days of purchase with original purchase receipt. Must include all original packaging materials, manuals and in new condition.

Purchases are subject to a 20% restocking fee for opened electronic items. Flash Drives, Software, USB devices, and any other electronic item are not returnable.

**General Merchandise - Clothing, Glassware, Gift items:**
May be returned within 7 days of purchase in original condition with tags. Must have original purchase receipt. All sales final on clearance items.

Tools are not returnable.

**Book Buyback:**
Occurs at the end of the semester during exam week. This is the best time to sell books back to the bookstore as they are buying a number of books from students for next semester’s inventory.

Look for flyers around campus a few weeks before exams for buyback hours to sell back your books. Picture I.D. is required; no receipt necessary.

A daily buyback is available for students throughout the year during store hours. This daily buyback is from a used book wholesale company buying books at a price determined by national supply and demand. Picture I.D. is required; no receipt necessary.

**Campus Dining – AVI Fresh:**
Commons
(607) 962-9247

**Hours of Operations:**
Monday-Friday 7:00 am – 7:00 pm
Saturday-Sunday 10:30 am - 2:00 pm and 5:00 pm - 7:00 pm

Summer Hours
Monday-Thursday 8:00 am – 1:30 pm
Friday – Closed

Starbucks Coffee Kiosk
Commons
Monday – Friday 8:00 am – 2:00 pm

At the core of AVI Fresh is the quality of our food, and we do not compromise our standards. Whenever and wherever possible, we use fresh foods to prepare our menus. This is important in many ways – taste being the most obvious difference – but did you know that frozen foods use 10 times more energy to produce than fresh food? Visit the CCC café and enjoy a variety of selections including made to order grill items, delicious wraps, signature pizza, home-made soups, an extensive fresh salad bar, fusion cooking station and our Fresh Portable Fare grab and go.

Students residing in Perry Hall will enjoy a meal plan consisting of: 19 meals per week for $1,000 plus $150 flexible dollars. Commuter students and employees have two meal plan opportunities: 5 meals for $25 or 30 meals for $150.

Refer to MyCCC regarding details to purchase meal plans.

Our goal is to provide a variety of healthy foods in a fun atmosphere. We hope to enrich your dining experience by making it eventful & enjoyable. We continuously make adjustments in order to keep pace with your ever changing schedules, life-styles, preferences & Nutritional needs. We always encourage your involvement & input. We look forward to serving you & trust that your academic year will be an exciting, rewarding & memorable experience.
For more information about the CCC dining program & meal plans, please visit us via the Dining Services link on MyCCC.

**Career & Transfer Resources:**
Advising & Counseling Services:
Commons, M230
Information is accessible in MyCCC
(607) 962-9228
Counselors offer lifetime comprehensive career development services to future & current students & CCC alumni including:
- Career counseling through exploration & development
- Academic & career planning
- Job referral services
- Experiential education opportunities
- Transfer college advising including application & scholarship information
- Transfer college representative visits and fairs
- Bachelor degree options

Counselors are available to help you whether your goal is to find employment immediately after graduation, to transfer after graduation & complete a bachelor’s degree, or if you are still trying to determine what your goals are. Students planning to transfer to a baccalaureate institution should select a program at CCC that will meet most of the requirements of the receiving institution while satisfying degree requirements here. In most cases, transfer acceptance is dependent on the student’s accomplishments while at CCC. Students planning to transfer should initiate contacts with potential receiving institutions as soon as possible & should maintain these contacts while attending CCC.

**Child Care Center:**
16 Denison Parkway West, Corning
(607) 937-6841
Hours - Open when classes are in session: Monday-Thursday: 6:30 am - 5 pm
Friday: 6:30 am - 4 pm

The College operates a Child Care Center open to children of full-time and part-time students, family members of College employees and alumni. Acceptance is first-come, first-served as space permits. Registration fee and a security deposit are required. The Child Care Center follows the College’s calendar for the fall and spring semesters and is closed during College breaks and summer sessions.

Activities emphasize developmentally appropriate practice in early childhood. The Center provides breakfast, lunch & afternoon snacks at no charge to parents. Participants must meet the following criteria:
1. be 18 months through 5 years of age
2. be pre-registered.

The Center is accredited through Middle States Association of Colleges and Schools.

**Computer Labs (CL)**
Classroom, C108A
(607) 962-9327

Information about lab software, lab hours & tutoring is accessible in MyCCC, student tab, computer labs.

Instructional labs: Classroom Building, C004, C107A, C108, C109, C205

The computer labs are equipped with desktop computers and a variety of printers. They are staffed by trained student assistants who help with course work and basic computer operation. Students are welcome to use the instructional labs when classes are not scheduled.

An open lab is available within the Library.

**Continuing Education:**
Airport Corporate Park www.corning-cc.edu/community
(607) 936-7397

Evening, weekend & summer classes; programs & services for adult learners, including More After 4:00 programs and Career Pathways; services to part-time students, including advising.

**Counseling:**
See Advising and Counseling

**Student Disability Services (SDS)**
Commons M152
Information is accessible in MyCCC
(607) 962-9578, (607) 962-9262
sds@corning-cc.edu

The office of Student Disability Services (SDS) provides support to qualified students through accommodations and individualized services. In order to qualify for Student Disability Services, students must first self-identify to the Student Disability Services office. Students can self-identify by calling or e-mailing the SDS office, and meeting with the Coordinator. At this meeting the students will be expected to explain their disability and how it affects them in an educational setting.

We encourage students to meet with SDS as soon as they are accepted to CCC. Currently registered students may contact us at any time, and we encourage students to do this as soon as possible. In order to qualify for services, students must present current documentation from a qualified professional. This documentation must state the disability, how the professional diagnosed the disability, scores from relevant evaluation measures, a detailed description of how the disability is affecting the student, a discussion of functional limitations caused by the disability, and recommendations for reasonable accommodations that address the nature and limitations of the disability. For more information on documentation, please contact the SDS office.

All accommodation requests are reviewed by the Coordinator.
The Coordinator and the student, using the submitted documentation, intake interview, and other relevant information, determine reasonable and appropriate accommodations. Commonly provided accommodations include: assistance with note taking, extra time and quiet location for tests, preferential seating, special seating requests, and recording lecture. Once reasonable accommodations are determined, students are provided accommodation letters for their instructors and are expected to discuss their accommodations with each instructor. Registered students must request their accommodations each semester.

In college, disability services are much different from special education services in high school. Students who received special education services in high school do not automatically get the same services in college. Students are expected to discuss their accommodations with their instructors, and work closely with their instructors and SDS to ensure that they are getting their accommodations.

SDS provides assistive technology access and training for qualified students. We have equipment loans, such as digital recorders, FM system, and Daisy Players. We offer training on computer software that is designed for students with disabilities to study and complete their school work. SDS also coordinates alternative or audio text book requests for qualified students.

**Earth & Sky Institute**
The Earth and Sky Institute is the combined educational resources of the Planetarium, Nature Center, and Observatory. The Institute promotes science education through hands-on educational experiences. The Institute hosts credit bearing class, weekend workshops, and special events for the campus and community.

**Employment:**
For a list of student employment opportunities, click on the “On-Campus Student Jobs” link under the student tab of MyCCC.

**Faculty-Student Association, Inc.:**
This legally constituted not-for-profit corporation has been established by the College as a funding vehicle for the annual Student Association budget and is responsible for the distribution of College Bookstore profits. The Faculty-Student Board also distributes any annual unspent activities monies. The Faculty-Student Association and its Board of Directors include representatives from the student body, Regional Board of Trustees, faculty and administration. The monies are allocated to those projects having the greatest impact on the largest number of students.

**Green Campus:**
Sustainability on Campus
(607) 962-9242

Corning Community College is a Green Campus. CCC’s Sustainability Committee is infusing sustainable practices at CCC to serve as a model of environmental stewardship for our community. We ask you to join in these efforts. Throughout classrooms on campus you will find paper recycling containers. Plastic, aluminum and returnable (deposit) containers can be deposited at recycling centers conveniently located near exits in most buildings. Phi Theta Kappa recycles cell phones and print cartridges. Behind the scenes, the Physical Plant recycles steel, oil, cardboard, burnt out light bulbs and more. Please familiarize yourself with containers and recycling efforts and make use of them as much as possible.

Energy efficiency is also key to being a green campus. Please turn out the lights when you are the last one out of classrooms or bathrooms. If you open a window, please shut it as day and night temperatures tend to fluctuate during fall and spring. Please be conscientious in conserving the energy you use.

Extend your awareness to other environmental issues on campus and in your own homes. You will be hearing more about sustainability and its impact in many of your classes. CCC provides numerous opportunities for you to become more involved in sustainability activities. You are invited to join the Association for the Achievement of Sustainability in Higher Education free of charge through the CCC website.

1. From the CCC home page, click on member login or follow this link http://www.aashe.org/members/memberlogin.php.
2. Click create new account.
3. Type in your CCC e-mail address so that you can access our campus membership.
4. You will receive a password in your CCC e-mail account Inbox.
5. Go back to the login page.
6. Enter your e-mail in the user name box and type or paste the password that was e-mailed to you in the password box.
7. This will give you access to all of their resources, including locked ones.

The Sustainability Committee thanks you for maintaining an environmentally responsible community.

**Examples of how to act green:**
- Recycle: paper, cans, bottles, batteries, cell phones, print cartridges, and more.
- Reduce Paper Waste: edit on screen not on paper; print and copy as little as possible, when you do, print double-sided; send and store documents electronically; buy used textbooks.
- Save Energy: turn off lights; keep windows and doors open or closed as appropriate for the weather; turn off equipment, including computers, when not in use; set thermostat temperatures higher in summer and lower in winter.
- Save on transportation: carpool or take the bus.
There are two New York State Public Health Laws (PHL) that Corning Community College students are required to follow. The first is PHL 2165 which requires proof of immunization or the absence of susceptibility to Measles, Mumps, and Rubella (German measles). This PHL applies to all students born on or after January 1, 1957 who are taking 6 or more credit hours. Students born before January 1, 1957 do not need to prove susceptibility and are considered exempt from this requirement. PHL 2167 states that all students, regardless of age, must prove they have received information about their risk of meningitis and that they are aware there is a vaccine that could reduce their risk. Evidence of a meningitis vaccine within the last 10 years or a signed waiver declining the vaccine satisfies this PHL.

All students, regardless of credit hours, are encouraged to submit a standard health questionnaire to avoid registration conflicts. All students that remain non-compliant following a 30 day grace period risk being removed from the campus until compliance can be proven. Veterans are granted an additional 15 days after providing a copy of a DD214 to the Health Office. HOLDS will be placed on all student accounts by the third week of September for fall students, and the third week of February for spring students. Health Office compliance consists of a completed Health Questionnaire, adequate vaccine history, and evidence of meningitis education or vaccine within the last 10 years. HOLDS prevent students from registration, schedule changes, transcript requests, obtaining grades, and could result in delays with graduation. In the event of a campus outbreak, all susceptible students will be removed from campus until public health officials declare it safe to return to campus or until proof of vaccination history has been determined. Any loss of credits, academic standing, or finances related to absenteeism will be the sole responsibility of the student.

Religious and Medical Exemptions:
Persons who hold genuine and sincere religious beliefs contrary to immunizations will be exempt from PHL 2165 only after submitting a completed request that has been notarized, and the Vice President and Dean of Student Development has approved the request. Requests for religious exemption forms can be obtained from the Health Office. Persons who have a medical condition that contradicts receiving a LIVE vaccine will also be considered exempt from PHL 2165 after submitting a note from their physician to the Health Office. Requests for Medical exemption forms can be obtained from the Health Office and are available on the Health Office page on MyCCC.

Health requirements for attendance should be received in the Health Office by August 1st for the fall semester, and January 1st for the spring semester, respectively. Standard Health Questionnaires are available online at MyCCC found under the student tab. These health forms are also available in the Health Office, Advising & Counseling, and are available at the front desk of the Academic Workforce Development Center in Elmira.

Nursing/CNA students, Police Academy Cadets, EMT students, and athletes require an additional health form that includes a current physical and may require additional vaccines. Contact the Health Office or the following departments to request a physical form and deadlines for submitting:
- Nursing Department: (607) 962-9241
- Director of Athletics: (607) 962-9318
- Criminal Justice Department: (607) 937-1307

Nursing students are required to provide ALL health documentation prior to registration. Failure to file the appropriate health forms or submitting incomplete vaccination records could result in being dropped from the nursing program. Athletes are required to have ALL health documentation including a current physical prior to the first practice.

For more information regarding immunizations, absences, substitution waivers and insurance, visit the Health Office website on MyCCC.

Students with special health needs are encouraged to contact the Health Office or Student Disability Services at (607) 962-9578 to discuss special accommodations on campus.

Housing & Residence Life:
www.corning-cc.edu/housing
(607) 962-9528

Our residence hall offers students the opportunity to affordably experience the benefits of on-campus living. The furnished 84-suite residence hall includes double and single suites that house four students. A double suite has shared living room with two bedrooms, two students per bedroom and a single suite has a shared living room with four bedrooms, one student per bedroom. The new residence hall can house up to 320 students. As a resident, you will have the change to interact with students, staff and faculty in a diverse living and learning community that will complement your educational experience and contribute to your overall development as a college student.

ID Cards:
ID Cards are processed in Student Life, Commons Building, M206 Public Safety will issue ID cards at the Academic and Workforce Development Center (Elmira). Card processing can be completed 8:00am - 4:00pm. To obtain a College ID students must provide a photo ID. CCC will provide a photo-student ID card with a $10 maintenance fee per semester. There will be a
A twelve-month, College-sponsored health and sickness insurance program may be purchased by students registered for 4.5 credit hours or more. The policy is available for review at SAS. Enrollment must take place within the first thirty days of either the fall or spring semester. The Student Accident Insurance program automatically covers students taking 4.5 credit hours or more. A fee is assessed for this coverage. The policy is available for review at SAS.

**Insurance:**
To enroll:
Student Administrative Services (SAS) Administration, Main Lobby
(607) 962-9875

Claim Forms:
Health Office, Commons, M229
(607) 962-9257

A part-time Chaplain counsels students, collaborates with faculty and staff to help others, and organizes interfaith programs to address today’s moral and spiritual questions. Chaplain’s services are funded and overseen by the Student Association and the Campus Ministry Advisory Board, independent of the College.

**Interfaith Campus Ministry:**
Commons, M135 (607) 962-9413

The Library is also open additional hours at the request of the instructor. The staff of the Arthur A. Houghton, Jr. Library offers personal assistance to students, faculty, and staff to access in-
formation resources needed for class work and personal growth. Many electronic databases, reference sources, and the Library Catalog are available 24/7 through MyCCC. The Library has 72 computers, including laptops, to borrow for use in the building. The Library also encompasses: circulating book collections, popular titles, periodicals, CDs, DVDs, media equipment, and a television studio. Unique features of the Library include collections of rare books, local history, and art. The Library is an ideal setting for research, homework, quiet study, group study, and relaxation.

**Lockers:**
Student Life Office Commons, M206 (607) 962-9245

Commons: Locker rental fee is $3 per semester. Built-in locks with combinations are changed each semester.

Classroom Building: Locker rental fee is 25¢ per locker/per use.

Nursing Building: Self-service lockers with your own lock. No fee is charged.

**Lost and Found:**
See Public Safety.

**MyCCC:**
myccc.corning-cc.edu

MyCCC is a free Internet portal provided by the College to students and employees. It includes e-mail, registration, connection to course content and other services. Users may access information 24/7. A Help Request form is available on the login page.

**Observatory (Eileen Collins):**
www.corning-cc.edu/visitors/observatory
(607) 962-9494

The Eileen Collins Observatory is the home of the working one-tenth scale model of the 200 inch Hale Telescope at Mount Palomar, California. Viewing of celestial objects and tours of the facilities are available. The Observatory is open the first and third Fridays of the month from 8 - 10 pm (winter months, October - April) and 8:30 - 10:30 p.m. (summer months, May - September), weather permitting. The first Friday of each month (except January, July, and August), the Elmira-Corning Astronomical Society has its meetings at the Observatory. The meetings often bring speakers from various disciplines to give presentations to the public. The Observatory is open to the public and is free of charge.

**Parking Permits and Tickets:**
See Public Safety.

**Paychecks:**
Payroll Office
Classroom, C101
(607) 962-9274

Employees are paid biweekly. Also see Time Reporting.

**Phi Theta Kappa:**
(607) 962-9389

Phi Theta Kappa’s mission is two-fold: recognize and encourage the academic achievement of two-year college students and provide opportunities for individual growth and development through participation in honors, leadership, service, and fellowship programming. Students must have completed at least 12 credits and maintain a minimum GPA of 3.5 to be accepted into Phi Theta Kappa. Meetings are held every Thursday at 12:40 pm in C107.

**Placement Testing (Assessments):**
Office of Admissions
Classroom, C100
www.corning-cc.edu/future/stusucctr/placement
(607) 962-9151

To provide for the best educational services, we assess incoming students to determine their strengths and weaknesses in four essential skill areas: reading, writing, mathematics and computer literacy. Based on assessment results and a conversation with an advisor, students are placed into courses best suited to their skill level. This placement is designed with student progress in mind, allowing students to advance through course sequences with the requisite skills for success. Students with disabilities can make arrangements for accommodated testing by contacting Student Disability Services well in advance of taking the placement tests.

**Planetarium:**
www.corning-cc.edu/visitors/planetarium
(607) 962-9234

The Planetarium provides audiences with inspiring and amazing multimedia voyages into the field of astronomy that are accessible to audiences of all ages and interests. Full motion video, beautiful images from spacecraft and telescope and dazzling special effects combine with skillful narration to instill a sense of wonder in audiences, while providing them with educational facts about our universe at the same time. Audiences are taken on journeys ranging from their own backyard sky to distant galaxies and beyond. General public shows are available on the first and third Friday of each month at 8 pm. NO GENERAL PUBLIC SHOW for the months of January and August. Private showings are available for groups of 25 or more.

