



SUNY **Fulton-
Montgomery**

A State University of New York Community College

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

2024-2025

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

SUNY Fulton-Montgomery Community College (SUNY FMCC) is a College of the State University of New York and provides college level education to students from a variety of educational backgrounds. Admission to SUNY FMCC is determined without regard of race, color, national origin, religion, creed, age, disability, sex, gender identity or expression, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, criminal conviction, or other legally protected characteristic.



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Welcome to SUNY Fulton-Montgomery Community College!

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

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

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

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

On campus we have worked to provide exemplary facilities including the Evans Library and Learning Commons where more than 1,000 people come through the door in a day, the Perrella Gallery, television studios, the Rao Theater, a demonstration cleanroom, a state-of-the-art fitness center, study lounges, and recently renovated science labs.

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

I look forward to seeing you on campus.

Greg Truckenmiller, Ph.D.
President

Mission

SUNY Fulton-Montgomery Community College’s mission is to deliver **higher education** through **accessible** and **equitable learning opportunities** that **empowers** our **diverse student body** to meet their **academic** and **career goals**. SUNY FMCC is committed to fostering **partnerships** that will encourage **stronger community relations** and provide **transformative learning experiences**.

Vision

SUNY Fulton-Montgomery Community College - the **community’s college** - works to **improve the lives** of the **various populations** it serves and is devoted to offering **remarkable, high-quality learning experiences** that meet the **needs of its students** in an always **transforming world**.

Core Values – EMPOWER

Empower **our faculty, staff, and our students through opportunities, integrity, and a commitment to growth.**

Empower **our stakeholders through diversity, inclusion, engagement, participation, and partnership.**

Empower **our community through accessible, high quality, and relevant education.**

EMPOWER

- E – Empathy - Attentive listening, speaking honestly, embracing cultural differences, and having compassion for divergent perspectives and opinions.
- M – Mindfulness – Through critical analysis and integrity, embrace social justice and value the life, hopes, and dreams of everyone in our society without judgement and with kindness.
- P – Perseverance – Commitment to growth and inner strength by continuing forward and remaining focused on a goal, idea, or obligation.
- O – Opportunity – Seek and promote creative, equitable experiences that support personal growth and learning in a global society.
- W – Wellbeing – Foster a safe climate of belonging, happiness, and mind- body connectedness as a diverse community that encourages learning from each other.
- E - Engagement – Cultivate positive relationships and partnerships to deliver 21st century knowledge, skills, and competencies that support an equitable student experience.
- R – Relevance – Collective attention to ever evolving student and community needs.

SUNY FMCC Civility Statement

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

SCOPE OF PROGRAMS AND SERVICES OFFERED

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

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

2021-2026 Strategic Plan: **Adapt. Connect. Leverage.**

SUNY Fulton-Montgomery Community College developed its Strategic Plan for 2021 – 2026: Building on Success with our students and our community in mind. SUNY FMCC is truly a welcoming campus with faculty and staff who care deeply about student success and the growth of our community. To that end, the following overall goals are included in the Plan:

Goal 1 **Partnerships**

1. **Adapt** by establishing creative relationships with stakeholders.
2. **Connect** the community to SUNY FMCC through collaboration and innovation.
3. **Leverage** internal talents and external opportunities to meet the Mission and Vision.

Goal 2 **Equitable student experience**

1. **Adapt** and be flexible in educational design and delivery to meet the needs of individual students.
2. **Connect** and foster meaningful relationships to build a sense of belonging for all students.
3. **Leverage** individual pathways and experiences to maximize opportunities in the workforce and/or further education.

Goal 3 **Enrollment management and retention**

1. **Adapt**, modify, and adjust practices to attract students of different populations.
2. **Connect** with students throughout their time at SUNY FMCC and beyond.
3. **Leverage** new internal and external strategies for enrollment, retention, and completion.

Goal 4 **Transform**

1. **Adapt** and position ourselves for new opportunities in Higher Education.
2. **Connect** with stakeholders to reimagine and rebrand SUNY FMCC to purposefully maximize student experiences while also meeting the needs of the community.
3. **Leverage** communication and assessment to meet the Mission, Vision, Equitable Student Experience, Core Values, and Strategic Goals.

Institutional Learning Outcomes

SUNY Fulton-Montgomery Community College has adopted learning outcomes for all students graduating from all degree programs. The outcomes are achieved through traditional learning experiences in the classroom as well as extra and co-curricular activities. The current outcomes were approved by the College Board of Trustees in 2023.

Institutional Learning Outcomes

As an institution of higher learning, we are dedicated to fostering the academic and personal growth of our students. Our commitment to excellence in education is reflected in our Institutional Learning Outcomes (ILOs). These outcomes represent the core knowledge, skills, and values that we aim to instill in our students during their time at SUNY FMCC. Through rigorous academic programs, engaging co-curricular activities, and supportive campus resources, we strive to empower our students with the tools they need to succeed in a diverse and rapidly changing world. Our ILOs serve as a compass that guides our educational efforts and helps us evaluate our effectiveness in preparing students for the challenges and opportunities of the 21st century. During their academic career at SUNY FMCC, students will:

- Communicate to develop literacy in multimodal settings
- Appraise information for qualities including currency, relevance, authority, accuracy, and purpose
- Analyze qualitative and quantitative information before making decisions, reaching conclusions, or implementing strategies and solutions
- Apply technology to engage in the learning environment
- Build global awareness through diverse perspectives and culturally sensitive, ethical points of view

Academic Freedom Statement

SUNY Fulton-Montgomery Community College fully endorses the free exchange of ideas and the exploration of topics and issues on campus and in the global context. To support such exchange of ideas, the College and the Board of Trustees support the following statement regarding academic freedom.

Policy

Academic Freedom is a time-honored responsibility and special privilege for all members of the academy including full-time and part-time faculty, staff and students that protects the following activities:

Providing constructive criticism on academic and institutional policies and procedures and the ability to recommend such policies and procedures to SUNY FMCC; Teaching classes with available instructional resources and pedagogies that promote critical thinking and investigation in their respective disciplines; Conducting academic research; And, maintaining authority to uphold academic standards and assign appropriate grades.

History and Location

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

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

Accreditation

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

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

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

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

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
(404) 975-5000
www.acenursing.org

The most recent accreditation decision made by the ACEN Board of Commissioners for the associate nursing program is Continuing Accreditation.

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

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

Campus Facilities

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

Allen House

- Presidents Office
- Foundation
- Salmon Board Room

O'Connell Hall

- Academic Classrooms
- Academic Science Labs
- Center for Technology
- Center for Health Professions
- Deans' Office
- Faculty Offices
- IT Services

Communications and Visual Arts

- Academic Advising & Student Records
- Art Studios
- Center for Visual and Performing Arts
- Perrella Art Gallery
- Rao Theater
- Registrar

Finance and Administration

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

Library Building

Library First Floor

- Books & Bytes Café
- The Commons
- Academic Computing
- Accessibility Services
- Alternative Testing
- EOP & TRIO Programs
- Raiders Food Pantry
- STEM Center
- Student Involvement Office
- Writing Center

Library Second Floor

- Evans Library
- Career Corner
- Dorn Regional History Room
- Group Study Room
- Sensory Room
- Silent Study Room
- Student Lounge
- Tele-health Services

Library Lower Level

- Graphic Arts Labs

Physical Education Building

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

Student Union

- PTECH High School
- Raider Trader College Store
- X-Kitchen (Dining)

Student Welcome Center

- Admissions
- Bursar
- Dean of Student Affairs
- Financial Aid
- International Student Office

Educational Facilities Off Campus

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

FOUNDATION OF SUNY FULTON-MONTGOMERY COMMUNITY COLLEGE, INC.