**Public Safety:**
Commons, M204
Information is accessible in MyCCC
Emergency: (607) 962-9000
Non-Emergency: (607) 962-9352
Elmira (607) 936-5512

The Public Safety staff performs services to assure a safe educational environment. They respond to campus emergencies, provide an escort services to and from cars and to and from classes. Public Safety also provides support for vehicles. These services include booster packs and vehicle unlocks. Public Safety officers also patrol parking lots and buildings and enforce parking regulations. A Campus Safety Committee reviews the safety needs of
students and staff. Parking permits are issued from the Department of Public Safety. Students with disabilities must have New York State blue or red handicap permits. They can be obtained at local City or Town Halls. In the event of an emergency, Public Safety officers will see that a message is delivered to you while you are on campus. Emergency Blue Light phones are located at the Planetarium, Goff Road, and Airport Corporate Park. They are programmed to automatically call Public Safety at the press of a button.

Lost and Found:
Public Safety holds and maintains lost property found on campus.

Parking Permits and Tickets:
All vehicles parked on campus grounds must be registered. Vehicle registration can be purchased in the Public Safety Office. A $20 fee is required for the parking permit and will be charged to your student account. Reserved parking areas are available for students with disabilities. These vehicles must display a NYS disability permit or disability license plate. The College provides and maintains several parking lots for students and employees including designated areas for people with disabilities and visitors. In lots where areas have been set aside for specific use, both student and staff areas are clearly marked. Student parking is marked with white lines. Employee parking is marked with yellow lines. Students receive complete parking regulations upon registration of their vehicles. Parking permits are required for all vehicles parked on campus and are available from Public Safety. Public Safety officers monitor parking lots and enforce parking regulations 24 hours a day. Vehicles parked in fire lanes or other restricted areas will be towed at the owner’s expense. Vehicles left on campus for more than 72 hours will be removed at the owner’s expense. Tickets may be issued to those who are parked improperly. If three tickets are issued and not paid, the vehicle from being moved. When outstanding tickets are paid, the “boot” will be removed. A hold may be placed on the transcript of any student with unpaid parking or traffic fines.

To Pay Tickets:
Tickets can be paid at the Public Safety Office or Student Administrative Services

Registration and Records:
See Student Administrative Services (SAS)

Scholarships:
See Student Administrative Services (SAS)
www.corning-cc.edu/future/scholarships

Transfer College Scholarships Advising & Counseling Services Commons, M230

Information is accessible in MyCCC careers@corning-cc.edu (607) 962-9228

Spencer Crest Nature Center
Spencer Crest Nature Center connects to the Spencer Hill campus of Corning Community College with 250 acres and more than 7 miles of trails featuring two ponds and a stream. There is also a visitor center with displays dedicated to the natural environment. Numerous classes are held at the nature center. Additionally the building and trails are open to students and the public.

Student Administrative Services (SAS):
Administration Building, Main Lobby

Information is accessible in MyCCC
(607) 962-9875

SAS combines the services of registration, financial aid, and student accounts to create a simplified one-stop location where students can receive assistance with all of these administrative processes. Our SAS representatives are available to assist you with:

- Certificates of Residence
- Degree evaluations
- Dropping/Adding classes
- Final exam schedules
- Financial aid
- General academic advising
- Graduation applications and information
- Health Insurance
- Installment Plans
- MyCCC usage
- Scholarships
- Student bills ***
- Transcripts*
- Transfer Credit
- Veteran’s Benefits**

*Transcript requests require student authorization. Students must provide their name, CID, years attended, signature and complete address of where to mail the transcript. Requests can be submitted electronically through MyCCC. For more information or assistance, call (607) 962-9230.

** CCC is fully accredited by the Veterans Administration for educational benefits to qualified veterans under existing applicable public laws. CCC is also accredited under Chapter 35, Title 38, U.S.C. (a program of educational aid for children, spouses and survivors of veterans whose deaths or permanent total disabilities were a result of injuries or diseases received from their military service). Veterans’ services provided at CCC include assistance in filing for and obtaining benefits. Students planning to attend CCC under any of the veterans’ programs should contact SAS at these times:
a) upon application to the College, to initiate the receipt of benefits,
b) immediately upon completion of registration, each registration period, to confirm continued enrollment,
c) whenever there is a change in class schedule (adds, drops, withdrawals).
Failure to report at these times may delay receipt of monthly payments or may result in complete withdrawal of benefit payments.

***All students incur a liability for tuition and fees at the time they register for classes. Students are responsible for any College debts they have incurred (i.e. tuition and fees, bookstore charges, library fees, parking fines, day care, etc). Students with delinquent accounts will be blocked from registering for future courses. Also, a hold will be placed on all transcripts or grade reports until all bills have been paid. For further information on financial obligations, please refer to the Bills, Cost and Payment section of the CCC Course Catalog or to Student Administrative Services on MyCCC. If a College debt must be referred to outside sources for collection, the student will be responsible for all reasonable costs of collection as well as attorney fees.
Learning transforms lives.

Voter Registration:
The Office of Student Disability Services is an agency based voter registration site. Students will be offered the opportunity to register to vote. There is no obligation to register, and a student’s decision will have no effect on college programs and services.

Student Life:
Commons, M206
Information is accessible in MyCCC
studentlife@corning-cc.edu
(607) 962-9002

Student Life encompasses ventures funded by the student activity fee including: Clubs and organizations, student activities, Student Association, and the Student Leadership Program.

Discount Pass Program:
The Discount Pass Program offers discount passes to participate in a wide variety of off-campus activities all funded by the Student Association. Discount pass programs include bowling, golf, ice-skating, movie theaters, miniature golf, swimming, and special events. Tickets may be purchased in the Student Life Office.

Discriminated Pass Program:

Student Support Services (SSS):
A TRiO Program
Commons, M148
sss@corning-cc.edu
Information is accessible in MyCCC
(607) 962-9459

SSS is a federal program funded by the U.S. Department of Education’s TRiO Programs that assists low-income, first-generation college students and students with disabilities to achieve success in college. SSS provides academic support services to qualified students that include:

- Individualized academic advising
- Individualized professional tutorials
- Individualized student tutors
- Personal counseling
- Financial aid assistance
- Transfer counseling and career information
- Academic workshops to improve learning strategies
- Adaptive technology and tutoring for students with special needs
- Cultural and educational activities

To be eligible for SSS, the student must have an academic need and meet the following federal guidelines:

- Be a first-generation college student (neither parent/guardian has earned a four-year college degree) and
- Meet the federal low-income guidelines or
- Have a documented disability

Student Association Government Assembly (SAGA):
SAGA is comprised of the Student Association Executive Board, Student Senate and House of Representatives (one representative from each active club). This group meets on a weekly basis when classes are in session. The meetings involve discussions and decisions relative to issues and concerns of the student body and provide an opportunity for sharing governance information.

Student Leadership Program:
The Student Leadership Program provides students with the means to refine their leadership, communication, and networking skills. This program, funded by Student Association, includes a mixture of seminars each semester. A scholarship is awarded annually to a student exemplifying leader qualities.

Clubs and Organizations:
All student clubs and organizations are coordinated through Student Association. Many student club and organization offices are located in the lower level of the Commons Building. Student clubs may include The Crier (student newspaper), WCEB (student radio station), Nursing Society, and many more. If you are interested in joining a club or want to form a new club, contact the Director of Student Life. A complete list of current clubs and organizations can be found on MyCCC.

Student Activities:
Student activities are coordinated by the Student Life Office with the assistance of students. Student Activities are opportunities for students to participate in social, educational, and cultural based activities that foster growth outside the formal classroom. These activities include speakers, musicians, comedians, SPRINGfest, coffeehouses, and more.

Student Association:
Each year students elect student representatives to the executive board of Student Association, Student Senate, and Student Judiciary. Student Association manages funds generated from the student activity fee, oversees clubs and organizations, coordinate student affairs, and speaks for the student body. A student trustee is also elected as a voting member to the College’s Regional Board of Trustees to represent the students’ point of view. Student Association appoints students to serve as voting members on various college committees giving students the opportunity to participate fully in the College’s decision-making process. Student Senate addresses issues and concerns brought forth by the general student population. Student Judiciary meets as needed to address inappropriate behaviors of students.

Time Reporting:
Payroll Office Classroom, C101F
(607) 962-9274

Student Employees: Complete web time reporting for hours worked and submit to your supervisor for approval at the end of each two week payroll period.
Transcripts:
See Student Administrative Services (SAS).

Transfer Services/College Planning:
See Career & Transfer Resources/Advising & Counseling Services.

Transportation:
CTran
Main Office: (607) 737-9824
Bus Information: (607) 734-5211

Bus schedules can be obtained in the Commons Lobby. Monthly or semester bus passes are available through the College Store. Routes serve Bath, Corning, Elmira, Horseheads, Lowman, Nichols and Waverly.

Tutoring:
See Learning Centers.

Vending Service:
Vending Service – AVI Fresh Food Systems

Locations:
• Commons (lower level)
• Perry Hall (lower level)
• Nursing Building (basement)
• Science Building (1st floor)
• Classroom Building (basement)
• Wellness Education Center (1st floor)

Refunds for malfunctioning vending machines are available at the above locations are available via AVI Fresh, Commons.

Off-campus locations:
• Airport Corporate Park (main floor)
• Business Development Center (basement)
• Goff Road (main floor)
• Academic & Workforce Development Center - Elmira (U115, 1st floor)

Refunds for malfunctioning vending machines at the above locations are available 8:00 am – 4:00 pm via the on-site secretary and/or via contacting AVI Fresh directly as indicated on the vending machine.

Fresh food vending available in the vending machines located at:
• Classroom Building
• Airport Corporate Park
• Perry Hall
• Academic & Workforce Development Center

Fresh vending offers students an ever changing variety of fresh sandwiches, pizza, burritos, fruit, breakfast sandwiches, muffins, etc. including healthy choices. Your flexible dollars on your CCC I.D. card may be used with some vending machines – look for signage on those machines.

Veterans:
See Student Administrative Services (SAS)
Rights and Responsibilities

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

Academic Computing Code of Conduct:
College resources are provided to authorized individuals for the purpose of learning, teaching and conducting of business related to the operation of CCC. The College will not be held responsible for unacceptable, unethical or illegal use of its information technology resources. Using computing resources in any manner that violates any federal laws, New York State penal laws, State University of New York policies or CCC policies herein may result in suspension or termination of computing privileges and/or suspension from the College. Student judicial action and prosecution to the full extent of the law will follow at the discretion of the College.

Access to computing resources is granted to CCC students for use in their academic work, with the understanding that access is a privilege and carries with it certain responsibilities.

To use computing resources, a student must obtain a computer account username and password, which provides access to resources such as email and file storage. With the exception of access to MyCCC via the Internet, students will not have access to CCC computer networks during any semester in which they are not registered. Other exceptions will be handled on an individual basis. Students are responsible for all activity under their individual accounts.

General Rules of Conduct:
• Unless authorized, users may not have food, drink or their containers near any computer.
• Computer resources (including e-mail) should be used for academic purposes only. Users will refrain from using College computer resources for personal use, such as recreation, personal profit, transmission of unsolicited bulk e-mails, etc.
• Unnecessary printing is prohibited.
• Aside from legitimately saving or backing up data, students are to leave hardware, configurations and security measures in place on the computer, unless express permission has been granted by a lab monitor or instructor.
• All uses of computer resources violating the College harassment policy are strictly prohibited.
• Use of computing facilities must not violate others’ rights to privacy and academic integrity.
• Users will refrain from displaying, printing or transmitting offensive or damaging materials. The College will not tolerate abusive or unethical use of equipment, such as harassing or threatening others.
• Students will not use the network to spread computer viruses, Trojan horses, worms or any program designed to violate security, interfere with the proper operation of any computer system or destroy others’ data.
• Use of the network to duplicate copyrighted software, download movies, music or other students’ work without the owner’s explicit permission is strictly prohibited. When downloading and using printed materials, the source must be properly cited. Acts of piracy or violations of copyright laws are strictly prohibited.

Files stored on College servers are subject to disk quota limitations. Directories may be accessed by the College for routine maintenance and to check system integrity. Files stored on College servers are scanned continuously for viruses and may be deleted if found to be infected. All files on student directories will be deleted at the end of each semester. Therefore students must:
• Copy their stored files to their own storage media or e-mail them to themselves to use elsewhere.
• Copy files no later than the end of each semester if they wish to keep files that are stored on College servers.

Plagiarism:
The act of copying text, media, programs or subroutines from any source and submitting the material as your own work constitutes plagiarism and is prohibited. See the College’s Code of Student Conduct and Academic Honesty policies.

Security and Privacy:
Users must be aware that computer systems of public institutions may be subject to open records laws. CCC Information Systems staff and teaching faculty may routinely access student user data for legitimate academic purposes, to review course work, to diagnose and resolve technical problems, to archive old data files and to investigate possible misuse of CCC computer systems and resources.

Violations:
A student found to be engaging in a prohibited computer activity will be required to correct that activity immediately. All users should report any suspected unauthorized access attempts or other improper use of College computers, networks or other information processing equipment. If a user observes or receives a report of a security or abuse problem with any College computer or network facilities, the user should notify the lab monitor/instructor or help desk personnel.

Note: Users will be assessed for repair or replacement costs resulting from misuse.

Accommodations for Individuals with Disabilities:
Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 ensure equal access to all College programs, courses and services for students with disabilities. Other protections are also provided for employees with disabilities, visitors with disabilities and individuals with disabilities who attend College activities. Students should make requests for reasonable accommodations through the Office of Student Disability Services (SDS). Employees and some members of the public, such as job applicants, should make their requests through the Director of Human Resources.
Alcohol Use Policy:
The College recognizes the reality of the serious problems associated with the use of alcoholic beverages. The use of alcohol on campus is allowed by permit only, subject to the applicable provisions of New York State law. The Student Association has voted that all student activities and socials be alcohol free.

Student Association and the College continue to sponsor regular alcohol and drug awareness programs. Permits for the use of alcohol at events held on College-owned or operated property may be obtained from the Office of Student Life, subject to final approval from the Office of the President.

Behavioral Intervention Team
In order to promote the safety and well-being of our students, a Behavioral Intervention Team (BIT) has been created to address student behaviors that are disruptive, or outside the norm for a particular student. BIT will act as a review team that carefully reviews all aspects of reports that are received regarding concerning student behaviors. BIT will provide a recommendation for appropriate intervention and will serve as a resource for the College community. Any CCC community member who is concerned about a student may make a referral to BIT. For more information please refer to the website.

Campus Order:
It is each student’s responsibility to know and follow the Code of Student Conduct. Such inappropriate conduct as disrupting teaching, research or other College activities is subject to College rules as well as local, state and federal laws.

Classroom Conduct:
A student who creates a disturbance in a class may be directed to leave the class by the instructor. Failure to comply with such a directive could result in suspension or dismissal from the College after an appropriate hearing.

Confidentiality:
Corning Community College adheres to its legal responsibility to enforce The Family Education Rights and Privacy Act of 1974, commonly known as FERPA. This federal law provides privacy protections of your education records, guarantees you access to your records, and requires your written permission to have your records released.

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

Educational records may include:
- written documents, including student advising folders
- student files
- student system databases kept in storage devices such as servers

Records not considered educational records include:
- private notes of individual staff or faculty (not kept in student advising folders)
- campus police records
- medical records (protected under other state and federal laws)
- statistical data compilations that contain no mention of personally identifiable information about any specific student

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

Directory information is information contained in your education record which is not considered harmful or an invasion of privacy if disclosed. Directory information at CCC includes:
- name
- address
- phone number and e-mail address
- date of birth
- dates of attendance
- degree(s) awarded
- honors and awards
- enrollment status
- major field of study
- sports

Corning Community College may disclose directory information without your written consent unless you exercise the option to restrict the release by submitting a formal request to the school. Please see Student Administrative Services.

Non-directory information is any educational record not considered directory information. Non-directory information cannot be released without your written consent. Faculty and staff can access non-directory information only if they have a legitimate academic need to do so.

Non-directory information may include:
- social security numbers
- student identification number
- race, ethnicity, and/or nationality
- gender
- transcripts and grade reports
- grade point averages

If you provide written consent to CCC to disclose non-directory information, the authorization should include the following:
- the records to be disclosed
- the purpose of the disclosure
- identify the party to whom the disclosure is to be made
- the date
- your signature

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

For more information on FERPA, you can call Student Administrative Services at (607) 962-9011 or visit the US Department of Education Family Policy Compliance Office website at www.ed.gov/policy/gen/guid/fpco/ferpa/index.html. In addition, Corning Community College is required to provide reasonable accommodations to students with disabilities under the ADA and Section 504 of the Rehabilitation Act of 1973. For further information contact the Office of Student Disability Services.

**Dogs on Campus:**
No animals, except working dogs, are allowed on campus, without prior approval. Leashed dogs may be allowed on Nature Center trails, but owners must clean up after their dogs.

**Drug-Free Campus:**
The Drug-Free Workplace Act of 1988 requires members of our College community to be informed of the potential health hazards of drug use and the possible penalties for those who violate laws governing the use of illicit drugs. Illicit drugs and alcohol may cause addiction, severe physical and emotional illness and death. Convictions under local, state and federal laws can result in fines, prison sentences or both. Information about drug counseling and rehabilitation is available from the College Health Office.

As a condition of employment, study or contact with the College, all employees, students and visitors are prohibited from the illegal use, manufacture, possession or distribution of all controlled substances on the campus. Any violations of this policy will result in College disciplinary action up to and including discharge or expulsion, whichever is appropriate. In addition, violations of this policy may be reported to civil authorities. Criminal convictions will be reported to federal contracting agencies as required by state and federal statutes.

**Equal Employment/Educational Opportunity:**
See Appendix A for CCC’s Equal Employment and Educational Opportunity Policy.

See Appendix B for CCC’s Equal Employment and Educational Complaint Procedure.

**Financial Obligations:**
All students incur a liability for tuition and fees at the time they register for classes. Students are responsible for any College debts they have incurred (i.e. tuition and fees, bookstore charges, library fees, parking fines, day care, etc). Students with delinquent accounts will be blocked from registering for future courses. Also, a hold will be placed on all transcripts or grade reports until all bills have been paid. If a College debt must be referred to outside sources for collection, the student will be responsible for all reasonable costs of collection as well as attorney fees.