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

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

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

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

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

FALL 2024

Sept. 2.....	Mon.....	College Closed - Labor Day
Sept. 3.....	Tues.....	Last Day to Register for Fall Session without \$25 Late Fee
Sept. 3.....	Tues.....	New Student Orientation
Sept. 3.....	Tues.....	Faculty Development Day
Sept. 4.....	Wed.....	First Day of Classes for Fall Semester
Sept. 4.....	Wed.....	Late Payment (Subject to \$25.00 late fee)
Sept. 4-10.....	Wed.-Tues.....	Late Registration Period (Subject to \$25.00 late fee)
Sept. 10.....	Tues.....	Last Day for Student-Initiated Schedule Changes
Sept. 18.....	Wed.....	Late Payment Period (subject to additional \$50 late fee)
Sept. 24.....	Tues.....	1st 5-Week Session Individual Course Withdrawal Deadline (Session 01)
Sept. 30.....	Mon.....	Deadline to Apply for Fall 2024 Graduation
Oct. 4.....	Fri.....	1st 7-Week Session Individual Course Withdrawal Deadline (Session 02)
Oct. 14.....	Mon.....	College Closed – Columbus Day (limited services/facilities may be available) (Saturday Oct. 12 classes will be in regular session)
Oct. 16.....	Wed.....	1st 10-Week Session Individual Course Withdrawal Deadline (Session 03)
Oct. 21.....	Mon.....	On-Campus Registration Begins for Winter/Spring 2025
Oct. 23.....	Wed.....	Mid-Term Grades Due at Noon
Oct. 30.....	Wed.....	2nd 5-Week Session Individual Course Withdrawal Deadline (Session 04)
Nov. 11.....	Mon.....	College Closed – Veteran’s Day (limited services/facilities may be available)
Nov. 13.....	Wed.....	Last Day for Individual Course Withdrawals
Nov. 20.....	Wed.....	2nd 10-Week Session Individual Course Withdrawal Deadline (Session 06)
Nov. 25.....	Mon.....	2nd 7-Week Session Individual Course Withdrawal Deadline (Session 05)
Nov. 27.....	Wed.....	Classes end at 5 p.m. for Thanksgiving Holiday (limited services/facilities may be available)
Nov. 28-Dec. 1.....	Thur.-Sun.....	College Closed – Thanksgiving Holiday (limited services/facilities may be available)
Dec. 2.....	Mon.....	3rd 5-Week Session Individual Course Withdrawal Deadline (Session 07)
Dec. 6.....	Fri.....	Special Friday Makeup Session (for evening classes only)
Dec. 13.....	Fri.....	Last Day of Classes
Dec. 16-17.....	Mon.-Tues.....	Final Exams
Dec. 18.....	Wed.....	Final Grades Due at Noon
Dec. 24– Jan 1.....	Tues.-Wed.....	Campus Closed – Christmas/New Year Break

WINTER 2025

Dec. 23.....	Mon.....	Last Day to Register for Winter Session without \$25 Late Fee
Jan. 2.....	Thurs.....	First Day of Classes for Winter Session

Jan. 2 Thurs. Late Payment Subject to \$25 Late Fee
 Jan. 13 Mon. Last Day for Individual Course Withdrawals
Jan. 17 Fri. Last Day of Classes for Winter Session
 Jan. 20 Mon. College Closed – Martin Luther King, Jr. Holiday
 (limited services/facilities may be available)
Jan. 21 Tues. Final Grades Due for Winter Session

SPRING 2025

Jan. 21 Tues. New Student Orientation
 Jan. 21 Tues. Last Day to Register for Spring Session without \$25 Late Fee
Jan. 22 Wed. First Day of Classes for Spring Semester
 Jan. 22-Jan. 28..... Wed.-Tues. Late Registration (subject to \$25 late fee)
 Jan. 22 Wed. Late Payment (subject to \$25 late fee)
 Jan. 28 Tues. Last Day for Student-Initiated Schedule Changes
 Feb. 5..... Wed. Late Payment (subject to \$50 late fee)
 Feb. 12..... Wed. 1st 5-Week Session Individual Course Withdrawal Deadline
 (Session 01)
 Feb. 12..... Wed. Deadline to Apply for Spring 2025 Graduation
 Feb. 17..... Mon. College Closed – President’s Day Holiday (Sat, Feb. 15
 classes will be in regular session) (limited services/facilities may
 be available)
 Feb. 18..... Tues. Founder’s Day-No day or evening classes
 (limited services/facilities may be available)
 Feb. 24..... Mon. 1st 7-Week Session Individual Course Withdrawal Deadline
 (Session 02)
 Mar. 7 Fri. 1st 10-Week Session Individual Course Withdrawal Deadline
 (Session 03)
Mar. 12 Wed. Mid-Term Grades Due
 Mar. 15-Mar. 23 Sat.-Sun. Spring Recess-No Classes (limited services/facilities may be
 available)
 Mar. 24..... Mon. On-Campus Registration Begins for Summer and Fall 2025
 Mar. 26..... Wed. 2nd 5-Week Session Individual Course Withdrawal Deadline
 (Session 04)
 Apr. 9 Wed Individual Course Withdrawal Deadline
 Apr. 18 Fri. College Closed – Good Friday Holiday
 (limited services/facilities may be available)
 Apr. 14 Mon. 2nd 10-Week Session Individual Course Withdrawal Deadline
 (Session 06)
 Apr. 22 Tues. 2nd 7-Week Session Individual Course Withdrawal Deadline
 (Session 05)
 Apr. 24 Thurs. 3rd 5-Week Session Individual Course Withdrawal Deadline
 (Session 07)

May 2	Fri.....	Special Friday Make-up Session (for evening classes only)
May 7	Wed.	Last Day of Classes for Spring Semester
May 8-9	Thurs.-Fri.....	Final Exams
May 12	Mon.....	Final Grades Due at Noon
May 15	Thurs.	Academic Awards Ceremony at FMCC (evening)
May 16	Fri.....	Commencement at FMCC (evening)
May 26	Mon.	College Closed - Memorial Day Holiday (limited services/facilities may be available)

SUMMER 2025

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

SUMMER DAY SESSION I

May 23	Fri.....	Last day to Register for “Day Session I”, “Summer Evening 8 and 10-week Sessions” w/o \$25 late fee
May 26	Mon.	College Closed - Memorial Day Holiday (limited services/facilities may be available)
May 27	Tues.	First Day of Classes For “Summer Day Session I”
May 27	Tues.....	Late Payment for “Summer Day Session I” (subject to \$25 late fee)
June 17	Tues.....	Last Day for Individual Course Withdrawals for “Summer Day Session I”
June 19	Thurs.	College Closed -Juneteenth Holiday Observed (limited services/facilities may be available)
June 20	Fri.....	Special Friday Make Up Day for “Summer Day Session I”
June 27	Fri.	Last Day of Classes for “Summer Day Session I”
June 30.....	Mon.....	Final Grades Due for “Summer Day Session I”
July 4.....	Fri.....	College Closed – Independence Day Holiday Observance (limited services/facilities may be available)

SUMMER DAY SESSION II

June 27	Fri.....	Last day to Register for “Summer Day Session II” w/o a \$25 late fee
June 30.....	Mon.....	First Day of Classes for “Day Session II”
June 30	Mon.	Late Payment for “Day Session II” (subject to \$25 late fee)
July 4.....	Fri.....	College Closed – Independence Day Holiday Observance (limited services/facilities may be available)
July 22.....	Tues.....	Last Day for Individual Course Withdrawals for “Day Session II”
July 25.....	Fri.....	Special Friday Make Up Day for “Day Session II”
Aug. 1	Fri.	Last Day of Classes for “Day Session II”

Aug. 4..... Mon.....Final Grades Due for “Day Session II”

SUMMER 8-WEEK EVENING SESSION

May 23 Fri.....Last day to Register for “Day Session I”, “Summer 8-Week Evening and 10-week Sessions” w/o \$25 late fee

May 26 Mon.....College Closed - Memorial Day Holiday
(limited services/facilities may be available)

May 27 Tues.....First Day of Classes For “8-Week Evening Session”

May 27 Tues.....Late Payment for “8-Week Evening Session”
(subject to \$25 late fee)

June 19 Thurs.....College Closed -Juneteenth Holiday Observed
(limited services/facilities may be available)

July 1..... Tues.....Last Day for Individual Course Withdrawals for “8-Week Evening Session ”

July 4..... Fri.....College Closed – Independence Day Observance
(limited services/facilities may be available)

July 11..... Fri.....Special Friday Make Up Day for “8-Week Evening Session ”

July 18..... Fri.....Last Day of Classes for “Summer 8-Week Evening Session”

July 21 Mon.....Final Grades Due for “8-Week Evening Session ”

SUMMER 10-WEEK SESSION

May 23 Fri.....Last day to Register for “Day Session I”, “Summer 8-Week Evening and 10-week Sessions” w/o \$25 late fee

May 26 Mon.....College Closed Memorial Day Holiday
(limited services/facilities may be available)

May 27 Tues.....First Day of Classes for “10-Week Session”

May 27 Tues.....Late Payment for “10-Week Session”
(subject to \$25 late fee)

June 19 Thurs.....College Closed -Juneteenth Holiday Observed
(limited services/facilities may be available)

July 4..... Fri.....College Closed – Independence Day Observance
(limited services/facilities may be available)

July 10..... Thurs.....Last day for Individual Course Withdrawal for “10-Week Session”

July 25..... Fri.....Special Friday Make Up Day for “10-Week Session”

Aug. 1 Fri.....Last Day of Classes for “10-Week Session”

Aug. 4..... Mon.....Final Grades Due for “10-Week Session”

ADMISSIONS

SUNY Fulton-Montgomery Community College (SUNY FMCC) is a College of the State University of New York and provides college level education to students from a variety of educational backgrounds. Admission to SUNY FMCC is determined without regard of race, color, national origin, religion, creed, age, disability, sex, gender identity or expression, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, criminal conviction, or other legally protected characteristic.

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

General Admission Requirements

Admission to SUNY FMCC's degree and certificate programs, with the exception of the General Education Certificate (O985), is open to any individual who has met one of the following criteria:

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

Applicants who have not obtained a high school diploma, a General Equivalency Diploma, or who have not met one of the above stated criteria may be admitted in our General Education Certificate Program (0985). See “Non-High School Graduates” section for further details.

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

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

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

Home Schooled Students

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

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

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

Early Admission Program

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

The available options for this program are as follows:

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

The application process is as follows:

1. High School Juniors complete the Online College While in High School Application.
2. Complete the Early Admission Registration Form-Available in the high school guidance office.
Make sure you have included the name of one person who can access information about you and your account from SUNY FMCC. Have a parent or legal guardian sign the Parental Consent statement at the bottom of form. Turn the form into your high school guidance counselor. The guidance counselor completes the application and provides the College with an official high school transcript.
3. The Admissions Office acts on the application and sends a decision letter to the student.

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

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

Readmission to College

If you were previously registered, and have not been in attendance for one or more semesters, you are required to submit the Former Student Application to re-enroll.

Concurrent Enrollment Program: College in the High School

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

Non-High School Graduates – General Education Certificate Program

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

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

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

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

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

International Student Admission

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

Applicants should contact the International Student Office for detailed information at intl@fmcc.suny.edu.

English for Speakers of Other Languages

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

APPLICATION FOR ADMISSION – POLICIES AND PROCEDURES

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

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

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

Disciplinary Dismissal information is requested and required on the application for admission. If the applicant indicates an affirmative answer on this questions, he/she will be subject to a review process. Failure to disclose a disciplinary dismissal may result in expulsion from the College.

SUNY Fulton-Montgomery Community College (SUNY FMCC) is a College of the State University of New York and provides college level education to students from a variety of educational backgrounds. Admission to SUNY FMCC is determined without regard of race, color, national origin, religion, creed, age, disability, sex, gender identity or expression, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction.

2+2 Dual Admission Program

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

Nursing Admission

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

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

BS in 10 Law

The BS in 10 Law requires nursing students who graduate from a New York State Diploma or Associate Degree program to obtain a Baccalaureate Degree in Nursing within ten years of becoming a nurse.

<https://www.nysenate.gov/legislation/bills/2017/a1842/amendment/b>

Radiologic Technology Admission

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

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

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

TRANSFER ADMISSION AND ADVANCED PLACEMENT

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

General Transfer Policies

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

Current students who wish to enroll in courses at other colleges and universities should consult with an Advisor, Academic Dean, or Registrar to ensure the courses will fulfill graduation requirements. Official pre-approval is recommended through the Transfer Course Approval Form, which must be signed by an advisor, and which is available in the Academic Advising & Student Records Office.

Proficiency Exams and Alternative Credit

Matriculated students may earn college credit by examination for individual courses required in their program of study. Credit may be granted for satisfactory performance on externally administered examinations including, but not limited to , the College Level Examination Program (CLEP), the Board's Advanced Placement (AP) Program, and comparable proficient programs. A score of 3 or better is required to receive AP credit. Reports may be requested at <https://apscore.collegeboard.org/scores>. FMCC follows the American Council on Education (ACE) recommendation of a minimum score of 50 on CLEP examinations to receive transfer credit. Reports may be requested at www.collegeboard.org/clep. The student is responsible for having their official test scores mailed or emailed to the Registrar for evaluation. The Associate Dean of Academic Affairs shall be responsible for such evaluation. In cases of questionable value of content, the evaluation will be made by the Dean of Academic Affairs in consultation with the Academic Dean and appropriate faculty member. Current students are advised to consult with a academic advisor prior to registering for examinations in order to select examinations that meet course requirements within their major role.

International Transfer Credit

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

Methods of Earning Credit

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

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

1. The school district, from which the student has graduated, has a signed course articulation agreement with SUNY FMCC
2. The school district/high school instructor has recommended articulation credit by submitting an articulation validation application to the appropriate SUNY FMCC department.
3. The student has enrolled at SUNY FMCC in a certificate, or degree program related to the secondary program of study within eighteen (18) months following high school.
4. Articulation credit will not be granted if the student has an equivalent or comparable college course on his/her college transcript.
5. Only those courses equivalent to SUNY FMCC courses will be recorded on the transcript.
6. The maximum number of credits for all types of prior learning in the high school is determined by program area and the courses will be specified in the articulation agreement.
7. High school articulation credit will be granted as per the articulation agreement in effect at the time the student graduated from high school.

8. Students must have received a grade of “B” (85 or above) or better in the program to be articulated, been recommended by the high school instructor, and have completed competencies identified for the college level course. Applications from students who are from schools that do not have the grade equivalent of 85 will be reviewed on a case-by-case basis.

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

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

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

SUNY FMCC Transfer Credit Appeal Process

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

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

SUNY Transfer Credit Appeal Process

If you still do not agree with the college's decision regarding the granting or placement of credit that you earned at a prior SUNY institution, or you have not received a response in 15 business days, you may appeal to the SUNY System Administration. You can submit the appeal by filling out the student appeal form at <https://system.suny.edu/academic-affairs/student-mobility/student-transfer-appeal-process/>

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

If you have questions about the process, please email studentmobility@suny.edu.

TUITION AND FEES

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

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

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

Payment Procedure

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

- Online via the MyFMCC portal (www.FMCC.edu/admissions/tuition-and-fees/pay-bill-online). Information regarding payment plans can also be found online via the MyFMCC portal.
- Cash
- Check, traveler's check or money order made payable to FMCC.
- You may pay by phone at (518) 736-FMCC (3622). MasterCard, Visa, Discover or American Express are accepted.
- Financial Aid – Only accepted aid (e.g., TAP, PELL, SEOG, Stafford Loan, "Outside Scholarships") can be credited to your bill, i.e., aid for which the signed Financial Aid Acceptance Letter has been returned to the Financial Aid Office. Students are responsible for all tuition and fees not covered by accepted aid.
- Employer Sponsored Programs or other third party sponsorships.* A letter from the sponsor detailing the charges to be covered is required.