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

**Freedom of Protest:**
The right of peaceful protest (including peaceful picketing and other orderly demonstrations) within the College community will be preserved. The College retains the right and obligation to assure the safety of individuals, the protection of health and property and the continuity of the educational process, and reserves the right to dictate the timing and location of the protest. No one shall have the right to obstruct and/or forcibly prevent others from the exercising of their rights or to interfere with the institution’s educational processes or facilities or the rights of those who wish to avail themselves of any of the institution’s services. These services include those that are instructional, personal, administrative, recreational and community oriented. Persons or groups organizing a public gathering must obtain a Public Gathering Permit 48 hours in advance of the activity. These forms are available in the Student Development Office.

**Grievance:**
Students with a complaint against a faculty member have the opportunity to take grievances through two channels. For academic issues, such as grades, returning homework on time, adhering to the syllabus, quality of instruction and so forth, students should seek to resolve the complaint directly with the faculty member. The next step would be to meet with the appropriate academic department chair. If still unresolved, the student may meet with the appropriate associate dean of instruction. If necessary, a final appeal may be made to the Vice President and Dean of Academic Affairs. For other complaints such as discriminatory harassment or other inappropriate interpersonal behavior, students should seek redress through the Office of Human Resources.

**Interim Suspension:**
Occasionally the College may have the need to suspend a student immediately without waiting for formal notice and hearing due to that student. It may be felt that the student is disruptive, incorrigible or even dangerous to others, to self or to property. Under such circumstances an interim suspension may be imposed pending formal notice and hearing at a later date. Students who are suspended on an interim basis must be accorded a preliminary hearing, unless it can be shown that it is impossible or unreasonably difficult to convene one. This means that there must be a notice containing the reasons for the interim suspension and the time and place of the hearing at which the student is provided an opportunity to show why the student’s continued presence on campus does not constitute a danger to others, to self or to property.

**Library Responsibilities:**
The student ID card available from the Public Safety Office serves as the Library card. Borrowing privileges are extended solely to the individual named on a student ID. The student is responsible for all materials checked out on his/her card even if
Religious Absences:

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

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the inability, because of religious beliefs, to attend classes or to participate in any examination, study or work requirements on a particular day or days.

2. Any student in an institution of higher education who is unable, because of religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.

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 religious beliefs, an equivalent opportunity to make up any examination, study or work requirements which may have been missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.

4. If classes, examinations, study or work requirements are held on Friday after four o’clock post meridian or on Saturday, similar or makeup classes, examinations, study or work requirements shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements held on other days.

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 utilizing 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 county in which such institution of higher education is located for the enforcement of individual rights under this section.

6a. 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.

Safety/Security:

CCC has an excellent record in regard to safety. While crime is a national problem that affects even rural areas, we are fortunate that CCC has not experienced significant difficulties. To provide a safe environment for our students, we employ a professionally trained public safety force and a very competent Student Life staff who work with the students to ensure that students and their personal possessions are protected as much as possible.
Students must assume responsibility for their own personal safety and the security of their personal belongings by taking simple, common sense precautions. Programs are held each semester for students on topics such as personal safety awareness and security, rape prevention and the prevention of burglary and vandalism.

The College has not experienced any major crimes of violence on its campus. CCC complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act.) An electronic copy of CCC crime statistics is available on the Public Safety web page found at: www.corning-cc.edu/annualsecurityreport.pdf. The statistics can also be found on the U.S. Department of Education’s website at http://ope.ed.gov/security/. Hard copies of the report are available at the Public Safety Office and the Office of the Vice President and Dean of Student Development. The Advisory Committee on Public Safety will provide, upon request, all campus crime statistics as reported to the United States Department of Education. To receive a copy, contact the Public Safety Office at (607) 962-9352.

**Tobacco Free Campus:**
Effective August 1, 2011, consumption of any tobacco products will not be allowed on any college property or in any college facility. Violations of this policy will be handled according to the Code of Student Conduct (see below). Cessation programs are available to student who desire to reduce or eliminate their use of tobacco products.

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

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

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

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

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

- **Plagiarism:** occurs when a person presents another’s ideas, information, words, artwork, films, music, graphs, images, data or statistics as if they were his or her own creation. Plagiarism is a form of theft and is cheating.

- **When a person copies material from a published source, such as a periodical, encyclopedia, book or downloads a passage from an Internet source and presents that information without proper documentation (reference or quotation) in a paper or project, then that person has committed plagiarism.** Even if the content or wording has been slightly changed, a little plagiarism is still plagiarism. If a person submits a paper or project in satisfaction of a course assignment that was authored or researched in part or in whole by someone else, then that person is guilty of plagiarism.

- **Using prohibited materials** such as the use of other students’ work, past papers, reports or lab documents without the specific permission of the instructor.

- **Using notes or information in any form when not specifically permitted.** Using programming functions of calculators, memory in PDA’s, cell phones, laptops or any other handheld computing device without authorization from the instructor.

- **Gaining or providing unauthorized assistance on term papers, reports, projects, research data, take-home tests, quizzes or homework turned in for grading.**

- **Having another person represent himself or herself as you during a course, examination or activity.**

- **Receiving information from another student or communicating in any way during an examination, quiz or other course activity when not authorized by the instructor.**

- **Stealing or otherwise receiving information, questions or answers for an examination, quiz or other course activity when not authorized by the instructor.**

- **Intentionally impairing the work of another student or instructor.**

- **Forging or altering college records or documents.**

When a violation of the Academic Honesty policy is suspected, it is the instructor’s responsibility to investigate the incident and determine the severity and intent of the violation. The actions an instructor may take include, but are not limited to: discussing the incident with the student in question, discussing the incident with other students, literary or document research, requesting additional information or supporting documents. This investigation must be done in a timely fashion but has no limits based on the nature of the investigation. If the instructor concludes that an offense has occurred, the instructor will determine an appropriate penalty using his or her judgment as to the severity and intention of the infraction. Because the instructor will typically not be aware of a student’s behavior or violations to CCC policy in previous or concurrent courses, the penalty will be assessed by the instructor based on the student’s activity and conduct in this course alone.
Examples of penalties include, but are not limited to the following:
- Receiving a verbal warning
- Receiving a written warning
- Partial grade out of the total possible for the assignment
- Recreate or retake an assignment or assessment activity
- Receiving a zero or F on an assignment or assessment activity
- Expulsion from and receiving an F grade for the course

Documentation of the academic dishonesty violation should be forwarded to the Office of the Vice President and Dean of Academic Affairs. If a student disagrees with an instructor’s findings regarding a violation to the Academic Honesty policy, he or she may follow the steps outlined for disputing a grade under Grading Practices. This process is intended to allow the student to address the dispute in an organized manner and through several levels of CCC’s organization. If, after proceeding through this process, the matter has not been resolved to the satisfaction of the student, he or she may request a hearing before the Student Judiciary through the Vice President and Dean of Student Development. The process is detailed under the Student Judiciary Process.

Maintaining Public Order
1. Limits to the application of College discipline shall be applied to student misconduct which adversely affects the College community’s pursuit of its educational objectives, defined as follows:
   a. The opportunity of all members of the College community to attain their immediate and long range educational goals.
   b. The generation and maintenance of an intellectual and educational atmosphere throughout the College community.
   c. The protection of the welfare, health, personal safety and property of all members of the College community and the College itself.
2. Matters of extenuating circumstances surrounding the violation shall be taken into account in determining the question of and/or nature of the sanction. Inappropriate sanctions shall not be imposed. Past behaviors and/or violations may be reviewed and considered before a sanction is rendered.

Misconduct and Discipline:
1. Misconduct for which students will be subject to College discipline:
   a. Forgery or alteration of College documents, records or instruments of identification or use of same with intent to defraud.
   b. Intentional obstruction or disruption of teaching, research, administrative functions or disciplinary proceedings or other College activities, including public service functions and other authorized activities of the College.
   c. Abuse of any person, College premises, or at College sponsored or College supervised events or conduct which threatens or endangers the health or safety of any such person.
   d. Hate crimes, also called bias crimes or bias-related crimes, involving criminal activity motivated by the perpetrator’s bias or attitude against an individual or group based on perceived or actual personal characteristics, such as race, religion, ethnicity, gender, sexual orientation or disability. Penalties for these crimes are very serious and range from fines to imprisonment for lengthy periods, depending on the nature of the underlying criminal offense, the use of violence or previous convictions of the offender. Students who are perpetrators of such crimes will also be subject to campus disciplinary procedures where sanctions including dismissal are possible.
   e. Sexual assault, including sexual misconduct, rape, criminal sexual acts, forcible touching, sexual abuse and aggravated sexual abuse. Where there is probable cause to believe such misconduct has occurred, strong disciplinary action will be pursued, including the possibility of suspension or dismissal from the College. An individual charged with sexual misconduct may be subject to College disciplinary procedures, whether or not prosecution under New York State Criminal Statutes is pending. Students found responsible for sexual misconduct violations may receive sanctions up to and including suspension or expulsion from the College. Cornning Community College will, upon written request, disclose to the alleged victim of a crime of violence or a non-forcible sex offense, the report on the results of any disciplinary proceeding conducted by the College against a student who is the alleged perpetrator of such crime or offense.
   f. Theft from or damage to College premises or theft or damage to property of a member of the College community or College premises.
   g. Failure to comply with directions of College officials acting in proper performance of their duties; i.e., any requirement or request to desist from specified activities outside the scope of authority of the person issuing the requirement.
   h. Use by any student or student organization of the College name or a claim to speak or act in the name of the College or a College-related organization without due authorization.
   i. Disorderly, lewd, indecent or obscene conduct or expression on campus or at a College-sponsored function.
   j. Hazing: Any action taken by any student or participant in the creation of any situation which recklessly or intentionally endangers mental or physical health or which involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization.
   k. Violation of published College regulations.
   l. Public intoxication or display of any behavior associated with the abuse of alcohol or drugs.
   m. Behavior that is lacking respect for the worth and/or dignity.
2. Misconduct for which organizations will be subject to College discipline. Organizations which operate upon the campus or upon the property of the College used for educational purposes shall be prohibited from authorizing the conduct described above.
Except for College-sponsored off campus programs, it is the intent of the College to leave disciplinary action with respect to off campus offenses of students to civil authorities. However, there may be certain off campus offenses that by their very nature pose a serious threat or disruption to the College community. In such cases, the College reserves the right to take appropriate action. All students are required to uphold the policies and guidelines contained in the Residence Life Handbook.

**Standards and Rights Regarding Student Misconduct:**

Any member of the CCC community may file charges against a student for violations of the Code of Student Conduct. A charge shall be prepared in writing and directed to the Vice President/Dean of Student Development and Enrollment Management or his/her designee. Any charge should be submitted as soon as possible after the event takes place, preferably within thirty days.

The Vice President/Dean of Student Development and Enrollment Management may conduct an investigation to determine if the charges have merit and/or if they can be disposed of administratively by mutual consent of the parties involved on a basis acceptable to the Vice President/Dean of Student Development and Enrollment Management.

**Judicial Procedures and Processes.**

The judiciary procedure guarantees students the right of due process, including the right to a hearing and the right to appeal. Two judicial processes have been established to respond to violations of the Code of Student: 1) Administrative Process, and 2) Student Judiciary Process.

1. **Administrative Process:**

   If during the investigation of a specific misconduct charge, the charges have merit and the charged student freely admits guilt, and signs a statement to this effect, the student shall be advised by that he/she is waiving the right to a hearing before the Student Judiciary. The disposition of the charges by mutual consent of both parties shall be final and will be documented including signatures by the complainant and the accused, and there shall be no subsequent proceedings.

   If the charges are not admitted and/or cannot be disposed of by mutual consent, the Vice President/Dean of Student Development and Enrollment Management may call a meeting of the Student Judiciary. If the student admits violating college rules, but sanctions are not agreed to, a Student Judiciary meeting may be called to determine the appropriate sanctions.

   All charges shall be presented to the Accused Student in written from at least 24 hours in advance of a called hearing of the Student Judiciary.

   Interim Suspension: In the event of a serious violation of the policies and procedures of CCC or where there is reason to believe the continued presence of a student is a threat to the health, safety or welfare of CCC community members or himself/herself; an emergency suspension or expulsion may be issued by the Vice President/Dean of Student Development and Enrollment Management or a designee. An interim suspension may be imposed to ensure the safety and well-being of members of the CCC community or preservation of CCC property; to make certain that the student’s own physical or emotional safety and well-being is appropriate; or if the student possesses an ongoing threat of disruption of, or interference with, the normal operations of the College.

   During the interim suspension, a student may be denied access to any property owned or controlled by CCC; any class (including Internet classes); or all other CCC activities or privileges for which the student might otherwise be eligible. This interim suspension does not replace the normal discipline process.

2. **Student Judiciary Procedures and Processes:**

   Student Judiciary hearings shall be conducted according to the following guidelines:

   a. The Complainant and the Accused will be advised in writing of the format and structure of the Student Judiciary hearing.

   b. Student Judiciary hearings shall be conducted in private.

   c. The Complainant and the Accused Student have the right to be assisted by an advisor. The advisor must be a current student, staff, or faculty member of Corning Community College. The Complainant and/or the Accused Student is responsible for presenting information relating to the hearing, and therefore, advisors are not permitted to speak or to participate directly in any of the procedures of the Student Judiciary.

   d. The Accused Student and his/her advisor, if one has been selected, shall be allowed to attend the entire portion of the hearing at which information is received, excluding deliberations. Admission of any other persons to the hearing will be based on relevance to the hearing and shall be at the discretion of the Student Judiciary.

   e. In the event that Student Judiciary hearings involve more than one Accused Student, the Student Judiciary, at their discretion, may permit the hearings concerning each student to be conducted either separately or jointly.

   f. The Complainant, the Accused Student, and the chairperson of the Student Judiciary (Chief Magistrate) may arrange for witnesses to present pertinent information to the Student Judiciary. The Student Judiciary reserves the right to limit testimony.

   g. Pertinent records, exhibits, and written statements may be accepted as information for consideration by Student Judiciary at the discretion of the Chief Magistrate, in consultation with the Student Judiciary.

   h. All procedural questions are subject to the final decision of the Chief Magistrate of the Student Judiciary.

   i. After the portion of the Student Judiciary Hearing concludes in which all pertinent information has been received, the Student Judiciary determine by majority vote whether the Accused Student has violated each section of the Student Code which the student is charged with violating.

   j. The Student Judiciary’s determination shall be made on the basis of whether it is more likely than not that the Accused Student violated the Student Code.

   k. Formal rules of process, procedure, and/or technical rules of evidence, such as are applied in criminal or civil court, are not used in Student Judiciary proceedings.
The Student Judiciary at CCC shall be made up of the following:

1. Three full-time Faculty Assembly members will be elected at the yearly Faculty Assembly election in the spring of each year. The Joint Council shall appoint, from the full-time Faculty Assembly membership, when vacancies exist. Appointees shall serve the remainder of the term of the person they are replacing.

2. Ten students will be elected each year in a general student election to serve as student magistrates. The student magistrates will serve one year. The Student Association shall hold a special election, as needed, when the pool of student magistrates falls below six members. The students elected to fill vacancies shall serve the remainder of the term of the person they are replacing. For each judicial case, four student magistrates will be selected by the Vice President and Dean of Student Development and Enrollment Management in the following manner:
   a. All ten students elected will be interviewed by the Vice President/Dean of Student Development or his/her designee to see if a conflict of interest exists.
   b. If a conflict exists, the student will be dismissed from the case in question but remain a magistrate for future cases.
   c. Four student magistrates will be selected from those eligible by the Vice President/Dean of Student Development and Enrollment Management using a blind draw method.
   d. One of the four student magistrates selected will serve as the Chief Magistrate (Chairperson of the Student Judiciary). The Chief Magistrate will be determined by a vote of the seven member Student Judiciary (4 students, 3 Faculty Assembly members). The Chief Magistrate will ensure that the Student Judiciary Guidelines are followed.

3. In the case of illness of one of the students or Faculty Assembly members, the Student Judiciary can proceed and function. If more than one student or Faculty Assembly member is ill, then such vacancies must be filled by appointment as outlined in 1 and 2 above.

Procedures for disciplinary hearing are available in the Office of the Vice President/Dean of Student Development and Enrollment Management, Administrative Building, Room A 207.

Sanctions:
Violation of the Student Code of Conduct may result in one or more of the following sanctions:

Letter of Warning:
Warning that future violations could result in additional judicial action.

Social Probation:
Restriction from participation in student sponsored activities.

Disciplinary Probation:
Prohibition or restriction from participation in college and student sponsored activities and/or buildings.

Suspension:
Removal from college property for a specified period of time.

Expulsion:
Permanent removal from all college property.

Notification to Others:
To more effectively identify behavior patterns, there are times when those with a “need to know” are notified about a student’s involvement, or alleged involvement, in an incident. To the extent allowed by FERPA (Family Education Rights and Privacy Act), this “need to know” may include administrators, faculty, advisors, counselors, coaches, and health and wellness professionals. Those considered “need to know” are determined by the Vice President/Dean of Student Development and Enrollment Management on a case-by-case basis.

Appeal Procedure:
1. The decision of the Vice President/Dean of Student Development and Enrollment Management may be appealed. Such an appeal must be made in writing within 72 hours of the written notification of the decision of the Vice President/Dean of Student Development and Enrollment Management and submitted to the Vice President/Dean of Student Development and Enrollment Management. For just cause, the Vice President/Dean of Student Development and Enrollment Management may waive the 72-hour requirement. Such letter of appeal must contain the reasons for the appeal. Normally, appeals are made for three reasons:
   a. New evidence 
   b. Violation of due process 
   c. Improper penalty 

The Vice President/Dean of Student Development and Enrollment Management, shall forward the letter to the Chairperson...
of the Student/Faculty Board of Appeals. The Associate Dean of Student Services is responsible for ensuring the Student/Faculty Board of Appeals receives training and written procedures regarding the Student/Faculty Board of Appeals procedures in advance of the hearing.

2. The Student/Faculty Board of Appeals shall consist of three students, three Faculty Assembly members and three administrators. The student members shall be appointed by the Student Association Executive Committee and shall not be the same students serving as student magistrates at the time. The Faculty Assembly members shall be appointed by the Joint Council and shall not be the same Faculty Assembly members serving on the Student Judiciary at the time. The administrative members shall be appointed by the Vice President/Dean of Academic Affairs and shall not be the same administrators serving on the Student Judiciary at the time.