***PLEASE NOTE:**

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

Certificate of Residence

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

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

College Withdrawal

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

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

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

Course Withdrawal

Students dropping part of their course load (prior to the start of the semester and during the first week only) will be refunded any tuition and / or fees associated with the courses dropped. Schedule changes are initiated in the Academic Advising & Student Records Office, N107. (For Add/Drop procedures, refer to the Registrar-Academic Policies section of the catalog). After the first week of the semester, a student may withdraw from a course through the Academic Advising & Student Records Office, N107. There will be no adjustment in tuition and / or fees. A grade of “W” will be issued.

Return of Title IV Funds

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

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

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

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

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

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

Return Unearned Active Military Tuition Assistance Funds Administrative Policy

Military Tuition Assistance Recipients

Military Tuition Assistance (TA) is awarded to an active military student under the assumption that the student will attend school for the entire period for which the assistance is awarded. If and when an active military student withdraws from the College, the active military student may no longer be eligible for the full amount of TA funds originally awarded. To comply with the U.S. Department of Defense policy, Fulton-Montgomery Community College (FMCC) will return any unearned TA funds on a proportional basis through at least 60% portion of the period for which the funds were provided.

Withdrawals

An active military student’s official withdrawal date is used as the last date of attendance and this date will be used to calculate earned percentage of TA. An active military student’s official withdrawal date is determined by using the last date of attendance that is documented and submitted to the Office of the Registrar.

FMCC’s schedule for the return of unearned Tuition Assistance funds to the U.S. Government is as follows:

Student withdraws before or during weeks 1–2	100%
Student withdraws during weeks 3–4	75%
Student withdraws during weeks 5–6	50%
Student withdraws during weeks 7–9	40%
Student withdraws end of week 9 has reached 60% of the semester at this time	
Student withdraws during weeks 10–15	No Return

The amount of TA funding that is earned is determined on a pro-rata basis. If this results in an unpaid tuition balance, payment will be the responsibility of the active military student. Once a student has attended at least 60% of the period for which TA funds were approved, the active military student is considered to have earned 100% of the TA funds.

Veteran Pending Payment Compliance Administrative Policy

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA.

This school will not:

- Prevent nor delay the student’s enrollment;

- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution, including but not limited to access to classes, libraries, or other institutional facilities.

However, to qualify for this provision, such students may be required to:

- Produce the Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

Payment and Collection

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

TUITION AND FEE SCHEDULE ~ CHARGES PER SEMESTER 2024-2025

Tuition and Fees are subject to change

TUITION	FULL-TIME	PART-TIME
NYS RESIDENTS WITH CERTIFICATE OF RESIDENCE ON FILE	\$2,760	\$230/CREDIT
NEW YORK RESIDENTS WITHOUT CERTIFICATE	\$5,520	\$460/CREDIT
ALL OTHER NON-NEW YORK STATE RESIDENTS	\$3,060	\$255/CREDIT
PTECH/ EARLY HIGH SCHOOL PROGRAM ¹	\$924	\$77/CREDIT
TUITION DEPOSIT FULL TIME/PART TIME	\$00	\$00
INTERNATIONAL STUDENT COMMITMENT FEE	\$100.00	

STUDENT SERVICE FEES

AUTOMOBILE PERMITS	\$5.00 per vehicle/semester
AUTOMOBILE FINES	\$25.00 (Appeal Process)
BOOK CHARGE (Equitable Access Program)	\$26.00 per credit
CAPITAL FEE (FULL-TIME)	\$150.00
CAPITAL FEE (PART-TIME PER CREDIT)	\$10.00
COURSE FEES, HEALTH, Science, English, ETC. ²	\$75.00
CREDIT BY EXPERIENCE/LIFE EXPERIENCE	\$35/credit hour
DIPLOMA REPLACEMENT FEE	\$10.00
ESL COMPASS TESTING FEE	\$15.00
LATE FEES AND LATE REGISTRATION FEES	\$75.00
LOST LIBRARY MATERIAL	Replacement Cost & Processing Fee
NURSING TESTING / REMEDIATION FEE	\$290.00 per semester
NURSING IV MATERIALS FEE	\$525.00 per semester
OER	\$10 per course
RADIOLOGIC TECHNOLOGY CLINICAL COURSE FEE	\$150.00
RETURNED CHECKS-ISF	\$25.00
SMOKING FINE	\$25.00
STUDENT ACTIVITY (FULL-TIME)	\$145.00/semester
STUDENT ACTIVITY (PART-TIME PER CREDIT)	\$12.00
STUDENT I.D. CARD REPLACEMENT FEE	\$10.00
STUDENT WELLNESS FEE	\$20/semester
TECHNOLOGY FEE ³	\$23.00 per credit
TRANSCRIPT, GRADE REPORT, FINANCIAL AID, IMMUNIZATION, TRANSFER RECORD	\$5.00
TRANSPORTATION – SEMESTER PASS	\$350.00

¹SUNY policy allows tuition discount for designated students.

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

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

PLEASE NOTE: Students should pay or defer in full by the payment due date.

When students register or pre-register for study, they incur an obligation for tuition and fee charges and (for students who reside in New York State) a Certificate of Residence.

FINANCIAL AID

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

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

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

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

Estimated Cost of Attendance for Fall 2024 and Spring 2025

Full Time Students	Not Residing at Home	Residing at Home
Tuition and Fees	\$7,026	\$7,026
Room and Board	\$12,798	\$6,399
Books and Supplies	\$900	\$900
Personal Expenses	\$1,600	\$1,600
Transportation	<u>\$2,500</u>	<u>\$2,500</u>
Estimated Total for year	\$24,824	\$18,425

FEDERAL PROGRAMS

Federal Pell Grant

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

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

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

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

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

Award Schedule: Federal Pell Grant awards for the 2024-2025 academic year up to \$7,395. The amount of the award will be affected by the (SAI) Student Aid Index, student's cost of attendance and enrollment status.

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

Federal Supplemental Educational Opportunity Grant (SEOG)

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

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

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

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

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

Federal Work-Study Programs (FWS)

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

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

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

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

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

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

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

William D Ford Federal Direct Student Loans

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

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

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

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

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

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

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

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

Repayment Terms: The interest rate for the Federal Direct Subsidized Loan program is fixed at 5.5 percent. The interest rate for the Federal Direct Unsubsidized Loan program is fixed at 5.5 percent. The interest rate for the Federal Direct PLUS Loan is fixed at 8.05 percent. Additionally, all Federal Direct Subsidized and Unsubsidized Loans borrowers are charged an origination fee of 1.059 percent. Direct PLUS borrowers are charged a 4.22 percent origination fee.

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

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

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

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

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

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

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

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

TYPES

Chapter 30 Montgomery G.I. Bill—Active Duty

Chapter 31 Vocational Rehabilitation

Chapter 32 Post-Vietnam Era Veterans' Educational Assistance Program

Chapter 33 Post-9/11 G.I. Bill

Chapter 35 Survivors' and Dependents' Educational Assistance Program

Chapter 1606 Montgomery G.I. Bill—Selected Reserves

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

Veteran Deferrals: Eligible veteran students receiving educational benefits may receive a tuition deferral at the Financial Aid Office. Students who will be receiving benefits for the first time at Fulton-Montgomery Community College must submit a Certificate of Eligibility prior to receipt of a tuition deferral.

Students are advised to meet with the college School Certifying Official (SCO) located in the Financial Aid Office for additional information. Students who qualify for benefits under several programs should review their options carefully before choosing one particular program.

NEW YORK STATE PROGRAMS

Tuition Assistance Program (TAP)

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

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

Selection of Recipients and Allocation of Awards: To qualify, the student must: (1) be a New York State resident and a U.S. citizen or permanent resident alien; (2) be enrolled in at least 6 or more credits and matriculated in an approved New York State post-secondary institution; (3) meet income requirements (see the TAP application for details); (4) be charged a tuition of at least \$200 per year; and (5) be in compliance with the academic requirements.

A repeated course in which a grade of "D" or better was previously earned is not counted toward the study requirement.

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

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

Aid for Part-Time Study (APTS)

APTS is a New York State grant program that provides funding if the student is attending college on a part-time basis (3-11 degree applicable credits per term). At Fulton-Montgomery Community College, this grant is awarded only to students who have a 2.0 cumulative grade point average and completed at least 6 credits. Applicants must achieve and maintain a 2.0 cumulative grade point average.

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

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

After receiving one term of APTS, the student must maintain a 2.0 cumulative average. Additionally, the student is not eligible for APTS if he/she has used all terms of TAP eligibility.

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

Excelsior Scholarship

The Excelsior Scholarship is for residents of New York State to help cover the cost of tuition.

Application Procedures: Complete the Free Application for Federal Student Aid (FAFSA) on-line at studentaid.gov, complete the New York State Tuition Assistance Plan (TAP) application and then the Excelsior Scholarship application available at www.hesc.ny.gov.

Selection of Recipients and Allocation of Award: To qualify a student must meet the following criteria:

- be a resident of NYS and have resided in NYS for 12 continuous months prior to the beginning of the term;
- be a U.S. citizen or eligible non-citizen;
- have either graduated from high school in the United States, earned a high school equivalency diploma, or passed a federally approved “Ability to Benefit” test, as defined by the Commissioner of the State Education Department;
- have a combined federal adjusted gross income of \$125,000 or less;
- be pursuing an undergraduate degree at a SUNY or CUNY college, including community colleges and the statutory colleges at Cornell University and Alfred University;
- be enrolled in at least 12 credits per term and complete at least 30 credits each year (successively), applicable toward his or her degree program through continuous study with no break in enrollment except for certain reasons that can be documented;
- if attended college prior to the 2024-25 academic year, have earned at least 30 credits each year (successively), applicable toward his or her degree program prior to applying for an Excelsior Scholarship;
- be in a non-default status on a student loan made under any NYS or federal education loan program or on the repayment of any NYS award;
- be in compliance with the terms of the service condition(s) imposed by any NYS award that you have previously received; and
- execute a Contract agreeing to reside in NYS for the length of time the award was received, and, if employed during such time, be employed in NYS.

Award Schedule: may receive up to actual tuition charges of \$2,760. The maximum Excelsior Scholarship will be reduced by the amount of certain other student financial aid awards which an applicant has or will receive for the academic year including a New York State Tuition Assistance Program (TAP) award, Federal Pell grant, institutional or outside scholarships.

A recipient of an Excelsior Scholarship is eligible to receive award payments for not more than two years of full-time undergraduate study in a program leading to an associate’s degree or four years of full-time undergraduate study, or five years if the program of study normally requires five years in a program leading to a bachelor’s degree.

You must live in New York State for the length of time you received the award. Failure to meet these requirements will result in the conversion of your award to a no-interest loan.

New York State Satisfactory Academic Progress:

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

New York State Academic Programs Requirements Full-Time*

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

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

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

In 1996, New York State legislation changed the required grade point average to a “C”, or 2.0, at the end of the fourth term in which the student receives State aid. If a student does not meet this requirement due to circumstances that can be demonstrated to have affected the student’s ability to achieve a “C” average at the end of a particular term, the student may request a waiver. Requests for waiver of this requirement are separate from the Waiver of Good Academic Standing Requirements and should be made directly to the Financial Aid Office.

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

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

New York State Academic Programs Requirements Part-Time

Points Accrual for Part-time TAP Payments-Semester Schools		
Credits	Percent of Full Award	Points Accrued
6	50.00%	3
7	58.34%	3.5
8	66.67%	4
9	75.00%	4.5
10	83.34%	5
11	91.67%	5.5

New York State Educational Opportunity Program (EOP)

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

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

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

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

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

Phone Contact: 518-736-3622
Catherine Geniti, EOP Counselor x8063 Text: 518-413-0724

New York State Scholarship Programs

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

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

Policies Affecting Financial Aid Eligibility

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

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

Unofficial Withdrawals: If a student does not formally withdraw from all of his courses but he stops attending his courses before completing at least 60% of the term, the student is considered unofficial-

ly withdrawn from the College and the aid will be recalculated under the Return of Title IV Aid regulation. In the case of an unofficial withdrawal, the effective date of withdrawal will be the last date of documented attendance.

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

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

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

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

Course Selection: State and federal financial assistance is available to assist students in pursuing their program of study. To receive New York State scholarships, a student must be enrolled in credits that are required for the student's degree program. All courses taken will count toward the calculation of credits for the maximum time-frame standard (150% rule) under the Academic Standards Policy.

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

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

To be eligible for Federal Title IV student aid, a student must demonstrate satisfactory academic progress. Under Federal law and regulation, the College is required to establish, publish and enforce minimum academic standards for the continued receipt of Federal Title IV student aid. A satisfactory academic progress policy must include both a qualitative measure and a quantitative measure of the student's progress. At Fulton-Montgomery Community College, the qualitative standard is measured using the student's cumulative grade point average

(GPA) as calculated by the Registrar's Office, and the quantitative standard is measured using the student's overall credit hours earned. Additionally, a measure of maximum timeframe (150% Rule) is performed as a part of the policy. Students must meet the minimum requirements of the SAP policy to retain eligibility for Federal Title IV student aid.

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

(A). Maximum Timeframe Standard- (150% Rule): To quantify academic progress, the College is required to set a maximum timeframe in which a student is expected to complete a program. At Fulton-Montgomery Community College the maximum timeframe cannot exceed 150% of the published length of the program, measured in credit hours attempted. For example, students in associate degree programs where the published length of the program is 62 credits hours can receive federal student aid through the point when they reach attempted hours (one and one-half times the published length of program). The maximum timeframe evaluation for transfer students will consider both those credits attempted at Fulton-Montgomery Community College and those accepted as transfer credit by the College. The calculation of maximum timeframe is based on the cumulative student record at the college. If the student has already completed a program or has changed majors, the student must submit a Program Credit Evaluation to the Financial Aid Office, the evaluation is completed by an Advisor in the Academic Advising and Student Records Office.

(B). Percentage of Overall Credit Hours Earned Standard- Under the quantitative measure of academic progress, the student's percentage of overall credit hours earned must meet or exceed the minimum percentage requirement for each increment on the chart. "Attempted" credit hours include all credit coursework included in the student's academic history at Fulton-Montgomery Community College, including all accepted transfer credits. "Earned" credits include all attempted credit hours, as well as credits accepted for transfer, for which a passing grade has been received. In this measurement, withdrawals, grades of "incomplete", failing grades, and instances where courses are still in progress (IP) at the time of grade submission will be treated as attempted and unearned. Repeated credit courses will be counted as attempted credit hours for each attempt, and will be counted as earned credit hours only once (when and if the student earns a passing grade).

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

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

Unsatisfactory Academic Progress Status: Students who measure below the minimum cumulative qualitative

and quantitative requirements will be allowed one semester of financial aid warning. If there is a subsequent semester falling under the quantitative and qualitative requirements they will not be allowed Federal financial aid.

Students will be notified of their academic standing and will be allowed to apply for financial aid probation. Financial Aid probation allows for One Payment period to get back into good standing.

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

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

SCHOLARSHIPS

Scholarships Provided by Local Donors:

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

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

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

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

College-in-the-High School Scholarships were established by the Foundation of FMCC who fundraises for this scholarship each year via a Golf Tournament. All proceeds from the tournament fund these scholarships.

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

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

Delores "Dee" Brown Nursing Scholarship given to a second-year nursing non-traditional student from Fulton or Montgomery County with a GPA of 3.0 or higher with financial need and preferably one who is currently working.

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

The **Dorothy E. Roberts Scholarship** will be given to a first-year nursing student who has financial need.