3. The Student/Faculty Board of Appeals shall consist of three students, three Faculty Assembly members and three administrators. The student members shall be appointed by the Student Association Executive Board and shall not be the same students serving as student magistrates at the time. The Faculty Assembly members shall be appointed by the Joint Council and shall not be the same Faculty Assembly members serving on the Judiciary at the time. The administrative members shall be appointed by the Vice President and Dean of Academic Affairs and shall not be the same administrators serving on the Judiciary at the time. Any vacancy shall be replaced by appointment: students by Student Association Executive Board, Faculty Assembly members by the Joint Council, administrators by the Vice President and Dean of Academic Affairs. The Student/Faculty Board of Appeals shall serve for the duration of the appeal. The Chairperson of the Board shall be elected by the members of the Board.

4. The appeal hearing shall be convened within 30 days after the receipt of the written appeal. Extension of this date may be granted by mutual agreement of the Vice President and Dean of Student Development and the accused. However, no hearing shall be commenced later than 60 days after the end of the semester as determined by the date for the last day of classes during which the incident occurred.

5. The Appeals Board shall review the case, hear testimony deemed appropriate by the Board, consider disciplinary action and render a majority decision to either uphold, reject or modify the action of the Student Judiciary as rendered by the Vice President and Dean of Student Development. In the hearing, both the accused and the accuser shall have the right of representation of advisors of their choice as long as the advisor is a student or a member of CCC faculty and/or staff. The right to call additional witnesses may be granted by the Board.

6. A transcript of all testimony at the hearing, in the form of a tape recording, is required and will be available upon request to the accused and accuser. The Board shall communicate its conclusion and recommendation in writing within 24 hours after completing the hearing to the Vice President and Dean of Student Development and he/she will submit the results to the President of the College. The Board’s recommendation shall be one of the following:
   a. Reject the appeal
   b. Recommend a modified penalty
   c. Recommend the accused be exonerated of the charges

The Board shall include, in its written recommendation to the President, the reasons for its decision and the justification for its recommendation. Both the accused and the accuser shall have the right to file, within 24 hours of the conclusion of the hearing, a post hearing statement with the President. The President shall review, as promptly as possible, the recommendation of the Appeals Board and post hearing statements, if submitted. In addition, the President will review the original decision of the Student Judiciary and shall render a final decision. The President’s decision represents the final decision of the appeals process.

Procedures for an Organization’s Misconduct:
1. The President of the College shall be responsible for the enforcement of provisions concerning hazing and such responsibility may be exercised by any designee appointed by the President.
2. Whenever the President has determined on the basis of a complaint or on personal knowledge that there is reasonable ground to believe that there has been a violation of this provision by any organization, the President shall prepare or cause to be prepared written charges against the organization which shall state the provisions prescribing the conduct and shall specify the ultimate facts alleged to constitute such violations.
3. Such written charges shall be served upon the principal officer of the organization by registered or certified mail, return receipt requested, to the organization’s current address and shall be accompanied by a notice that the organization may respond in writing to the charges within ten days of receipt of said notice. The notice of the charge so served shall include a statement that the failure to submit a response within ten days shall be deemed to be an admission of the facts stated in such charges and shall warrant the imposition of appropriate penalties. The response shall be submitted to the President or his designate and shall constitute the formal denial or affirmation of the ultimate facts alleged in the charge. The President or his designate may allow an extension of the ten-day response period.
4. Upon written request by an authorized representative of the organization, the President shall provide the organization representative an opportunity for a hearing. A hearing panel designated by the President or his designee shall hear or receive any testimony or evidence which is relevant and material to the issues presented by the charge and which will contribute to a full and fair consideration thereof and determination thereon. The organization’s representative may confront and examine witnesses against it and may produce witnesses and documentary evidence on its behalf. The hearing panel shall submit written findings of fact and recommendations for disposition of the charge to the President or his designee within twenty days after the close of the hearing.
5. Final authority to dismiss the charges or to make a final determination shall be vested in the President.
the decision shall be in writing; shall include the reasons supporting such decision; and shall be served on the principal officer of the organization by mail in the manner described in paragraph three above within a reasonable time after such decision is made. An organization which authorized prohibited conduct described under Hazing, shall be subject to the rescission of permission to operate upon the campus or upon the property of the College used for educational purposes. The penalty provided in this subdivision shall be in addition to any penalty which may be imposed pursuant to the penal law and any other provision of law, or to any penalty to which an individual may be subject pursuant to this subdivision.

The provisions prohibiting hazing activities shall be deemed to be part of the bylaws of all organizations which operate upon the campus of the College or upon the property of the College used for educational purposes. Each such organization shall review its bylaws annually with individuals affiliated with the organizations.

Copies of the regulations which prohibit reckless or intentional endangerment to health or forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization shall be given to all students enrolled in the College.

**Athlete’s Code of Conduct:**
Corning Community College supports the athletic program and its enhancement of student development. All athletes competing for Corning Community College must represent the highest ideals of sportsmanship. This includes respect for the authority of officials and coaches as well as teammates and opposing players. Athletes must be free from the effects of alcohol, tobacco and illegal use of drugs.

**Code of Conduct:**
**Alcohol/Drugs:**
- Any student athlete who is under the age of 21 shall not drink alcoholic beverages.
- Any student athlete who is 21 or older shall not participate in practice or in an athletic contest while under the influence of alcohol.
- Student athletes must not illegally use drugs.
- Penalties for Violations:
  - Community Service as designated by Athletic Director
  - Game suspension
  - Removal from team
  (The Athletic Director and the Vice President/Dean of Student Development may recommend more severe consequences after review of the severity of the incident.)

**Tobacco/Other:**
- The use of any tobacco product is prohibited on campus or in the area of any athletic venue.
- Derogatory remarks: Swearing and taunting, whether directed at teammates, coaches, officials, spectators or opponents will not be tolerated.
- Campus Conduct: Student athletes are student ambassadors and are expected to act in such a manner. Disrespect of fellow students/staff/faculty or other college employees will not be tolerated.

**Penalties for Violations:**
- Coaches discretion
- Game suspension
- Removal from team
  (The Athletic Director and the Vice President/Dean of Student Development may recommend more severe consequences after review of the severity of the incident.)

Any student athlete charged with a misdemeanor or felony shall be immediately suspended from the team pending further investigation by the Athletic Director and Vice President/Dean of Student Development.

All student athletes have the opportunity to request a hearing of the Student Judiciary.
College Administration

Regional Board of Trustees (2014)
Corning Community College receives its authority from the State University of New York (SUNY) and is governed by fourteen trustees. Seven trustees are appointed by its supporting counties - Chemung, Schuyler, and Steuben. Six are appointed by the Governor of New York State and one is elected by the students. All trustees are residents of the College region and serve nine-year terms, except the student trustee who serves a one-year term.

J. Milliken III ’75, Chair
Kenneth A. Austin
Gail O. Baity Cornelius
Carl H. Blower
Thomas E. Blumer
Mark Clemens, Student
Donald B. Creath
Cynthia Emmer
John W. Kelley, ’62
Robert P. Morin
Kevin P. O’Connell
Timothy J. Rosell
Jerald M. Stemerman
Nancy Wightman

Office of the President
Katherine P. Douglas, President
Jina Toribio, Executive Office Manager
R. Nannette Nicholas, Director, Human Resources

Academic Affairs
Dr. Marian Eberly, Vice President and Dean
Sue Roach, Administrative Assistant
Karen Boulas, Registrar
Kimberly Perkins, Director, Academic Outreach
Sarah Weisman, Associate Dean, Learning Resources

Academic Divisions
Deborah Beall, Associate Dean, Social Sciences & Social Services
Bradley Cole, Associate Dean, Math, Physics, Technology & Engineering Science
Rachel Hofstetter, Associate Dean, Health & Sciences
Byron Shaw, Associate Dean, Communications & Humanities
Deborah Dunbar, Interim Associate Dean of Instruction, Business/Computing

Administrative Services
Thomas F. Carr, Vice President
Marie Coleman, Administrative Assistant
Ronald Abbott, Manager, College Store & Planetarium
Bruce Campbell, Director, Information Technology
Stacy Housworth, Controller
Calvin Williams, Director, Physical Plant

Office of Student Development & Enrollment Management
Joan Ballinger, Vice President & Dean
Ana Paulin, Administrative Assistant

Nancy Latour, Associate Dean of Student Services
Nancy V. Agan, Director, Student Life
Jessica Benninger, Director, Residence Life
Mary Ellen DeNardo, Director, Child Care
Stacy Johnson, Director, Athletics
Jeffrey Miller, Director, Public Safety
Candace Rosing, College Nurse
Allison Zimmermann, Coordinator, Student Disability Services

Karen Poole, Associate Dean, Enrollment Services
Karen Brown, Director, Admissions
Diana Cleary, Director, Student Support Services
Patty Cordes, Bursar
Tammy Jursza, Director, Student Administrative Services
Barbara Snow, Director, Financial Aid
Jacquelyn VanBrunt, Director, Advising & Counseling

Institutional Advancement
William S. Little, Executive Director
Kesha Davis, Assistant Director, Advancement Support Services
Virginia Rudnick, Director Institutional Research
John van Otterloo, Associate Director, New Media Communications

Workforce Development & Community Education
Brenda English, Executive Director
Katie Crowe, Administrative Assistant
Molly Aranda, Director, Academic & Workforce Development Center
Sherri Arnold, Director, Small Business Development Center
Susan Gorman, Director Community Education
Jeffrey MasCornick, Grant Writer

Development Foundation Board of Directors (2014)
The Corning Community College Development Foundation, Inc. is a separate, non-profit, tax-exempt corporation whose purpose is to support the mission of Corning Community College. The Foundation Board of Directors is comprised of community members from Chemung, Schuyler and Steuben Counties. Board members serve three-year terms, up to a maximum of nine years.

Arie J. van den Blink, President
Russell B. Smith, Vice President
Meleny K. Peacock, Secretary
Ronald E. Allison ’68
Aaron T. Alsheimer
Thomas M. Carr
Joseph M. Cascio ’69
Cynthia Emmer
Arthur D. Field, Treasurer
Dr. Edward “Sandy” A. Franklin, Jr. ’72
Andrew R. Manzer
Richard L. Pope
Holly A. Segur
Katherine E. Stickler ’86
Kristen A. Swain
Dr. Cornelius J. Milliken III, Ex-Officio Member
Dr. Katherine P. Douglas, Ex-Officio Member
Full-time Faculty, Administrators and Staff
(Date in parentheses indicates beginning of employment.)

Abbott, Ronald (1997), Manager, College Store & Planetarium.
M.A., University of Missouri, St. Louis.
Agan, Nancy (1997), Director, Student Life.
A.A.S., Corning Community College; B.S., M.S.M., Keuka College.
Andrews, Paul (2009), Associate Director, Admissions Services.
B.E.A., SUNY Oswego.
Andrakut, Kate (2012), Staff Assistant, Student Life.
B.A., St. John Fisher College.
Aranda, Molly (2014), Director, Academic & Workforce Development Center.
A.S. Corning Community College, B.A., SUNY Buffalo.
Arnold, Sherri (2008), Director, Small Business Development Center.
A.A.S., Buffalo University; B.S., Binghamton University.
Atkins, Christine (2006), Associate Professor, English.
B.A., Villanova University; M.A., University of Minnesota; Ph.D., SUNY Albany.
Babcock, Renee (2007), Laborer, Physical Plant.
Babcock, Robert (2006), Stationary Engineer, Physical Plant.
A.A.S., SUNY Alfred.
Baike, Jonathan (2001), Associate Professor, Electrical Technology.
B.S., University of Rochester; M.S., Rochester Institute of Technology.
Ballenger, Joan L. S. (1987), Vice President & Dean of Student Development & Enrollment Management.
A.A., Corning Community College; B.S., M.S., Elmira College. SUNY Chancellor's Award for Excellence in Professional Service (2001).
B.A.,Nazareth College; M.S.W. Nazareth College & SUNY Brockport
Baroody, Amanda (2012), Child Care Instructor, Child Care Center.
Barrett, Lori (1989), Assistant Professor, Mathematics.
B.S., Mansfield University; M.A., SUNY Binghamton.
Bauman, Tara (1998), Staff Assistant, Financial Aid.
A.S., Corning Community College.
Beall, Deborah (2004), Associate Dean, Social Sciences & Social Services; Assistant Professor, Psychology.
B.A., SUNY Geneseo; M.S., Northeastern University.
Becker, Theresa (2010), Staff Assistant, Student Support Services.
A.A.S., Corning Community College.
Becker, Kathleen (2003), Senior Account Clerk, Payroll.
A.A.S., Corning Community College
Benninger, Jessica (2013), Director of Residence Life.
B.A., Augustana College; M.A., Ball State University.
Bentley, Beth (1999), Coordinator, Developmental Reading & Writing.
B.S. M.Ed., Bowling Green State University.
Beykirch, Michael G. (1991), Professor, Modern Languages.
B.A., University of California at Berkeley; M.A., University of Wisconsin at Madison.
Bilynsky, Michael (1998), Associate Professor, Computer Science & Network Technology. B.S., M.S., SUNY Binghamton.
Bixby, Paul (2006), Custodian, Physical Plant.
Blackwell, Chris (1995), Associate Professor, Automotive Technology.
A.S., Corning Community College; B.A., Alfred University.
Blake, Seth (2007), e-Services Administrator, Information Technology.
B.S., Penn State University.
Bleiler, Loueda (2008), Assistant Professor, Music.
B.S., Roberts Wesleyan College; M.S., University of Hartford.
Bloor, Scott (1993), Technical Assistant, Workforce Development & Community Education. B.A., St. Lawrence University; M.B.A., Syracuse University.
Bonomo, Timothy (2006), Assistant Professor, Business Administration. A.S., Corning Community College; B.S., SUNY Brockport; M.S.Ed., Elmira College.
Borden, Debra (1993), Professor, Human Services & Learning Skills.
A.A., University of Maryland; B.S., Wayland University; M.S., University of LaVerne.
Boulas, Karen (2002), Registrar, Academic Affairs. B.S., University of Dayton; M.S., Keuka College.
Brouneus, Karl (2013) Senior Campus Safety Officer, Public Safety.
Brown, Catherine (2003), Technical Assistant, Payroll. A.S., Corning Community College; B.S., SUNY Brockport.
Brown, Karen (2003), Director of Admissions.
B.S., Lock Haven University; M.A., SUNY Binghamton.
Buchanan, Susan (1993), Technical Assistant, Small Business Development Center. A.S., Corning Community College; B.S., Empire State College.
Burdick, Patrick (2010), Assistant Professor, Mathematics.
M.A., University of New Mexico.
Bush, Tyre (2010), Associate Director, Admissions. M.S., Elmira College.
Butler, Nicolette (2014), Staff Assistant, Nurse Education Department.
A.S. Prince George’s Community College, B.A. Catholic University.
Cagwin, Molly (2002), Assistant Professor, Humanities.
B.S., SUNY Buffalo; M.F.A. Syracuse University.
Campbell, Bruce (2007), Director, Information Technology.
M.B.A., University of Phoenix.
B.S., LeMoyne College; M.S., Western Connecticut State University.
Carter, Carol (2007), Counselor, Advising & Counseling.
B.S., Emmanuel College; M.A., Lesley College.
Caru, Grace (2000), Stores Clerk, Physical Plant.
A.S., Corning Community College.
Caruso, Greg (2006), Associate Professor, Philosophy.
A.A.S., Nassau Community College; B.A., William Paterson University; M.A., Ph.D., City University of New York.
Board of Trustees Award for Excellence in Teaching (2012).
A.S., Corning Community College; B.S., M.A., Empire State College; M.B.A., SUNY IT.
Clay, Maaritt (1998), Associate Professor, English.
B.A., Middlebury College; M.A., SUNY Binghamton.
Board of Trustees Excellence in Teaching Award (2007); SUNY Chancellor’s Award for Excellence in Faculty Service (2013).
Cleary, Diana B. (1990), Director, Student Support Services.
M.S., Pennsylvania State University.
Clowsky, Judith (2008), Professor, Nurse Education.
M.S., Pennsylvania State University.
Cole, Bradley S. (1987), Associate Dean, Math, Physics, Technology & Engineering Science; Professor, Electrical Technology.
A.S., Corning Community College; B.S.E.E., Cannon University; M.S., SUNY Binghamton. Board of Trustees Award for Excellence in Teaching (1994).
Coleman, Marie (1992), Administrative Assistant.
A.S., Corning Community College.
Coletta, Nicole (2008), Cleaner, Physical Plant.
Collson, Jack (1995), Custodian, Physical Plant.
Conklin, Gary (1998), Painter, Physical Plant.
Cook, Jane (1983), Bookstore Aide, College Store.
A.A.S., Corning Community College.
Cooper, Robert (2005), Assistant Professor, History.
M.A., Ph.D., University of California at Davis.
Cordes, Patricia (1975), Bursar, Student Accounts.
A.A.S., Corning Community College; B.S., Elmira College.
Corwin, Elaine (1989), Professor, Health and Wellness, Social Sciences Division. B.S., M.S., SUNY Cortland. Board of Trustees Award for Excellence in Teaching (1997); SUNY Chancellor’s Award for Excellence in Teaching (2000).
Craig, Kathleen (2013), Counselor, Advising & Counseling.
B.A. Mount St Mary’s College, M.A. Loyola College of Maryland.
Crandall, Dale (2005), Assistant Professor, Mechanical Technology.
A.A.S., SUNY Morrieville; B.S., SUNY Binghamton; NYS certified Journeyman Toolmaker.
Cranst, Ann (1991), Senior Clerk, Admissions.
A.A., Keystone Jr. College; A.S., Corning Community College; B.S., SUNY Regents College.
Crosson, Michael (1999), Custodial Supervisor, Physical Plant.
SUNY Chancellor’s Award for Excellence in Teaching (2010).
Crowe, Katie (2006), Administrative Assistant, Workforce Development & Community Education. A.A.S., Corning Community College.
Cunningham, James (2006), Assistant Director, Public Safety.
A.S., Corning Community College.
Dann, Deborah (1998), Professor, Astronomy & Geology.
B.S., M.S., Pennsylvania State University.
Board of Trustees Award for Excellence in Teaching (2013).
Darcangelo, Rosanne (1979), Senior Library Clerk, Library.
A.S., Corning Community College; B.A., M.L.S., SUNY Geneseo.