Dr. and Mrs. Rao Family Scholarship will be given to a health studies student in the nursing, radiologic technology, or sciences of health care field, with AA or AAS designation, demonstrating a financial need, residing in either Fulton or Montgomery county with a continuing GPA of 2.5.

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

Elaine Hoyer Nursing Scholarship is given to a first-year nursing student from Fulton or Montgomery County, male or female with a 3.0 GPA or higher.

Ellen Cast Lathers Nursing Scholarship was established in 2023 and created by Suzanne Stewart to memorialize her sister Ellen Cast Lathers. The scholarship will be awarded to a high school graduate from either Mayfield or Broadalbin-Perth schools that will be enrolled in the nursing degree program at FMCC, have financial need and in good academic standing.

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

Fenimore Asset Management Scholarship given to aid students in need.

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

Frank M. Giaquinto Memorial Scholarship is awarded to a graduating student who lives within school districts of Fulton or Montgomery counties enrolled full-time or part-time at FMCC with the greatest documented financial need and a cumulative GPA of at least 2.5. This scholarship will benefit a student in the general studies field who has displayed interest or intent to travel internationally.

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

Fulton County Servicemen's Association Scholarship was established through a donation from the Fulton County Servicemen's Association. Its purpose is to assist needy matriculated FMCC students who are veterans and are from Fulton County who wish to further his or her education.

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

Grace Brownell-Felter Scholarships fund several special scholarships which assist students at Fulton-Montgomery Community College and deserving students in need of aid.

- Cap and Gown Bound Scholarship is given to a second-year student who demonstrates academic merit with a 3.0 GPA or better. Non-renewable.
- Top 10 Scholarship is given to students who were named to their school district's top 10 list. They must maintain a 3.2 GPA to continue eligibility for up to 4 semesters.

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

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

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

- Early Admission Scholarship** is awarded to an Early Admission student taking required courses and demonstrating merit and need. Non-renewable

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

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

Johnstown Hospital Scholarship is given to students matriculated in the Nursing Program and Radiologic Technology Program. They must be a resident of the Johnstown area. Must have at least a 2.5 GPA at the time of the application if currently enrolled at FMCC or at the opinion of the scholarship committee. Preferably a Johnstown High School graduate who has been out of school for at least 4 years.

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

Katy Mae Peterson Scholarship Fund is awarded to a 2nd year nursing student. Katy was an RN who was also an alum of FMCC. This scholarship is funded by a committee comprised of family members.

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

Lisa Queeney Scholarship awards a scholarship to a first-time student entering FMCC full-time who has graduated from Mayfield Central School with an academic average of B or better. The scholarship will be awarded to a well-rounded student who participates in at least two extracurricular activities and demonstrated leadership will be favorably judged. Identification of recipients will be the responsibility of an interdisciplinary faculty committee at Mayfield Central High School.

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

Maggie Bautz Memorial Scholarship given to a nursing student from Montgomery or Fulton County either male or female.

Maire Kearney Wagner, RN Nursing Scholarship was established through a donation from family and friends. The scholarship is to be awarded to an individual entering the Nursing program from Fulton, Montgomery or Hamilton Counties up to the age of 30, male or female.

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

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

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

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

Northville Rotary Foundation Scholarship in the amount of \$500 will be awarded to a student who is a resident of the Greater Sacandaga region. They must be registered in a two-year program such as Entertainment Technology, Fine Arts, Media, Electrical Technology or Health Information Records Management. If the student remains in academic good standing and matriculated for a second year in the same program, he or she will be given \$500 in the following school year to finish the AAS program. The program must be completed in two years and is non-renewable.

Northville Rotary Foundation Endowed Memorial Scholarship in the amount of \$500 will be awarded to a student in the Northville/Edinburg area who is enrolled in a 1-year Certificate Technology Program such as Automation Systems/Mechatronics, Facilities Maintenance or HVAC/R. The scholarship will be based on financial need as determined by FMCC Guidelines on the FAFSA. It is named after Barbara Curnow, Beth Smith, and Priscilla Horesco, all were affiliated with Northville Rotary.

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

RPI Scholarships:

- **Phi Theta Kappa Society Scholarship** recognizes intellectual achievement in America two-year colleges. All Theta Kappa Society transfer students who are accepted and subsequently enroll at RPI will receive the scholarship.
- The **Garnet D. Baltimore Rensselaer Award & Scholarships** for minority students who will be attending RPI. It will be awarded to the qualifying African American, Hispanic or Native American student with the highest combined average in mathematics and science at FMCC.
- **Joseph H. Smith, Jr. '45 Award**, funded by Rensselaer Polytechnic Institute for an outstanding FMCC graduate for exemplary achievement in the study of Engineering Science.
- **Rensselaer Polytechnic Institute Award for Excellence** is given to a student who will be transferring into a non-engineering program from a two-year affiliated college or university.

The **Violet E. and Donald F. O'Connell Scholarships** fund many scholarships which assist students at Fulton-Montgomery Community College and deserving students in need of aid.

- **Empire State Diversity Honors Scholarship Program** recipient must be a New York State resident enrolled Full-time who has demonstrated high academic achievement (3.5 or better GPA in high school or from courses taken at FMCC). Must self-declare a racial/ethnic category, complete the FAFSA and maintain a GPA of 3.5 or better to continue eligibility for up to 4 semesters.
- **Foundations of Education Scholarships** are awarded to full or part-time matriculated students who demonstrate documented financial need. Students eligible for this scholarship must maintain a 2.5 grade point average.
- **International Campus Community Scholarship** is given to a first year full-time matriculated international student who had a minimum grade of B from their country's secondary school or a second year student who maintains satisfactory academic progress in an associate's degree program at FMCC.
- **International Global Diversity Scholarship** is given to a full-time matriculated international student from an under-represented country.
- **Presidential Scholarships** are awarded to graduating High School seniors who reside in Fulton, Montgomery, Hamilton counties or the Galway Central School District with 3.5 or equivalent grade point averages at the time of application. Students must attend full-time and maintain a 3.2 cumulative grade point average.
- **Violet and Donald O'Connell Scholarship** is given to a matriculated student studying either Construction Technology or Nursing who demonstrates financial need.

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

Rusnica Family Memorial Scholarship was established in 2024 for \$500 per year in memory of Gloria J and Richard F. Rusnica by their children. This will be given to a student that demonstrates the highest financial need and a continuing GPA of 2.5 to show their commitment to studies.

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

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

PRIZES AND AWARDS

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

General Awards/Prizes

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

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

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

Forrest/Hammond Nursing Award is given to a student who demonstrates virtue and kindness in honor of Annette Hammond and Jessie Forrest.

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

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

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

John Armstrong Scholarship Award has been established for a graduating criminal justice student who is pursuing a 4-year program and has been accepted to a 4-year school, has expressed an interest in entering a career with Institutional Corrections, Community Corrections, or Victim Services (Essay Required), and has a cumulative GPA of 3.0 or higher.

Kevin Chrisman Memorial Award is given to some graduating baseball players.

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

Business, Technology, and Health Professions

The **Amy “King” Steenburg Award** is awarded to a graduating nursing senior who demonstrates an encouraging spirit and a passion for the nursing profession.

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

Advanced Imaging Modality Award is awarded to a graduating student from Radiologic Technology showing promise of future success by pursuing formal education in an advanced imaging modality. Preference will be given to those students pursuing sonography or echocardiography.

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

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

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

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

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

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

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

Ken Simek Radiologic Technology/Nursing Award is given in memory of Ken Simek, RN, to a graduate in Nursing or Radiologic Technology who exemplify excellent patient care, passion for their profession, and overall willingness to help others.

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

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

Oncology Radiologic Technology Award is awarded to a graduating or transfer student who has shown compassion for cancer patients and is interested in working in the field of oncology.