SUNY Chancellor's Award for Excellence in Teaching (2008).

Decker, Danielle (2001), Director of Student Life.

A.S., Corning Community College; B.S., Excelsior College; M.S. Regis University.


Davis, Kesha (2000), Assistant Director, Institutional Advancement.

B.A., University of Rochester.


A.A.S., Corning Community College.


A.O.S., Corning Community College; A.O.S. Alfred State University; NYS Certified Fire Instructor.

DeLeone, Joseph J. (1993), Professor, Physics. B.S., M.S., Clarkson University.

B.A., SUNY Plattsburgh; M.S., SUNY Oswego.

DeNardo, Mary Ellen (2003), Director, Child Care Center. A.S., Corning Community College; B.S., Elmira College.

Dibble, Amy (2004), Librarian, Library.

B.A., Alfred University; M.L.S., Southern Connecticut University. SUNY Chancellor's Award for Excellence in Librarianship (2009).

Dick, Julie A. (1998), Associate Professor, Education & Early Childhood. B.S., SUNY Cortland; M.S., Elmira College.

Board of Trustees Excellence in Teaching Award (2009).

Dobson, Dawn (1986), Senior Library Clerk, Library.

A.A.S., Corning Community College.


Dow, Crystal (1979), Stereographer, Physical Plant.

Drake, Patsy (2011), Staff Assistant, Admissions.

B.S., American Intercontinental University.

Dudick, Debra K. (1988), Professor, Mechanical Technology.

A.S., Corning Community College; B.S., Clarkson University; M.S., SUNY Binghamton. Board of Trustees Award for Excellence in Teaching (2000).

Dunbar, Deborah (2004), Internim Associate Dean of Instruction, Business/Computing Division, Associate Professor, Business Administration. CAP-OM, A.A.S., Corning Community College; B.S., M.A., Empire State College. Board of Trustees Award for Excellence in Teaching (2013).

Dunbar, Thomas (1998), Professor, Physics & Technology.

B.S., Susquehanna University; M.S., University of Rochester. SUNY Chancellor's Award for Faculty Service (2009).

Earle, Donald (2005), Waste Water Treatment Plant Operator, Physical Plant.


A.S., Corning Community College.

Eberly, Marian (2012), Vice President & Dean, Academic Affairs. B.S., Eastern Mennonite College; M.A., Michigan State University; Ed.D., Rutgers University.

English, Brenda (1999), Executive Director, Workforce Development & Community Education. B.S., Mansfield University; M.S.W., Marywood College.


Franklin, Edward (2001), Associate Professor, Biology.

A.S., Corning Community College; B.A., SUNY Buffalo; D.C., Palmer College of Chiropractic.

Gerner-Larrea, Lee (2000), Associate Professor, Psychology.

B.A., Indiana University of PA; M.A., Mansfield University.

Gerth, Albert (1986), Professor, Electrical Technology.

A.S., Mercer County Community College; B.S.E.E., Rutgers University; M.S., SUNY Binghamton. Board of Trustees Award for Excellence in Teaching (1998).

Gillespie, Virginia (1998), Secretary I, Athletics.

Goldy, Eileen (1979), Senior Account Clerk, Library.

Granger, Andrew (2013), Cleaner, Physical Plant.


B.S., Allegheny College; M.A.T., University of Pittsburgh.

Gustin, Brenda (1998), Professor, Microbiology.

B.A., Bloomsburg University; M.S., Virginia Polytechnic Institute; Ph.D., University of Florida. Board of Trustees Excellence in Teaching Award (2008).

Guzzy, Mary (2005), Associate Professor, Humanities.

B.S., Illinois State University; M.A., University of Colorado/Denver.


Haas, Matthew (2005), Instructor, Computer Information Science.

A.S., Corning Community College; B.A., SUNY Geneseo; M.S., Elmira College.

Hadlock, Debra (2000), Laborer, Physical Plant.

Haigh, Jon (2003), Maintenance Person, Physical Plant.

Halie, Claudia (2006), Assistant Professor, Nurse Education. R.N., Williamsport Hospital School of Nursing; B.S., Roberts Wesleyan College.

Hall, Robert (1999), Certified Fire Instructor.

Halm, Brian (1987), Associate Professor, Automotive Technology.

A.S., Corning Community College; B.S., SUNY Oswego; Master L1 ASE certified. Board of Trustees Award for Excellence in Teaching (2000).

Hammond, Wendi (2010), Account Clerk, Student Accounts.

Hannan-Mandel, Marie (2009), Assistant Professor, English. B.A., H.D.E., University College Cork; M.A., City University of New York; M.F.A., University of Southern Maine.


Hardy, Lola (2002), Assistant Professor, Nurse Education. A.S., A.A., St. Petersburg Jr. College; Diploma, Edward J. Meyer Memorial Hospital School of Nursing; B.S., M.S., SUNY Buffalo.

Hardy, Michael (2013), Staff Assistant, Nurse Education. A.A.S., Alfred State College; B.A., Alfred University; B.S., M.S., Keuka College.

Harrington, Diana (1990), Human Resource Clerk, Human Resources. A.O.S., Bryant & Stratton Business Institute.

Hartwell, Mark (2006), Associate Professor, Criminal Justice. B.A., St. John Fisher College; J.D., Ohio Northern University College of Law.


Haynes, Jeremiah (2008), Cleaner, Physical Plant. B.S., Empire State College.

Heckman, Eileen (2007), Senior Typist, Nurse Education.

Heise, Erikko (2010), Assistant Professor, Biology. A.S., North Idaho College; B.S., M.S., SUNY College of ESF.

Henderson, Margaret (2001), Counselor, Student Support Services. A.A.S., Corning Community College; B.A., Keuka College; M.S., Elmira College.


Hennessy, Angela (2008), Instructor, Business Administration.

M.S., Utah State University.

Hepburn, Laura (2013) Visiting Instructor, Mathematics. B.S., Empire State College; B.A., Alfred University; M.S., Alfred University.


Hersha, Ryan (2010), Assistant Professor, English.

B.A., University of Michigan; M.A., University of Virginia.

Higgins, David (1997), Professor, Art.


Hill, Brian E. (2001), Associate Professor, Physical Education & Recreation. A.S., Corning Community College; B.S., M.S., Ithaca College.

Hofstetter, Rachel (1989), Associate Dean, Health & Sciences; Professor, Nurse Education. A.A.S., Corning Community College; B.A., Alfred University; M.S., University of Rochester. Board of Trustees Award for Excellence in Teaching (1998) SUNY Chancellor’s Award for Excellence in Teaching (2004)

Hohler, Susan (2008), Instructor, Education & Early Childhood. B.S., St. John Fisher; M.S., Elmira College.


Hubbard, Mary (2005), Child Care Program Coordinator, Child Care Center. A.A.S., Corning Community College; B.S., Empire State College.

Hufford, Carl (2002), Custodian, Physical Plant.


Hurlbut, George (2000), Professor, Mathematics. B.A., SUNY Potsdam; M.S., Kansas State University.

SUNY Chancellor’s Award for Excellence in Faculty Service (2011); Regional Board of Trustees Excellence in Teaching Award (2012).

Hurlbut, Jayashree (2001), Professor, Mathematics. B.S., University of Madras; M.S., Kansas State University. Board of Trustees Award for Excellence in Teaching (2010).

Jarvis, William (1991), Professor, Chemistry. B.S., SUNY Cortland; Ph.D., Syracuse University.
Johnson, Nancy (1994), Staff Assistant, Student Administrative Services.
A.A.S., Corning Community College; B.S., M.S., Keuka College.
Johnson, Stacy (2000), Director, Athletics; B.S., Ithaca College; M.S., Keuka College.
Jones, Juan (2009), Staff Assistant, Admissions. A.S., Corning Community College.
Jursza, Tammy (2010), Director, Student Administrative Services.
A.A.S., Cazenovia College; B.A., Castleton State College; B.A., Green Mountain College; M.S., College of St. Rose.
Kar-Tandia, Yogaye (2010), Technical Assistant, Human Resources.
B.S., Mansfield University.
Kane, Daniel (1990), Staff Assistant, Criminal Justice. DCJS Cert. Firearms Instructor. A.A.S., A.S., Corning Community College; B.S., SUNY Brockport.
Keeler, Gwynne (1991), Senior Account Clerk, Accounting Office. A.A.S., Corning Community College.
Kephart, Robert E. II (1997), Professor, Business Administration.
A.S., Corning Community College; B.S., SUNY College at Buffalo; M.B.A., Canisius College.
Knapp, Tara (2004), Laborer, Physical Plant.
Kunkler, Cathleen (2004), Associate Professor, Nurse Education. Diploma, Robert Packer Hospital School of Nursing; B.S.N., Elmira College; M.S.N., University of Phoenix; Orthopedic Nurse Certified; Certified Nurse Educator.
LaBounty, Raymond (1999), Professor, Mathematics.
B.A., Lyndon State College; M.S., University of Rhode Island.
SUNY Chancellor’s Award for Excellence in Faculty Service (2010).
LaFever, Dana (1998) Staff Assistant, Workforce Development & Community Education.
A.S., Corning Community College; B.S., Elmira College.
Landis, Karen (2014) Assistant Director, Custodial.
Larrabee, Nancy (1998), Library Aide, Learning Resources. B.S., University of Wisconsin.
Marti, Barbara (1991), Staff Assistant, Business Administration & Computing.
B.A., Hunter College.
Martin, Susan (2004), Technical Assistant, Accounting & Payroll.
A.S., Corning Community College; B.S., SUNY Brockport.
Martz, Kevin (2007), Assistant Professor, Mathematics. M.A., SUNY Brockport.
Mattson, Sylvia (1999), Laborer, Physical Plant. A.A.S., Corning Community College.
Maxson, Justine (2013), Cleaner, Physical Plant.
Mayer, Aletta (2000), Assistant Manager, College Store & Planetarium.
McFetridge, Gregory (2013), Technical Assistant, Small Business Development Center. B.A. Cornell University
McKibbin, Patricia (1991), Senior Typist, Workforce Development & Continuing Education. A.A.S., Corning Community College.
McKinley, Gretchen (2011), Senior Campus Safety Officer, Public Safety.
A.A.S., Corning Community College.
McLaughlin, Catherine (1991), Professor, Early Childhood.
B.A., SUNY Cortland; M.S., Elmira College.
McNaney, Paul (1991), Associate Professor, English.
B.A., Elmira College; M.A., Syracuse University.
McNeill, Julie (1998), Secretary I, Communications & Humanities.
A.A.S., Corning Community College.
Mcnett, Alicia (2003), Associate Professor, Computer Information Science. B.S., Mansfield University; M.S., Rochester Institute of Technology; Board of Trustees Excellence in Teaching Award (2010).
Merrill, Gregory (2009), Sr Campus Safety Officer, Public Safety.
Mertsock, Deborah (2006), Laborer, Physical Plant. A.A.S., Corning Community College.
Meyer, Jennifer (2012), Staff Assistant, Mathematics Learning Center.
B.S., M.S., Stanford University; Ph.D., Massachusetts Institute of Technology.
Miller, Jeffrey (2010), Director, Public Safety. B.S., Elmira College.
Mletzko, Megan (2012), Staff Assistant, Student Administrative Services.
A.A., Geneseo Community College; B.S., Mansfield University; M.S., Mansfield University.
Mong, Mary Ellen (1981), Secretary I, Admissions. A.A.S., Corning Community College.
Moore, Alice (1993), Associate Professor, English.
B.F.A., M.A., Ph.D., University of Massachusetts.
Moore Powers, Dona (2000), Professor, Biology.
B.A., Hendrix College; Ph.D., University of Arkansas.
SUNY Chancellor’s Award for Excellence in Teaching (2009).
Moss, Sky (2006), Assistant Professor, History.
B.A., University of Rochester; M.A., SUNY Cortland.
Board of Trustees Award for Excellence in Teaching (2011).
Mufly, Lois (2007), Staff Assistant, Nurse Education.
A.A.S., Corning Community College; M.S., Mansfield University.
Narasimha, Sridhar (2014), Assistant Professor Chemistry.
B.Sc. & M.Sc., Sri Sathyai Sai Institute of Higher Learning, Ph.D, Syracuse University.
Newman Barber, Patricia (2013), Counselor, Advising & Counseling.
MSW, Nazareth College and SUNY Brockport; B.A., Nazareth College.
Nicholas, R. Nannette (2001), Director, Human Resources.
A.A.S., Tompkins-Cortland Community College; B.S., Cornell University; Certified Employee Benefit Specialist; Certified Senior Professional in Human Resources.
Nichols, Adam (2010), Groundskeeper, Physical Plant.
Nichols, Marsha (2008), Cleaner, Physical Plant.
O’Hara, Jennifer (2012), Visiting Assistant Professor, Business Administration.
B.A., SUNY Binghamton; J.D. Western New England College School of Law.
Olson, Sandra M. (1986), Staff Assistant, Admissions.
A.A.S., A.A.S Corning Community College; B.A., SUNY Geneseo.
Oppenheim, Joseph (2000), Assistant Professor, Computer & Information Science.
B.S.E.E., Wilkes College.
Owen, Thomas (2010), Visiting Instructor, Accounting.
M.S., Syracuse University.
A.A.S., Corning Community College.
Pappas, Barry (1989), Associate Professor, Automotive Technology.
B.S., SUNY Oswego; Master L1 ASE certified.

Learning transforms lives.
Paulin, Ana M. (2005), Administrative Assistant, Student Development.
A.S., Comming Community College.
Peaslee, Jayne (1981), Director, Center for Teaching Innovation & Excellence.
A.S., Comming Community College; B.A., SUNY Geneseo; M.S., Elmira College.
Board of Trustees Award for Excellence in Teaching (1995).
Perkins, Kimberly (2010), Director, Academic Outreach.
A.A.S., SUNY College of Technology at Alfred, B.S., Empire State College, M.S., SUNY Brockport.
Pindel, David (1999), Professor, Biology.
B.A., University of Wisconsin-Stevens Point; M.S., Western Illinois University.
Board of Trustees Excellence in Teaching Award (2006); SUNY Chancellor’s Award for Excellence in Teaching (2008).
Poole, Karen (1986), Associate Dean of Enrollment Services.
A.S., Comming Community College; B.S.W., James Madison University; M.S., SUNY Brockport.
Potter, John (2010), Laborer, Physical Plant.
Prechtl, Michael (2007), Assistant Professor, Mechanical Technology.
A.A.S., Comming Community College; B.S., Keuka College; NYS Certified Jour- neyman Toolmaker.
Pratsman, Deborah (1991), Staff Assistant, Student Life.
B.S., Comming Community College; B.A., Cedarville College.
Quattrone, David B. (1972), Professor, Accounting.
A.S., Comming Community College; B.S., SUNY Buffalo; M.S., SUNY Bingham-
Radia, Hatesh (2011), Instructor, Mathematics.
M.S., University of Massachusetts at Lowell.
Rava, Mike (2014), Technical Assistant, Information Technology
A.S. Comming Community College; B.A. Mansfield University
Reed, Gary (1993), Maintenance Worker, Physical Plant.
Reed, Kelly (1991), Network Administrator, Information Technology.
B.S., Mansfield University.
Reynolds, Michael (1996), Associate Professor, Machine Tool Technology.
B.S., SUNY Oswego; NYS Certified Journeyman Toolmaker.
Riesbeck, Nancy (1979), Stenographic Secretary, Workforce Development & Community Education. CAP-OM. SUNY Chancellor’s Award for Excellence in Classified Service (2011).
Roach, Suzanne (1994), Administrative Assistant, Vice President & Dean of Academic Affairs. A.A.S., Comming Community College.
Rockwell, David (2001), Associate Professor, Health, Physical Education & Recreation. A.A.S. Comming Community College; B.S., Ithaca College; M.S., SUNY Cortland.
Roe-Tubbs, Sarah (2010), Staff Assistant, Writing Center.
B.A., Ithaca College.
Ropelewski-Irons, Gall (1982), Professor, Nurse Education.
Diploma, The Genesee Hospital; B.S.N., American University; M.S., SUNY Binghamton. SUNY Chancellor’s Award for Excellence in Teaching (1995).
Roe, Lisa (2010), Staff Assistant, Nurse Education.
A.A.S., Comming Community College; B.S.N., M.S.N., Mansfield University of Pennsylvania.
Rossi, Kevin (2013) Campus Savety Officer, Public Safety
Rudnick, Virginia (2013), Director, Institutional Research.
B.A. SUNY Fredonia, M.A. Ottawa University
Safford-Seymour, Heather (2012), Child Care Instructor, Child Care Center.
B.S., SUNY Geneseo; M.A., Binghamton University.
St. John-Jarvis, Susan (1998), Professor, Anthropology & Sociology.
B.S., M.A., Arizona State University.
Sanford, Deborah (1986), Technical Assistant, Academic Outreach.
A.A.S., Comming Community College; B.A., SUNY Empire State College.
Santilli, James (2009), Counselor, Advising & Counseling.
B.A., SUNY Geneseo; M.S., Alfred University.
Sassman, Laureen (1999), Staff Assistant, Student Support Services.
B.S., Westminster College.
Scudder, Emily (2011), Coordinator, Fitness Center. B.S., SUNY Cortland.
Seager, Billie Jo (1988), Stenographic Secretary, Math, Physics, Technology & Engineering Science. A.A.S., Comming Community College.
Sellers, Jennifer (2013), Visiting Instructor, Earth & Sky.
B.A. Central Michigan University, M.S. University of Michigan
Shaw, Byrnn (1981), Associate Dean, Communications & Humanities; Professor, English. B.A., Mansfield University; M.A., Bloomburg State College. Board of Trustees Award for Excellence in Teaching (2002).
Simmons, Jennifer (2014), Resident Director, Perry Hall.
B.A. SUNY Brockport.
Shoemaker, Cheryl (1999), Secretary I, Health, Physical Education & Recreation.
Smith, Allen (2008), Technical Assistant, Information Technology.
A.A.S., Comming Community College.
Smith, Marguerite (2009), Director of Nursing, Health & Sciences.
M.S., Portland State University.
Snow, Barbara J. (1978), Director, Financial Aid.
A.S., Comming Community College; B.S., Cornell University.
Sonner, Bruce (1988), Professor, English. A.A., Comming Community College; B.A., SUNY Albamy; M.A., SUNY Binghamton.
Speicher, Kathleen (2007), Assistant Professor, Mathematics.
B.S., University of Notre Dame; M.S., University of Connecticut.
Spencer, Kirk (1997), Technical Assistant, Information Technology.
A.A.S., Comming Community College.
Squires, Barbara (1997), Associate Professor, Accounting.
B.S., M.S.Ed., Elmira College. SUNY Chancellor’s Award for Excellence in Teaching (2013).
Stanbro, Jason (2006), Instructor, Automotive Technology.
A.O.S., Comming Community College; B.S., SUNY Buffalo. Master L1 ASE Certified.
Sullivan, Jerry (2000), Custodial Worker, Physical Plant.
Swett, Allen (1995), Groundskeeper, Physical Plant. A.S., Comming Community College; B.S. Cornell ALS
Taft, Bruce (2009), Senior Typist, Residence Life/ Public Safety. A.A.S., Comming Community College.
Thomas, Deborah (1977), Stenographic Secretary, Business Administration & Computing.
Thompson, Mary (2009), Senior Typist, Small Business Development Center.
Townsend, David (1999), Assistant Director, Trades, Physical Plant.
B.S., SUNY Albamy.
Tranter, Lauren (2012), Visiting Instructor, Biology Chemistry.
B.S., M.S., Marywood University.
Troncone, Craig (2010), Building Maintenance Mechanic, Physical Plant.
A.A.S., Williamsport Area Community College.
Turner, Michele (1998), Technical Assistant, College Store.
A.A.S., Comming Community College.
Turner-Viciedo, Sandra (2001), Professor, Modern Languages.
B.A., SUNY Geneseo; M.A., Middlebury College.
B.A., SUNY Fredonia; M.S., Alfred University.
VanDerpoel, James (2006), Custodial Worker, Physical Plant.
A.O.S., SUNY College of Technology at Alfred.
van Otterloo, John (2010), Associate Director, New Media Communications.
B.A., Houghton College.
Walker, Martha (2013), Instructor, Nurse Education. B.S.N., M.S.N., Keuka College.
Ward, Keith (2010), Staff Assistant, Writing Center. B.A., Roberts Wesleyan College.
Weisman, Sarah (2006), Associate Dean, Learning Resources.
B.A., Columbia University; M.S., Syracuse University.
Wenck, Timothy (2010), Coordinator, Math Learning Center.
B.A., SUNY Geneseo.
Wenner, Ruth (1983), Professor, Chemistry.
B.S., Mansfield University; M.S., University of Massachusetts.
A.A., Comming Community College; B.S., SUNY Fredonia.
Widynski, Peter (1998), Utilities Manager, Physical Plant.
Wiburn, Erin (2008), Librarian, Learning Resources.
B.S., Elmira College; M.S., SUNY Albamy.
Williams, Calvin (1990), Director, Physical Plant.
B.A., Williamsport Area Community College.
Williams, Yolanda (2006), Staff Assistant, Student Administrative Services.
A.A.S., Comming Community College.
Wilson, Sheila (2000), Staff Assistant, Admissions.
A.A.S., Comming Community College.
York, Michell (2011), Senior Typist, Social Sciences & Social Services.
York, Timothy (2011), Cleaner, Physical Plant.
Zimmermann, Allison (2010), Coordinator, Student Disability Services.
B.A. University of Wisconsin; M.Ed., University of Minnesota.
Emeriti