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

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

Arts and Sciences

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

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

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

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

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

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

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

ACADEMIC ADVISING & STUDENT RECORDS (518) 736-FMCC (3622) Extension 8140

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

Academic Advisement and Registration	Mental Health and Well-Being Services
Academic Placement Assessment	Referrals for Community Services
Career and Transfer Counseling	Registrar

Office Hours: Monday – Thursday 8:00 am - 5:00 pm and Friday 8:00 am - 4:00 pm

Academic Advisement Registration

An important aspect of a student’s education involves making informed decisions regarding the selection of an academic major and semester coursework. The College has maintained a high-quality program of academic advisement and registration that offers individual advising appointments for new and continuing students. This personalized approach to advisement is an effective method for helping students acclimate to the College environment by providing an academic and career assessment to set academic goals, discuss program and course requirements, and address identified academic support needs.

All incoming students at FMCC are assigned an Academic Advisor after their first registration appointment. Your advisor will be your campus “go to” person and assist you with any questions or concerns you may have surrounding your degree program, course requirements class scheduling and other items related to your academic success. We will work together to ensure you will be able to achieve all your college goals. Students are able to register online or in an advisors office. Evening advisement available upon request.

Academic Writing Assessment

FMCC wants to ensure that our students have the greatest opportunity for academic success in their educational programs. To assist students with achieving this goal, FMCC requires that all full and part-time matriculated students take an academic writing assessment. The writing assessment is not used to determine college admission, but instead is used by academic advisors to make course placement recommendations in the areas of English. Transfer students may also be required to take a writing assessment.

Students transferring credit for college-level English from another college having earned a grade of “C” or higher may be exempt from the writing assessment. Documentation must be provided. Students may receive a waiver for the writing assessment if they received an 85 or higher on the NYS English Regents Exam within the last five years.

Students with disabilities who require special accommodations should contact the Coordinator of Accessibility, Counseling, and Alternative Testing Services.

Ability-To-Benefit

Students seeking state funded financial aid who do not possess a high school diploma or general equivalency diploma must pass an independently administered placement test called ACCUPLACER, an instrument approved by the State Education Department to be a measure of a student’s ability to benefit from post-secondary training. Students who are unable to attain a passing score on all sections of the placement test are ineligible for state aid. Students who are able to demonstrate with documentation that they have improved their ability to benefit from post-secondary education through their participation in an academic preparation program will be eligible to re-test after a period of one year. For additional details concerning financial aid eligibility and ability-to-benefit regulations, please contact the Financial Aid Office at 518-736-FMCC (3622) x8201.

Career Services

FMCC offers support for students in creating resumes, cover letters, and working on interview skills. FMCC utilizes online resources for students to complete assessments and learn about different careers. Workshops are also offered on career topics. Each spring, a job fair is hosted on campus and local companies are invited to recruit students. For more information or to set up an appointment with the career counselor call (518) 736 – 3622 ext. 8149.

International Student Services

The International Student Office, located in the Student Welcome Center, currently assists foreign students from many countries around the world with a variety of services including admissions, academic advisement, and English as a Second Language study. The International Student Office specifically assists non-immigrant students with immigration matters, everyday living, housing, health insurance, as well as personal and academic concerns.

An orientation seminar is also offered each academic session to familiarize new International Students with campus and community life. Fulton-Montgomery Community College has a limited amount of money available to international students for scholarships. An online scholarship application and more information can be found on the FMCC website.

Mental Health and Well-Being Services

SUNY Mental Health Repository, which provides SUNY Campus and County information related to mental health and well-being services can be found by visiting www.suny.edu/mental-health/resources/

Tele-health facilities are available on the second floor of the Evans Library.

The Office of Academic Success Network

The Academic Success Network proactively assists students to maximize their academic experience. The Network coordinates services and programs in which students can acquire skills necessary to act responsibly and succeed in their education pursuits. The staff also works closely with the faculty to identify students who are “at risk” of course failure early in the semester. The staff then assists the faculty in working with the student, to increase their chance of success. The Academic Success Network is also available for informational presentations to classes, clubs and other community organizations.

Registrar’s Office

Certification of Enrollment

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

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

Forms

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

Immunization Requirements for College Students

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

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

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

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

Meningococcal Meningitis: New York State Public Law requires that colleges inform students about Meningococcal Meningitis and document that students have either received a Meningococcal Meningitis vaccine within the past ten years or have signed a waiver indicating they have been informed of the risks of the illness but have chosen not to be immunized. This law applies to all students enrolled in six or more credits, regardless of age.

Exemptions from the measles, mumps, rubella immunity requirements may be granted for students with physician’s documentation that specific immunizations would pose a serious health hazard or for students with specific documentation that immunization is contrary to their sincere and genuine beliefs of their religion. Documentation forms are available at the Registrar’s Office located in the Academic Advising and Student Records Office.

Proof of immunity is to be submitted to the Registrar’s Office prior to the first day of classes. Students not complying with New York State immunization laws will be withdrawn from all courses. Refunds will not be issued after the College’s normal refund period.

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

Records and Transcripts

The Registrar maintains the official academic record of each student. Students should inspect their academic records to be sure they are accurate. The individual student is responsible to insure that records reflect any changes in name, address, social security number, or other civil information.

The College policy pertaining to the retention and disposition of College records is set forth in Article II, Policy Number 2020 of the Policies and Bylaws of the Board of Trustees of Fulton-Montgomery Community College. This publication provides the campus community with consistent, documented procedures for the effective implementation of that Policy.

Policy 2020 – Records Retention and Disposition Schedule, states the following:

The College will follow Records Retention and Disposition Schedule MI-1, issued pursuant to Article 57-A of the Arts and Cultural Affairs Law that contains legal minimum retention periods for local government records. Only those records will be disposed of that are described in the Records Retention and Disposition Schedule MI-1 after they have met the minimum retention period prescribed therein.

Only those records will be disposed of that do not have sufficient administrative, fiscal, legal, or historical value to merit retention beyond the established time period.

The Registrar receives grades and records them for inclusion on transcripts. Grade reports are not mailed to students; however they are easily accessed online by logging in to MyFMCC with a user name and password. Log in credentials are mailed to students upon registering for classes for the first time.

Fulton-Montgomery Community College has retained Credentials Inc. to accept transcript orders over the Internet and appointed Credentials Inc. as the designated agent for processing and sending official electronic transcripts on behalf of FMCC. Credentials Inc. has been granted the authority to deliver all such electronic and physical transcript requests on behalf of Fulton-Montgomery Community College and respond to any inquiries regarding the transactions.

To request an official copy of your transcript please go to <http://www.parchment.com/u/registration/33730/institution> and click on the TranscriptsPlus icon to enter your order. If you are uncomfortable placing an order over the Internet, you can call Credentials Inc. at 847-716-3005 to place your transcript request. There is an additional operator surcharge for placing orders over the telephone. Unofficial copies of transcripts are available to students upon request by presenting valid identification to the Registrar’s Office or by logging in to their MyFMCC account.

Students may obtain an official copy of their immunization records by submitting a written request to the Registrar’s Office or by appearing in person with valid identification.

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

Name Change Policy

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

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

1. To personnel within the College
2. To persons or organizations providing students’ financial aid

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

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

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

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

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

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

The College may require written requests at its discretion to review certain records, in which case the College will respond in writing to such requests within thirty (30) days. Students may have copies made of their records with the exception of official academic records for which there has been placed a “hold” for financial or disciplinary reasons. These copies will be made at the student’s expense at the prevailing rate listed in the annual fee schedule. Educational records DO NOT include: records of instructional, administrative or professional support personnel which are the sole possession of the maker and are not accessible to others; records related to law enforcement and security; employment records; health records, the last being made available upon the written request to the student’s physician.

As specified in FERPA students may NOT inspect and review: financial information supplied by their parents/legal guardian; confidential letters of recommendations associated with admission to a program, transfer or employment when they have waived their right of inspection and review; records containing information about more than one student. In the last situation the College will provide only that information pertinent to the inquiring student with the following exception: The disclosure of the final results of a student disciplinary proceeding against the alleged perpetrator of a crime of violence or a non-forcible sex offense may be disclosed to the victim. The College is not required to allow inspection and review of any confidential letters or recommendations in their files prior to January 1, 1975 provided these letters were collected under established procedures for confidentiality and were used only for the purposes for which they were collected.