Members of the Corning Community College faculty and professional staff who retire and have served the College for at least fifteen years in accordance with the published designation of retirement will be eligible for consideration for emeritus status. Employees who are nominated for this lifetime achievement are recommended to the Regional Board of Trustees through the President of the College. (Dates in parentheses indicate years of service.) (* Deceased)

Allan, James (1973-2002), Director, Admissions & Enrollment Services.
Anastasio, Frank (1965-1995), Professor, English.
Appelt, Hans-Peter (1970-2010), Professor, Computer & Information Science.
Bacalles, Peter G (1977-2009), Professor, Business Administration. Board of Trustees Award for Excellence in Teaching (1992); SUNY Chancellor’s Award for Excellence in Teaching (2006).
Beebe, Beverly A. (1964-1992), Professor, Health and Physical Education.
Benneky, Henry (1969-1995), Associate Professor, Philosophy.
Bieszans, Richard (1969-2010), Professor, Anthropology & Sociology.
Biviano, David (1977-1996), Director, Admissions.
Borden, Donald (1993-2012), Professor, Psychology.
Brennan, John (1966-1996), Professor, Biology. Board of Trustees Award for Distinguished Teacher (1982).
Brown, James (1961-1982), Professor, Mathematics.
Brill, Margaret (1960-2006), Professor, Art History & Humanities.
Bulkley, Neil E. (1963-2000), Professor, Health, Physical Education & Recreation; Director, Athletics.
Carr, Lawrence (1966-1996), Professor, Mathematics.
Carr, Sally (1975-1996), Professor, English. Board of Trustees Award for Distinguished Teacher (1983).
Clark, Dale (1981-2008), Professor, Business Administration.
Connelly, John P.* (1969-2002), Professor, Economics. Board of Trustees Award for Distinguished Teacher (1980).
Craumer, Sherman M. (1963-1989), Professor, Physical Education.
Curtin, Brenda (1979-2008), Professor, English.
SUNY Chancellor’s Award for Excellence in Teaching (1989); SUNY Chancellor’s Award for Excellence in Scholarship & Creative Activities (2003).
SUNY Chancellor’s Award for Excellence in Faculty Service (2004); SUNY Chancellor’s Award for Excellence in Teaching (2004).
DeMember, Ann (1979-1998), Director, Community Education and Services.
Dugo, Robert (1970-1996), Professor, Accounting.
D’Ullisse, Anne (1991-2012), Professor, Human Services.
B.A., M.S., University of Pennsylvania.
Board of Trustees Award for Excellence in Teaching (1996).
SUNY Chancellor’s Award for Excellence in Teaching (1996).
Dull, Jean A. (1997-2012), Associate Professor, Human Services.
B.S., Jacksonville State University; M.S., Shippensburg State University.
Edwards, Kathryn (1982-2008), Professor, Nurse Education.
Ek, Richard N. (1976-2004), Professor, Psychology.
Frank, David C.* (1965-1992), Professor, Business Administration.
Garrison, Barry (1983-2012), Executive Director, Information Systems; Professor, Mathematics.
Gee, Gin K. (1965-1991), Professor, Biology.
Gifford, George L. (1967-1999), Professor, Engineering; Chairperson, Math/Physics Technology Division. SUNY Chancellor’s Award for Excellence in Professional Service (1991).
Gilmartin, Michael (1969-2003), Professor, English. Board of Trustees Award for Excellence in Teaching (1996); SUNY Chancellor’s Award for Excellence in Teaching (2000).
Giufrida, Robert* (1962-1991), Professor, Modern Languages.
Gleason, Janet S. (1974-1989), Professor, Health Education.
Glossner, Clair (1969-2001), Professor, Mathematics.
Board of Trustees Award for Distinguished Teacher (1982); Board of Trustees Award for Excellence in Teaching (1993); SUNY Chancellor’s Award for Excellence in Teaching (2001).
Hall, Sandra (1989-2004), Professor, English.
Hanak, Helen (1991-2005), Professor, Mathematics.
Hanas, Anna* (1960-1977), Registrar.
Hartnett, Alleyne R. (1975-2012), Director, Math Learning Center.
Hauser, Charles* (1968-1984), Professor, Industrial Technology.
Healy, Florence (1965-1981), Professor, Nursing Education.
Herman, Edward (1969-1997), Professor, Electrical Technology. Board of Trustees Award for Distinguished Teacher (1982); Board of Trustees Award for Excellence in Teaching (1989).
Hill, Brian J. (1982-2007), Professor, Manufacturing Technology.
Hoover, Daniel S.* (1967-1999), Professor, Mathematics.
Board of Trustees Award for Excellence in Teaching (1991); SUNY Chancellor’s Award for Excellence in Teaching (1975).
Horgan, James (1982-2003), Professor, Mechanical Technology.
Board of Trustees Award for Excellence in Teaching (1990).
Hudson, James (1968-2002), Professor, Music.
SUNY Chancellor’s Award for Excellence in Teaching (1984); Board of Trustees Award for Distinguished Teacher (1984).
Jenks, Ellen (1969-2004), Professor, Business Administration.
Jitomir, Howard (1978-2003), Professor, English.
Josbuen, Lawrence (1989-2008), Professor, Physics.
SUNY Chancellor’s Award for Excellence in Teaching (1995); Board of Trustees Award for Excellence in Teaching (1998).
Keeler, Patrick (1981-2007), Professor, Mathematics.
SUNY Chancellor’s Award for Excellence in Faculty Service (2005); Board of Trustees Award for Excellence in Teaching (1992).
Keith, Kenneth G. (1966-1989), Professor, Physics.
Kelley, John W. (1964-2005), Vice President/Dean, Student Development.
Kelley, Robert* (1963-2002), Professor, Accounting.
Kenner, Wayne* (1968-1999), Professor, Mechanical Technology.
Kephart, Robert* (1967-1996), Professor, Biology and Chemistry.
Kettner, Heinz* (1958-1977), Professor, Engineering Technology.
Knowles, Forest (Wooddy), (1974-2011), Director, Student Life.
Kimmsan, Barbara (1990-2012), Professor, Nursing Education.
Board of Trustees Award for Excellence in Teaching (1999).
Lanning, Nancy (1966-1982), Assistant Dean, Continuing Education and Community Service.
Leveen, Pauline (1965-1991), Professor, History and Government.
Lindsay, Karen (1990-2012), Director, Nurse Education Learning Center.
Lurii, Linnea N. (1968-1990), Associate Professor, Nurse Education.
Board of Trustees Award for Excellence in Teaching (2001); SUNY Chancellor’s Award for Excellence in Teaching (2003).
McGrath, Thomas (1967-2010), Professor, Biology.
SUNY Chancellor’s Award for Excellence in Scholarship & Creative Activities (2002); SUNY Chancellor’s Award for Excellence in Teaching (1999).
McNally, Samuel F. (1964-2000), Professor, Mathematics.
Board of Trustees Award for Excellence in Teaching (1995).
Methven, Joanne (1989-2010), Professor, Mathematics.
Board of Trustees Award for Excellence in Teaching (2003).
Miller, Anne E.* (1969-1996), Director, Grants & Special Funding.
Miller, Kenneth A.* (1965-1995), Professor, English.
Moonschein, Henry C. (1967-1999), Professor, English & Theatre.

Moriarty, Richard (1980-2004), Director/Professor, Criminal Justice. Board of Trustees Award for Excellence in Teaching (2002).


Nyberg, Donald (1968-2008), Professor, Chemistry. Board of Trustees Award for Distinguished Teacher (1979).

Orser, John (1965-1995), Professor, English.

Page, Bonnie (1967-2002), Professor, Nurse Education; Associate Dean of Faculty. SUNY Chancellor’s Award for Excellence in Professional Service (1998).


Piecuch, Rosemary (1969-2002), Professor, Office Technology.

Poeth, James (1965-1980), Associate Professor, Mathematics.


Poole, M. Alan* (1965-1984), Professor, Psychology & Sociology. Powell, Barbara (1982-2003), Professor, Computer Information Science.

Powers, Marie (1974-1996), Professor, Nurse Education.

Prior, Charlene (1989-2004), Associate Professor, Nurse Education.

Reidy, Clare* (1987-2005), Professor, English.

Reidy, Thomas (1972-1996), Professor, Accounting. Board of Trustees Award for Excellence in Teaching (1995).

Reimanis, Gunars (1959-2000), Professor, Psychology; Dean of the College.

Roche, Mary (1964-1979), Associate Professor, Chemistry.

Rolling, Vicie (1973-2003), Professor, Physical Education. Board of Trustees Award for Excellence in Teaching (1993).

Rosenbloom, Lester (1966-2005), Professor, Business Administration; Director, Center for Professional Development.

Sweeney, Rose Marie (1962-1982), Professor, Human Services; Chair, Social Sciences. SUNY Chancellor’s Award for Excellence in Professional Service (1997).

Swinerton, Jean (1974-2003), Professor, Nursing.

Tebo, Margaret (1967-1998), Administrative Assistant, Dean of the College.

Thomas, Gerald K. (1971-1986), Professor, Electrical Technology.

Thompson, Jane (1981-1991), Professor, English.

Thompson, William P. (1959-1985), Professor, English & Speech.


Vikin, Joe (1967-1991), Professor, Chemistry.


Wandell, Richard (1988-2008), Director/Professor, Criminal Justice.

Welch, Mary Lee (1976-2012), Administrative Assistant to the President and Regional Board of Trustees, Office of the President.

Wells, Frances (1993-2008), Professor, Business Administration. Board of Trustees Award for Excellence in Teaching (2005).

Werk, Horst (1976-2000), Associate Professor, Art.

Werner, Helen* (1959-1979), Associate Professor, English.


White, Betty (1968-1986), Professor, English.

Williams, Helen* (1961-1977), Director, Community Relations & Alumni Affairs.

Williams, John (1965-2000), Professor, Biology. SUNY Chancellor’s Award for Excellence in Teaching (1978).

Wiley, Emily (1983-2003), Professor, Nurse Education. Board of Trustees Award for Excellence in Teaching (1994).

Wolverton, Patricia (1980-1995), Staff Assistant, Nurse Education.


Yoggy, Gary (1963-2001), Professor, History.
Appendix A: Equal Employment and Educational Opportunity Policy

Equal Employment and Educational Opportunity Policy
Corning Community College (“the College”) declares and affirms a policy of equal employment and equal educational opportunity. The College will make all decisions regarding admissions and the entire educational process of its students (including all educational programs and activities) and the recruitment, hiring, promotion, and other terms and conditions of employment without discrimination on the basis of race, color, age, religion, national origin, disability, sex, sexual orientation, or other protected characteristics which cannot be lawfully used as the basis for employment or educational decisions.

Through its policies and programs, the College undertakes to comply fully with all applicable federal, state and local laws relating to equal employment and equal educational opportunity. These laws include the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, Title IX of the Educational Amendments of 1972, Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972, and the New York State Human Rights Law. These laws prohibit discrimination and harassment, including sexual harassment and sexual violence, and place an affirmative obligation on the College to maintain a work and study environment free from discriminatory harassment, intimidation, ridicule, and insult.

The College is committed to maintaining an educational and work environment that is free of any harassment and to fostering positive business and personal conduct so that everyone, including students, employees, and visitors, is treated with respect and dignity in a non-discriminatory environment.

Summary
Harassment on the basis of the above protected characteristics constitutes unlawful discrimination. The College will take steps to prevent discrimination and harassment, to prevent the recurrence of discrimination and harassment, and to remedy its discriminatory effects on the victim(s) and others. Sex discrimination includes sexual harassment, sexual assault, and sexual violence.

This policy applies to all members of the campus community, individuals doing business with the College, and any persons utilizing campus facilities. A procedure for handling complaints under this policy has been established and is available on the College website or from the Human Resources Office. This procedure may be used by students, employees, or any third party participating in a College sponsored program or affiliated activity. Employee grievance procedures established through College policy or collective bargaining agreements, student disciplinary procedures, or any other internal grievance/complaint procedure will continue to operate as before.

The President of the College has ultimate responsibility for equal opportunity and has assigned responsibility for the administration of the College’s policy to the Director of Human Resources (the “Director”), who also serves as the College’s Title IX Coordinator. The Director administers the Equal Employment and Educational Opportunity Complaint Procedure, coordinates the activities of the Equal Opportunity Committee, and is responsible for the maintenance of all necessary records needed to comply with federal and state laws governing equal employment and educational opportunity. One or more deputy coordinators may be appointed to assist the Director in his/her Title IX Coordinator duties; a complete list of these deputy coordinators is available from the Director.

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

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

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

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

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

R. Nannette Nicholas
Director of Human Resources
1 Academic Drive
Corning, NY 14830
(607) 962-9444
nicholas@corning-cc.edu

-OR-

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

Definitions

Harassment on the Basis of Protected Characteristics Other Than Sex/Gender - harassment based on race, color, age, religion, national origin, disability, sexual orientation, or other protected characteristics is oral, written, graphic or physical conduct relating to an individual’s protected characteristics that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the College’s programs or activities.

Sex Discrimination – behaviors and actions that deny or limit an individual’s ability to benefit from and/or fully participate in the educational programs or activities or employment opportunities because of an individual’s sex. Under Title IX, discrimination on the basis of sex can include sexual harassment, rape, and sexual assault, and sexual violence, both on and off campus, by employees, students, or third parties. Employees and students should report sexual harassment that they observe or become aware of to the Title IX Coordinator.

Sexual Assault is defined as a physical sexual act or acts committed against an individual’s will and consent or when an individual is incapable of giving active consent, incapable of appraising the nature of the conduct, or incapable of declining participation in, or communicating unwillingness to engage in, a sexual act or acts. Sexual assault is an extreme form of sexual harassment. Sexual assault includes what is commonly known as “rape,” whether forcible or non-forcible, “date rape,” and “acquaintance rape.” Nothing contained in this definition shall be construed to limit, or conflict with the sex offenses enumerated in Article 130 of the NYS Penal Law, which shall be the guiding reference in determining if the alleged conduct is consistent with the definition of sexual assault.

Sexual Harassment in the Educational Setting – unwelcome conduct of a sexual nature. Sexual harassment can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment of a student denies or limits, on the basis of sex, the student’s ability to participate in or to receive benefits, services, or opportunities in the College’s programs.

Sexual Harassment in the Employment Setting – unwelcome sexual advances, requests for sexual favors, or verbal or physical conduct of a sexual nature when any of the following occurs:

- Submission to such conduct is made a term or condition of an individual’s continued employment, promotion, or other condition of employment
- Submission to or rejection of such conduct is used as a basis for employment decisions affecting an employee or job applicant
- Such conduct is intended to interfere, or results in interference, with an employee’s work performance, or creates an intimidating, hostile, or offensive work environment (hostile environment harassment).

Sexual Violence – physical sexual acts perpetrated against an individual’s will or where an individual is incapable of giving consent.

Preponderance of the Evidence – the standard of proof in sexual harassment and sexual assault cases which asks whether it is “more likely than not” that the sexual harassment or sexual violence occurred. If the evidence presented meets this standard, then the accused should be found responsible.

Hostile Environment Sexual Harassment – examples include:

- Sexual innuendos, sexually suggestive comments, offensive language, sexually oriented kidding or teasing, gestures, practical jokes, etc.
- Displays of sexually suggestive pictures, magazines, or other objects
- Any other conduct that ridicules or humiliates an individual because of his/her gender.

Non-Sexual Hostile Environment Harassment - The same general principles that apply to hostile environment sexual harassment also apply to harassment on the basis of other factors, such as race, color, age, religion, national origin, disability, sexual orientation, or other protected characteristics. Examples of non-sexual hostile environment harassment include:

Transfer, demotion, or termination of employees on the basis of race, color, age, religion, national origin, disability, gender, sexual orientation, or other protected characteristics.

- Interference in or denial of opportunities for educational success on the basis of race, color, age, religion, national origin, disability, gender, sexual orientation, or other protected characteristics.
- Unwelcome, offensive, or demeaning comments, slurs, language, jokes, or gestures related to or referring to an individual’s race, color, age, religion, national origin, disability, gender, sexual orientation, or other protected characteristics.
- The presence of books, magazines, pictures, or other objects that may be reasonably construed as offensive or demeaning
based on race, color, age, religion, national origin, disability, gender, sexual orientation, or other protected characteristics in the workplace where other students or employees may see or find them.

- Creating or contributing to an intimidating, hostile, or offensive working environment on the basis of race, color, age, religion, national origin, disability, gender, sexual orientation, or other protected characteristics.

Warning! If you are reading a printed copy of this document, you may not have the current information. Please refer to the Regional Board of Trustees Policy Manual, available on the Office of the President’s web page, for the latest version of this policy.
Appendix B: Equal Employment and Educational Opportunity Complaint Procedure

Equal Employment and Educational Opportunity Complaint Procedure

This Procedure provides a mechanism through which the College may identify, respond to, and prevent incidents of illegal discrimination. The College recognizes and accepts its responsibility in this regard and believes that the establishment of this internal, non-adversarial complaint process will benefit students, employees, and College administration, permitting investigation and resolution of problems without resorting to the frequently expensive and time consuming procedures of state and federal enforcement agencies or courts.

All members of the College community, including students, should realize that a charge of discrimination is a serious matter that may impact the education or careers of individuals or the College as a whole. For that reason, the College is obligated to investigate all charges, regardless of whether the victim/complainant chooses to proceed with either an informal or formal resolution, and make every effort to keep the complainants and respondents informed throughout the course of an investigation. The proceedings of any investigation are held confidential to the extent possible.

Although this complaint procedure does not in any way deprive an individual of the right to file a complaint with outside agencies (such as the NYS Division of Human Rights, the Equal Employment Opportunity Commission, or the Office for Civil Rights of the U.S. Department of Education), it is to the benefit of all parties involved that such cases be addressed promptly and fairly using whatever administrative means are available to avoid the personal and institutional stress which can occur in a public hearing. Consequently, this complaint procedure may not be used if the same complaint has been filed with a State or Federal agency or if a grievance has been filed under any current College policy of collective bargaining agreement or any other internal grievance procedure, unless the complaint is one of sex discrimination (including sexual harassment, sexual assault, and sexual violence). Any investigation or review underway will terminate without conclusion if a complaint (other than one of sex discrimination) is filed elsewhere.

Please Note:

- During any portion of the complaint procedure, the use of audio or video taping devices by any party is prohibited.
- The standard applied to this process is a preponderance of evidence standard (i.e., the evidence must demonstrate that it is more likely than not that the conduct occurred).

Retaliation

Retaliation against any individual for filing a complaint or for assisting or participating in the investigation of a complaint is strictly prohibited and may result in disciplinary action. Retaliation is an adverse action taken against an individual as a result of complaining about unlawful discrimination or harassment, exercising a legal right, and/or participating in a complaint investigation as a third party witness. Complainants or participants who experience retaliation should contact the Director of Human Resources/Title IX Coordinator.

Informal Resolution

Although in rare instances verbal complaints may be acted upon, the procedures set forth herein rely upon the submission of a written complaint to initiate a full and fair investigation of the facts. IT IS THE RESPONSIBILITY OF THE COMPLAINANT TO ENSURE THAT HIS/HER COMPLAINT IS FILED WITHIN THE 90 CALENDAR DAY PERIOD THAT IS APPLICABLE UNDER STEP 1 OF THE INFORMAL RESOLUTION SECTION OF THIS PROCEDURE.

1. Complaints or concerns that are reported to an administrator, director, or supervisor concerning an act of discrimination or harassment, or acts of discrimination or harassment that administrators, directors, or supervisors observe or become aware of must be immediately referred to the Director. Complaints may also be made directly to the Director by anyone who experiences, observes, or becomes aware of discrimination or harassment.

Employees must file a written complaint with the Director within 90 calendar days following the alleged discriminatory act or the date on which the complainant first knew or reasonably should have known of such act. All such complaints must be submitted on a form provided by the College. Students must file a written complaint within 90 calendar days following the alleged discriminatory act or 90 calendar days after a final grade is received or the semester during which the discriminatory act occurred, if that date is later. If a complaint of sexual harassment or sexual violence is filed more than 90 calendar days following the alleged act, the complainant will still be offered all appropriate victim support services and resources, including interim measures to protect the parties. In addition, the matter may be referred for appropriate employee or student disciplinary action.

2. The written complaint will include the following information:

- The complainant’s name, address, telephone number(s), email address, and status (student, employee, third party)
- A statement of the facts explaining what happened and what the complainant believes constituted the unlawful discriminatory acts in sufficient detail to give the respondent(s) reasonable notice of what is claimed against him/her. The statement should include the date, approximate time, and place where the alleged acts of unlawful discrimination or harassment occurred. If the acts occurred on more than one date, the statement should also include the last date on which the acts occurred, as well as detailed information about the prior acts. The names of any potential witnesses should be provided.
- The name(s), address(es), telephone number(s), status(es) of the respondent(s), i.e., the person(s) claimed to have committed the act(s) of unlawful discrimination.
- A statement indicating whether or not the complainant has filed or reported information concerning the incidents referred to in the complaint with a non-campus official or...
agency under any other complaint procedure. If an external complaint has been filed, the statement should indicate the name and address of the department or agency with which the information was filed.

- A description of any corrective or remedial action that the complainant would like to see taken.
- Signature of the complainant and the date the complaint was signed.

The Director is available to assist individuals in preparing complaints. The Director will ensure that complainants are aware of their Title IX rights and available resources (both on- and off-campus), and the right, if any, to file a complaint with local law enforcement. The College will comply with law enforcement requests for cooperation and such cooperation may require the College to temporarily suspend the fact-finding aspect of a complaint investigation while the law enforcement agency is in the process of gathering evidence. The College will resume its Title IX investigation as soon as it is notified by the law enforcement agency that it has completed its evidence gathering process.

3. The Director will attempt to resolve the complaint informally to the mutual satisfaction of the parties. The Director will review all relevant information and interview pertinent witnesses. For Title IX complaints, a preponderance of evidence standard (i.e., it is more likely than not that sexual harassment or violence occurred) will be used.

If a mutually agreeable solution is achieved within 24 calendar days of the date the complaint was filed, the complaint is closed and the file is completed. Both the complainant and the respondent receive a copy of a brief concluding statement. Complaint records will be kept in a secure file in the Director’s office.

If a mutually acceptable solution is not possible at the informal stage, either party may choose to move to the formal procedure. The Director will assist the complainant and respondent through the formal resolution process.

**Formal Resolution**

Either party may make a written request to the Director to have the matter reviewed by an Equal Opportunity Committee. Such written request must be received by the Director within 10 calendar days of the date that any informal resolution was rendered.

1. The Committee is coordinated by the Director and will be composed of three members of the College community who are appointed by the President, excluding the Director, who is not eligible to serve. If the President is the respondent, then the committee members will be appointed by the Chairperson of the Regional Board of Trustees of Corning Community College. The Committee members will be appointed within 10 calendar days of the date the Director receives the written request to have the matter reviewed by an Equal Opportunity Committee.

The Equal Opportunity Committee is charged with determining the validity of the complaint, as to whether the charges are grounded, ungrounded, or false. The Committee is not responsible for recommending penalties. The President of the College is ultimately responsible for taking action on any complaints of discrimination.

2. The Committee will hold closed meetings to review all relevant information, interview pertinent witnesses, and, at their discretion, hear testimony from and bring together the complainant and the respondent. Both the complainant and the respondent will be entitled to submit written statements or other relevant and material evidence and to provide rebuttal statements to the written record compiled by the Committee. Should the Committee decide to bring the complainant and the respondent together in a hearing, the complainant has the right to request alternative arrangements to avoid being in the same room as the respondent. Any alternative arrangements must enable both parties to hear each other during such joint hearing.

3. The Committee will communicate its written opinion on the validity of the complaint to the complainant, the respondent, the Director, and the President of the College within 24 calendar days of the receipt of the written complaint from the Director. If the President is the respondent, the written opinion will be communicated to the Chairperson of the Regional Board of Trustees of Corning Community College.

4. Within 15 calendar days of the receipt of the Committee’s opinion, the President will submit a written decision to the complainant, the respondent, and the Director, indicating what action he/she will take. Such action may consist of:

- A determination that the complaint was not substantiated.
- A determination that the complaint was substantiated.

- For employees (including student employees): The President may take such administrative action as he/she deems appropriate, including but not limited to termination, demotion, reassignment, suspension, reprimand, or training, consistent with the provisions of any applicable collective bargaining agreement.

- For students: The President may determine that sufficient information exists to refer the matter to the student judiciary or appropriate disciplinary panel for review and appropriate action under the Student Code of Conduct.

The action of the President will be final. If the President is the respondent, the Chairperson of the Regional Board of Trustees will issue a written decision indicating what action he/she will take. The Chairperson’s decision will be final.

If an appeal has been made and the Committee’s opinion has been returned for further deliberations, the deadline for submission of the President’s written decision will be within 15 working days of the date of the President’s receipt of the Committee’s second report.

Where the complaint process reveals that College policy has been violated, the President will take the appropriate corrective action, which may be disciplinary, on the matter. Depending on the na-
ture and seriousness of the incident, such disciplinary action may range from a verbal/written warning to suspension or termination of employment. Disciplinary decisions may be contested by employing the appropriate grievance procedure.

Note: All of the time limits specified in either the informal or formal resolution stage of this complaint procedure may be extended by mutual agreement between the respondent and the complainant.

5. If the complainant is dissatisfied with the President’s (or Chairperson’s) decision, he/she may elect to file a complaint with one or more state and federal agencies.

Warning! If you are reading a printed copy of this document, you may not have the current information. Please go to the College website for the latest version of this policy.
Appendix C: Fire Courses available for Life Experience Credit

Subject: FIRE  Fire Science
Division of Social Sciences & Social Services

FIRE 1100  Introduction to Fire Prevention
Fire department organizations; attitude; fire hazards; inspection programs; and a survey of local, state, and national codes per-training to fire prevention and its technology. (3 cr. hrs.).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
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<td>FIRE 1058</td>
<td>Firefighter Survival</td>
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<tr>
<td>FIRE 1059</td>
<td>Firefighter Assist &amp; Search</td>
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<tr>
<td>FIRE 1060</td>
<td>Health &amp; Safety Officer</td>
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<td>FIRE 1063</td>
<td>Highway Safety for Emergency Responders</td>
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<td>FIRE 1121</td>
<td>Firefighter I</td>
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<tr>
<td>FIRE 1136</td>
<td>Apparatus Operator: Emergency Vehicle Op</td>
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<td>FIRE 1151</td>
<td>Basic Structural Collapse Operations</td>
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<td>Principles of Building Construction: Noncombustible</td>
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<td>FIRE 1153</td>
<td>Principles of Building Construction: Combustible</td>
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<td>Hazardous Materials Technician-Basic</td>
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<td>FIRE 1260</td>
<td>Computer-Aided Management of Emergency Operations (CAMEO)</td>
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<tr>
<td>FIRE 1301</td>
<td>Introduction to Code Enforcement Practices</td>
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<td>FIRE 1400</td>
<td>Principles of Fire Investigation</td>
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<td>FIRE 1500</td>
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<td>FIRE 1621</td>
<td>Introduction to Fire Officer</td>
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<td>FIRE 1622</td>
<td>Fire Officer I</td>
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<td>FIRE 1701</td>
<td>Rescue Technician - Basic</td>
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<td>FIRE 1730</td>
<td>Accident Victim Extrication Training</td>
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<tr>
<td>FIRE 1771</td>
<td>Confined Space Rescue</td>
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<td>FIRE 2121</td>
<td>Firefighter II</td>
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<td>FIRE 2131</td>
<td>Truck Company Operations</td>
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<td>Apparatus Operator: Pump</td>
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<td>Apparatus Operator: Aerial Device</td>
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<tr>
<td>FIRE 2300</td>
<td>Inspection of Existing Structures</td>
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Appendix D: Smoking/Tobacco-Free Policy

No consumption of tobacco will be allowed on any College property or in any College facility.

Introduction
Corning Community College is committed to providing its students, employees, and visitors with a safe and healthy environment. In light of this commitment, as well as the findings of the U.S. Surgeon General that exposure to secondhand tobacco smoke and use of tobacco are significant health hazards, the Regional Board of Trustees has established CCC as a smoke/tobacco-free institution, effective August 1, 2011, via resolution #3371-11.

Definitions
For the purpose of this policy, “tobacco” is defined to include any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, and smokeless or spit tobacco, also known as dip, chew, snuff or snus, in any form.

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

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

Please note! If you are reading a printed copy of this document, you may not have the most current information. Please refer to the main College website, www.corning-cc.edu, for the latest version.

Appendix E: Automotive Tool List

AUTOMOTIVE TECHNOLOGY MINIMUM REQUIRED TOOL LIST

This tool list is the official current required tool list, supplied by the Automotive Technology Department at CCC. Students are REQUIRED to have these tools, and a lockable rolling tool chest, to participate in any Automotive Technology class (except AUTO 1010-Intro to Auto Technology).

You will need to have these for the first day of classes! Tools must be of good quality – common brand names such as Mac, Matco, Snap-on, Craftsman, Ace, S&K, Kobalt, NAPA, etc., are all acceptable grades of tools.

The list below represents the minimum students will need to function in the program. As students progress through their training they will discover that there are many more tools that can be used to make your job easier. Instructors will also recommend other tools that are not included in the minimum required tool list.

Students are NOT required to purchase tools from any particular manufacturer, but they must be safe and of good quality. It is recommended that you shop around to find the tools/prices that best fit you budget. However, it is recommended that students choose carefully, these tools should be able to last you a lifetime. Tools are available through the College Store at a discount and financial aid may be used if funds are available-see the college bookstore and the financial aid department for further details.

Main Campus College Store #: 607-962-9417 (Contact Michelle Turner – Bookstore Tool Sales)
Main Campus Financial Aid #: 607-962-9433

This list is approved by: CCC MPTE Division - Automotive Technology Department - 607-962-9243

If any questions, please contact the department secretary at 607-962-9243, and you can be directed to an Automotive Technology Instructor to answer your specific questions.

Tools for all first Semester Mechanical Program Students:

1/4" Drive Components
  Includes:
  6 point sockets 3/16” to 9/16”
    5mm to 14mm
  6 point deep sockets 3/16” to 9/16”
    5mm to 14mm
  6” extension
  2” extension
  ¼” drive ratchet
  Universal joint
  ¼” to 3/8” & 3/8” to ¼” drive adapters
3/8” Drive Components
   Includes:
   6 point shallow sockets 1/4” to 7/8”
   6 point deep sockets 1/4” to 7/8”
   12 point shallow sockets 5/8” to 3/4”
   10” flex handle / breaker bar
   3” extension
   6” extension
   10” extension
   3/8” ratchet
   13/16” spark plug socket
   5/8” spark plug socket
   6 point shallow sockets 10mm to 19mm
   6 point deep sockets 10mm to 19mm
   3/8” drive flex head ratchet
   3/8” ratchet to ½” socket adapter
   3/8” universal (IMPACT)

1/2” Drive Components
   Includes:
   6 point shallow sockets 1/2” to 1”
   6 point deep sockets 1/2” to 1” (IMPACT)
   6 point shallow sockets 13mm to 24mm (IMPACT)
   6 point deep sockets 12mm to 36mm (IMPACT)
   6” extension
   3” extension:½”ratchet to 3/8” socket educer/adapter
   1/2” drive ratchet
   15” flex handle / breaker bar
   1/2” universal (IMPACT)
   ½” ratchet to 3/8” socket reducer adapter

Combination Wrenches
   Includes:
   12-point combination wrenches 1/4” to 1”
   12-point combination wrenches 7mm to 21mm

Pliers
   10” Water Pump Pliers (channel-lock style)
   Diagonal Pliers
   12” Adjustable wrench
   6.5” Long Nose Pliers
   Electrical side cutters

Screw Drivers
   Includes:
   1/8” X 3-1/2’ Slotted
   3/16” X 3” Slotted
   1/4” X 4” Slotted
   No. O X 2-1/2” Phillips
   No. 1 X 3” Phillips
   No. 2 X 4” Phillips
   1/4” X 1-1/2” Stubby Slotted
   No. 2 X 1-1/2” Stubby Phillips

Torx Bit Set
   Includes:
   T-15 Bit through T-55 Bit

Hex Drive sets
   3/8” drive 1/8” 10 3/8”
   3/8” drive 4mm to 10mm

Line Wrenches
   Standard 3/8” – 11/16”
   Metric 13mm – 18mm

Brake Tools
   Brake Pliers
   Brake Hold-down Spring Tool

Hammers
   8 oz. Ball Peen
   16 oz. Ball Peen
   3LB Mallet
   Rubber Mallet; Plastic Face Hammer

Test Light
   Circuit Tester with 5’ minimum lead

Multi Meter
   Automotive Multi-Meter (DMM) with minimum of 10MegaOhm

Input impedance.

Compression Gauge
## Appendix F: Off Campus Course Locations

<table>
<thead>
<tr>
<th>CCC Code</th>
<th>Location</th>
<th>CCC Code</th>
<th>Location</th>
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<tr>
<td>Z1401</td>
<td>SCT BOCES</td>
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<td>Corning Children’s Center</td>
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<td>West High School</td>
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<td>Jamestown CC - Olean</td>
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<td>Arbor Development</td>
<td>Z1487</td>
<td>Elcor - Horseheads</td>
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<td>Z1404</td>
<td>Coopers BOCES</td>
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<td>Southern Tier Hospice</td>
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<td>Watkins One-Stop</td>
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<td>Vincent House - Wayland</td>
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<td>Hlds Middle School Fieldhouse</td>
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<td>Troy Hospital</td>
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Glossary:
The following terms/definitions are probably only a few of those which you might find confusing. Ask your advisor, Advising & Counseling Services, or Student Administrative Services for the explanation of any confusing term which you find used at CCC.

A.A. Degree:
Associate in Arts degree. A transfer degree requiring at least 45 hours of liberal arts and sciences courses.

A.A.S. Degree:
Associate in Applied Science degree. A career degree preparing students for employment upon completion of their CCC program. Requirements include at least 20 hours of liberal arts and sciences courses while the remaining courses provide the training needed for the student’s chosen career field. Although not designed for transfer, many four-year colleges do accept CCC graduates with A.A.S. degrees.

A.O.S. Degree:
Associate in Occupational Studies degree. A career degree in which all the courses relate directly to preparing students for specific careers. It differs from the A.A.S. degree program in that it does not require any liberal arts and sciences courses.

A.S. Degree:
Associate in Science degree. A transfer degree requiring at least 30 credit hours of liberal arts and sciences courses.

Academic Progress
Set of standards established by an Institution that a student must maintain in order to keep matriculation in a degree program and eligibility for financial aid.

Academic Standing
Official designation by an Institution of a student’s standing with reference to academic progress standards.

Advanced Standing
Receiving credit for prior course work, life experience, or examination.

Articulation Agreements
Formal agreements between CCC and bachelor degree-granting colleges describing conditions for transfer such as GPA and program or course requirements. Also called transfer articulation agreement.

Associate Degrees
Degrees which require a minimum of 60 credit hours (excluding physical education and certain writing modules) and may be completed in two years of full-time study.

Baccalaureate Degrees
Degrees which are completed in approximately four years of full-time study, generally about 120 to 128 credit hours. They require two years of study at a transfer college after graduating from CCC.

Career Pathways of the Southern Tier Region
Articulated sequences in a “4+2” program linking high schools and college.

Career Program
Programs designed to prepare you for a career at the end of two years. They generally lead to A.A.S. (Associate in Applied Science) or A.O.S. (Associate in Occupational Studies) degrees and immediate employment.

Certificate
Programs requiring approximately 30 hours of course work in a specific career area. Students do not earn an associate degree, but most courses can be applied toward a degree if a student wishes to take additional courses later.

COIL
Collaboration Online International Learning. An initiative linking SUNY courses with international partners.

Co-requisite
A course that must be taken at the same time as another course. Course descriptions will identify any co-requisites.

Credit Hour
Courses are assigned credit hours or equivalent credit hours. A three-credit hour course would meet approximately three hours per week during a regular semester. Laboratory and studio courses require additional time. Equivalent credit hours are awarded in courses which are not applicable to an associate degree. A credit hour is assigned for every fifteen 50-minute sessions of classroom instruction per week for a semester of fifteen weeks, with the expectation of two hours of outside study for each classroom session. If less than two hours of outside study is expected for each session, the amount of in-class time is increased accordingly, as in laboratories and studio courses. Classroom instruction time is also adjusted proportionally for modified academic calendars. For full information on SUNY policy, see SUNY document number 1305, Credit/Contact Hour, http://www.suny.edu/sunypp/documents.cfm?doc_id=168.

Credit Load
The total number of credit and equivalent credit courses for which a student has registered. Example: A registration of 9 credit hours and 4 equivalent credit hours equals a load of 13 hours.

Curriculum
All courses offered. Also refers to program and the full scope of courses needed to complete it.

Email
The College uses @corning-cc.edu as an official communication tool for students and employees.

Equivalent Credit Hours
When the content of a course is developmental and not considered college level, equivalent credit hours are earned and are not counted toward degree requirements. Registration in these courses does not count toward full-time status for financial aid.
purposes unless enrollment is a result of placement tests.

**Free Elective**
Almost any course. Exceptions include physical education activities, equivalent credit courses, and courses designated for a particular program only.

**Full-Time Student**
Anyone enrolled for 12 or more load hours in a semester. A typical course load would be 15 credit hours per semester or approximately five courses.

**General Education**
An undergraduate curriculum of broad, high-quality courses that provides students with a set of non-specialized, coherent and focused educational experiences aimed at enabling students to acquire knowledge and skills that are useful and important for all educated persons regardless of their jobs or professions.

- **Local General Education Requirements.** General education requirements established by individual SUNY campuses to either add specificity to the SUNY-GER.
- **Programmatic General Education Requirements.** Specific general education requirements associated with individual academic programs, such as requirements in programs leading to teacher certification that are externally mandated. These may be met within the 30-credit SUNY-GER, but they may also exceed the SUNY-GER (e.g., additional courses, minimum course grades).
- **SUNY General Education Requirement (SUNY-GER).** See SUNY General Education Requirement.

**Good Standing**
Students who meet the minimum requirements of the Student Progress Policy are considered to be students in good standing.

**GPA (Grade Point Average)**
Cumulative Grade Point Average (CGPA): For each credit hour, points are assigned based on the grade received. This average is calculated by dividing the total grade points earned by the number of credit hours taken.

**Program Grade Point Average (PGPA)**
This is based only on courses being used to fulfill degree and program requirements and is calculated at the time of graduation. Students must have a minimum 2.0 PGPA to graduate.

**Humanities**
Art; Music; Foreign Languages; Philosophy; most 2000-level English; Media Communications; Speech; or Theatre; and courses with the prefix HUMA.

**Institutional Learning Outcomes**
The Institutional Learning Outcomes are the expectation of student achievement through curricular and co-curricular activities.

**Laboratory Science**
Any science course which has a laboratory experience along with lectures. Examples include Astronomy, Biology, Chemistry, Geology, and Physics.

**Liberal Arts and Sciences (LAS)**
The New York State Education Department requires a minimum number of credits in liberal arts and sciences courses in each registered undergraduate degree program. In all cases, SUNY General Education courses may be counted as liberal arts and sciences courses.

**Liberal Arts Elective**
Any course from the areas of Communication, Humanities, Sciences, Mathematics, and Social Sciences.

**Matriculation**
This is a process that involves application to the College, admission to a specific academic program and enrollment in courses. An advantage of matriculation is that you officially come under the set of regulations described in the catalog in effect at the date of your matriculation. You must be matriculated to receive financial aid.

**Module**
A short .5 or one credit course; sometimes independent studies outside a regular classroom setting.

**MyCCC**
Online access to your educational record.

**Occupational Degree**
A.A.S. and A.O.S. degrees are generally considered occupational degrees. Students in these programs are preparing for a career or job upon graduation from CCC.

**Part-Time Student**
Anyone who is enrolled for fewer than 12 load hours in a semester.

**Prerequisite**
A requirement that must be met before you take a course. Each course description indicates whether or not there is a prerequisite.

**Prior Learning Assessment (PLA)**
The award of academic credit based on the evaluation of verifiable college-level learning achieved outside of a traditional academic environment.

**Probation**
Students who have met the minimum requirements of the Student Progress Policy but have a CGPA below 2.0 are placed on probation. Students on probation are in good standing, but the number of credit hours for which they can register is limited.

**Recitation**
In addition to lectures and laboratories, some courses require a recitation, which is an individual or small group meeting with an instructor.

**Registration**
The process of selecting and registering into courses through self-service or through an advisor.
Separated
Students who do not meet minimum academic requirements under the Student Progress Policy are prohibited from taking a full-time load. Separated students can take no more than seven credit hours.

Social Sciences
Anthropology, Economics, Geography, Government, History, Psychology, or Sociology.

SUNY
All of the units of the State University of New York, including CCC.

SUNY General Education Requirement (SUNY-GER)
The 30-credit requirement for SUNY baccalaureate degree recipients, which supports academic excellence as well as student choice, mobility and degree attainment by expecting students to demonstrate achievement of University-wide learning outcomes in seven of ten knowledge and skill areas (two of which are required) and two required competency areas (Basic Communication and Mathematics).

Sustainability
Meeting the needs of the current generation without compromising the needs of future generations.

Syllabus
A statement of the requirements in a course and the course material to be covered. Each professor should give you a syllabus in the first week of class.

Tobacco
Includes any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, and smokeless or spit tobacco, also known as dip, chew, snuff or snus, in any form.

Transcript
An official copy of the permanent record of every course taken and the resulting grades. This permanent record is maintained in the Office of the Registrar.

Transfer Program
Programs which are generally designed for students who want to continue their studies at a four-year college. Programs which lead to the A.A. (Associate in Arts) and the A.S. (Associate in Science) degrees transfer easily.

Waiver
An exemption from a requirement. Course waiver request forms are available from faculty advisors and Advising & Counseling Services.

Withdrawal From the College
Official notification to the College that a student will not complete the semester. Grades of R are recorded for all courses in progress at the time of the withdrawal.

Writing Designations
To uphold its commitment to the continuing development of students’ skills in written communication, CCC has designated courses as Writing-Process or Writing-in-Content Area if those courses meet the following criteria:

Writing-Process
At least 60% of the final grade must be determined from structured writing assignments: essays, research projects, technical and laboratory reports, etc. The assignments are designed to develop, reflect, and reinforce writing expertise appropriate to college-level learning and thinking required in a particular discipline. Structured writing assignments must total at least 3,000 words throughout the semester. All structured assignments are read and evaluated by the classroom instructor. Assignments are graded not solely on content, but also on aspects of writing skills: focus, structure, development, standard written English, etc.

The assignments emphasize writing process, including planning, shaping, drafting, revising, proofreading, and editing. A specific revision policy for enhancing and honing student writing skills is provided. Classroom time is devoted to topics directly related to writing in the discipline.

Writing-in-Content Areas
30 to 100% of the final grade must be determined from structured writing assignments: essays, essay examinations, technical and laboratory reports, observation reports, journals, concept illustrations (tie-ins), etc. The assignments are designed to evaluate, apply, reflect, and reinforce course concepts; the writing should be appropriate to college-level learning and thinking required in a particular discipline. Structured writing assignments must total at least 1,500 words throughout the semester. All structured assignments are read and evaluated by the classroom instructor. Assignments are graded mostly on content, coherence, and standard written English.
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Directions to Facilities

**Academic and Workforce Development Center**
318 Madison Avenue, Elmira
From 1-86 (Route 17), take exit 56 (Church Street). Turn onto Church Street (Route 352) and proceed to Madison Avenue. Turn right. CCC will be on the right, just before the Second Street intersection.

**Airport Corporate Park**
Daniel Zenker Drive, Big Flats
From I-86 (Route 17), take exit 50 (Kahler Road). Turn left onto Daniel Zenker Drive, and CCC is on the corner.

**Business Development Center**
24 Denison Parkway West, Corning
From 1-86 (Route 17), take exit 46. Turn onto Route 414S and proceed to Denison Parkway (Route 352). Turn right, and the facility is located between Pine and Walnut Streets. Parking is available across the street or behind the building.

**Criminal Justice Center**
Goff Road, East Corning
From 1-86 (Route 17), take exit 48. Follow signs for Goff Road. Turn right onto Goff Road, and CCC is the fourth building on the right.

**Spencer Hill Campus**
1 Academic Drive, Corning
From 1-86 (Route 17), take exit 46. Turn onto Route 414S and proceed to Denison Parkway (Route 352). Turn left, go two blocks to Chemung Street, then turn right. Continue up hill for approximately two miles. CCC will be on the right. Turn at the large stone sign.
Addendum

From pg 93 – Course prerequisite change effective Spring 2015:

**BUSN 1231 Business Law I**
Introduction to the American legal system and specific topics that affect business conduct. Includes legal terminology, the court systems and civil procedures, business ethic, tort law, criminal law, intellectual property and computer law, common law contract, and other topics as time permits. (3 cr. hrs.) (Fall, Spring). Prerequisite: eligible to enroll in ENGL 1010.

From pg 93 – Course prerequisite change effective Spring 2015:

**BUSN 1232 Business Law II**
Upper-level course covering the modern statutory and common law regulation of business relationships and transactions. Includes the Uniform Commercial Code topics of sales, secured transactions, commercial paper/banking, business organizations, bankruptcy, agency and accountant liability. (3 cr. hrs.) (Fall, Spring). Prerequisite: eligible to enroll in ENGL 1010.

From pg 110 – Course prerequisite change effective Spring 2015:

**GOVT 1010 American Federal Government**
Theories and practices of American Federal Government with emphasis on the national level. Changing relationships between the branches of the national government, policy formulation, political parties, pressure groups, and the growth of presidential powers. (3 cr. hrs.) (Fall, Spring). Prerequisite: Eligible to take ENGL 1010. Meets General Education requirement in Western Civilization.

From pg 110 – Course prerequisite change effective Spring 2015:

**GOVT 1020 State and Local Government**
Structure and functions of state legislative, administrative, and judicial organizations; the nature and extent of police powers of the states; state and local revenues and expenditures, problems of municipal government; political parties. (3 cr. hrs.) (Fall, Spring). Prerequisite: Eligible to take ENGL 1010.

From pg 110 – Course prerequisite change effective Spring 2015:

**GOVT 2010 Introduction to Political Science**
An Introduction to the study of political processes, theories, and structures. Focus is on analysis of political problems on a national and global level. Includes case studies of the political systems of selected nations. (3 cr. hrs.) Prerequisite: Eligible to take ENGL 1010. Upper-level course.

From pg 110 – Course prerequisite change effective Spring 2015:

**GOVT 2040 Constitution, Law, and Courts**
Development and growth of the Constitution as a result of the judicial role in interpretation. Judicial policy-making, checks upon judicial power, and competing demands of individual liberty and public authority. (3 cr. hrs.) (Fall, Spring). Prerequisite: Eligible to take ENGL 1010. Writing in content area. Upper-level course.

From pg 112 – Course prerequisite change effective Spring 2015:

**HIST 2090 African American History**
Historical background and cultural contributions of African Americans. African heritage, the slave trade, African Americans during the colonial and revolutionary periods, slavery in America, emancipation and reconstruction, the coming of Jim Crow, the struggle for equality, and the revolution in race relations are topics. The contributions of African Americans in literature, art, music, drama, and sports are discussed. (3 cr. hrs.) (ASN). Upper-level course.

From pg 112 – Course prerequisite change effective Spring 2015:

**HIST 2110 Modern Africa**
Focuses on basic knowledge and understanding of modern Africa, its people, their history and cultures. Its socio-political crises will be examined. Helps to eliminate stereotyping of Bantu African civilizations and exposes students to non-European cultures. Students will become proficient in one specific geographic realm. (3 cr. hrs.) (ASN). Upper-level course.

From pg 112 – Course prerequisite change effective Spring 2015:

**HIST 2111 Twentieth Century America**
Significant social, economic, and political changes in contemporary American life since 1898. (3 cr. hrs.) (Fall, Spring). Prerequisite: Any history course. Upper-level course.

From pg 112 – Course prerequisite change effective Spring 2015:

**HIST 2120 Islam and the Middle East**
Introduces the historical and religious events of the contemporary Middle East. (3 cr. hrs.) (ASN). Upper-level course. Meets General Education requirement in Other World Civilizations.

From pg 112 – Course prerequisite change effective Spring 2015:

**HIST 2410 Latin American History**
Political, social, and economic development of Latin America from colonial times to the present. (3 cr. hrs.) (ASN). Upper-level course. Meets General Education requirement in Other World Civilizations.

From pg 113 – Course prerequisite change effective Spring 2015:

**HLTH 1206 Issues in Women’s Health**
Issues and needs related to the health care of women as individuals and members of a family, community and society. Changing roles and life styles and traditional and non-traditional approaches to the health care of women. (3 cr. hrs.) (ASN). Prerequisite: Eligible to take ENGL 1010. Writing in content area.

From pg 125 – Course number change to MUSC 2120 effective Spring 2015:

**MUSC 1120 Introduction to Harmony**
Part writing, harmonic analysis, modulation, melodic and harmonic dictation. (3 cr. hrs.) (Spring). Prerequisite: MUSC 1110. Upper-level course. Meets General Education requirement in Humanities.

From pg 125 – Course number change to MUSC 2130 effective Spring 2015:

**MUSC 1130 Reading Vocal Music**
Practice of frequently used pitch and rhythm patterns to sing at sight simple melodic and rhythmic material found in simple songs, folk songs, art songs, and choral music. Preparation for participation in school and community choruses and church
choirs. (2 cr. hrs.) (Fall). Prerequisite: MUSC 1110. Lecture/practice. Upper-level course.

From pg 129 – Course prerequisite change effective Spring 2015:

**PEPD 1000  Sports and the Law**
Legal issues surrounding negligence, discrimination, liability, equipment and facilities, activity guidelines, risks. (1 cr. hr.). (ASN). Prerequisite: Eligible to take ENGL 1010. Writing in content area.

From pg 132 – Course prerequisite change effective Spring 2015:

**PHIL 1300  Current Moral Issues**
Examines today’s important social questions about abortion, euthanasia, drug legalization, racial harmony, free speech, environmentalism, welfare, affirmative action, world hunger and similar issues. Attention to underlying larger philosophical concerns on nature, value, rights, and responsibilities of human beings. (3 cr. hrs.) (ASN). Prerequisite: Eligible to take ENGL 1010. Meets General Education requirement in Humanities.

From pg 137 – Course prerequisite change effective Spring 2015:

**RECC 2018  Tae Kwon Do II**
(Taekwondo) Tae Kwon Do, a popular martial art and an Olympic sport, is also a self-defense system. More advanced techniques of Tae Kwon Do are introduced in this second course. Through the use of combination of techniques, students will gain an understanding of how to defend themselves. (.5 cr. hr.) (Fall, Spring). Prerequisite: RECC 1018