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

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

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

statement disagreeing with the decision of the hearing panel. All such statements will be placed in the record and will be maintained as a part of the record, and will be released whenever the record in question is disclosed.

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

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

ACADEMIC REGULATIONS

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

ACADEMIC POLICIES

College in the High School

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

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

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

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

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

Advisement and Registration

Students are responsible for selecting their courses and programs. In order to assist in their individualized and proper placement in courses within the chosen curriculum, students are expected to attend an advisement and registration session prior to the beginning of classes. This affords the student an opportunity to sit with one of the College’s academic advisors, to clarify the educational options based on interests and abilities. Although self-guided advisement is possible for part-time students, all students are urged to meet with an advisor.

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

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

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

Course Load Advisement

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

Enrollment in Distance Learning Courses

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

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

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

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

Student-Initiated Schedule Changes

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

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

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

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

Course Withdrawal. After the first week of classes, a student may withdraw from a course during the first two-thirds (2/3) of the class sessions (consult the College’s academic calendar for the actual date) and have a “W” grade automatically assigned. Refer to the academic calendar for exact dates for each term. The student must complete and sign the Course Withdrawal Form available at the Academic Advising and Student Records Office; obtain a signature (first from an advisor and then from the instructor of the course) and submit the form to the Registrar’s Office during the first two-thirds (2/3) of the course. In the absence of the instructor’s signature, the Academic Dean may sign the course withdrawal form. It is the student’s responsibility to make sure that the whole process of withdrawal is completed within the assigned periods. With administrative approval, a student may be assigned the “W” grade after the first two-thirds (2/3) of a course for verified, special circumstances such as death in the family, prolonged illness, relocation out of the area or termination of enrollment. Further information may be obtained from the Registrar, the Director of Advising or the Academic Dean.

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

Withdrawal From College

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

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

Substitutions and Waivers of Requirements

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

Physical Education Waiver

A student may request a waiver of the physical education requirements for documented medical reasons. Physi-

cal education waiver forms, located in the Academic Advising and Student Records Office, must be submitted to the Academic Dean with supporting documentation from a physician. Wellness Education courses are offered as an alternative to Physical Education courses.

Appeal for Academic Regulations

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

Definition of Grading System Grade Points

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

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

Explanation of Special Grades

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

“I” Grade. At the discretion of the instructor, the “I” (Incomplete) grade may be assigned to a student who, at the end of the course, has not completed the requirements of the course due to special circumstances. The instructor is responsible for completing the Incomplete Grade Report, which specifies the reason for the Incomplete, the action required by the student to remove the Incomplete, and the date by which the work must be completed.

Students must complete all required work by the date designated by the instructor which shall be no later than three (3) weeks prior to the end of the following regular semester. However, in cases judged to be special by the instructor, the time for completion of requirements may be extended by notifying the Registrar in writing. If no extension is granted or if no other grade is submitted by the instructor, failure to remove the “I” grade three (3) weeks prior to the end of the following regular semester will cause the grade to become an “F”.

S/U” System of Grading. Students may enroll in one or more courses with a grade option of “S” (Satisfactory) or “U” (Unsatisfactory) under the conditions explained below:

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

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

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

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

“N” Grade (Mid-Semester Grade Only). The instructor may assign the “N” (Non-Attendance) grade, at mid semester, to a student whose attendance is judged to be unsatisfactory by the instructor. The Registrar will attempt to notify every student who receives the “N” grade of the available options: a) withdrawal from the course, b)

meeting with the instructor to discuss the possibility of completing the course, or c) acceptance of “F” as the final grade if no action is taken by the student.

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

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

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

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

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

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

Appeal for Review of Grades

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

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

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

If still dissatisfied, the student may appeal to the Curriculum Committee through the procedures stated under “Appeal of Academic Regulations.” The committee will consider only those cases in which the student appears to have met the criteria set by the instructor for a given grade, but has received a lower grade. The Committee

will not re-evaluate test papers or other methods of evaluation used by the instructor. The Committee will conduct appropriate meetings with persons concerned and issue an advisory statement regarding the grade in question.

Dean's List

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

Repeating Courses

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

Curriculum Index / Grade Option

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

Audit Policy

Students who register in a course for audit are expected to have the necessary prerequisites. In this respect, students are encouraged to make full use of the College's advising services, but the ultimate decision on whether to enroll for audit shall be the student's responsibility. The Audit Option form must be submitted to the Registrar's Office during the add/drop period. The decision to audit a course is an irrevocable one. Full-time students may audit courses with no additional tuition charge. For part-time students the regular tuition schedule applies. Lab fees may apply. New York State residents who are 60 years of age or older may audit credit courses without charge on a space available basis. Any auditors taking 6 credits or more will be required to comply with all immunization requirements.

Attendance Policy

Students are expected to be present and on time for all scheduled classes and laboratories. In cases where a student is tardy or absent, the student is responsible for materials or assignments presented in his/her absence.

The degree to which attendance affects a student's final grade will be determined by the individual instructor and stated in the course syllabus.

GRADUATION REQUIREMENTS

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

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

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

Commencement and Issuing of Diplomas

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

Diplomas for students who complete graduation requirements in August have a completion and degree conferral date of August. Diplomas will be available no later than September 30. August graduates participate in the graduation ceremony that follows degree completion unless they meet all the conditions for early participation in commencement by April 15. Students seeking approval for early participation in commencement must be registered for all remaining graduation requirements, scheduled to be completed by August, and shall not exceed six credits in any combination or two courses up to eight credits. Students must file an application for August graduation, submit a form to the Registrar's Office requesting approval for early participation in commencement, and provide written verification of summer enrollment.

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

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

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

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

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

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

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

Academic Probation Procedures

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

Students who are academically dismissed with the ability to document extenuating and extraordinary circumstances impacting their academic performance may file an appeal with the Registrar’s Office. The academic appeal will then be reviewed by the Satisfactory Academic Progress Committee, whose members are appointed by the Dean of Academic Affairs. Students reinstated through this process will have matriculation restored and

be placed on academic probation. Student on academic probation may have accompanying conditions placed on their enrollment.

Application Deadlines

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

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

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

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

Financial Aid Eligibility for Academically Dismissed Students

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

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

ACADEMIC INTEGRITY POLICY

A. Introduction

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

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

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

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

B. Violations

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

- Plagiarism: The intentional or unintentional representation of another person’s work as one’s own. Examples include, but are not limited to, the following:
 - * Quoting, paraphrasing or summarizing another’s work without appropriately acknowledging the source
 - * Using another’s content without acknowledging the source
 - * Submitting another’s work, purchased or otherwise obtained, as one’s own
- Cheating on Examinations/Quizzes: Looking at another’s work, using or bringing to the learning environment materials that are not permitted by the instructor, communicating with another student, receiving any kind of assistance including, but not limited to, assistance from electronic devices and obtaining or disseminating the content of an examination/quiz without the permission of the instructor
- Multiple Submission: Submitting any work of one’s own, either whole or in substantial part, to more than one instructor without the permission of the instructor(s) receiving the work
- Facilitating Academic Dishonesty: Knowingly allowing another student to use one’s work or cheat from one’s examination/quiz
- Fabrication: Falsifying or fabricating information in any situation, including but not limited to data for a lab or research project

C. Consequences of Violating Academic Integrity:

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

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

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

The Office of the Associate Dean of Academic Affairs is responsible for keeping documentation on reported academic integrity violations. A permanent college record is made of reported violations. Notification of a reported violation will be forwarded to the student and the reporting faculty member. A third violation reported to the Office of the Associate Dean of Academic Affairs will result in suspension from the College for one calendar year. If another violation occurs after the student has returned to college, the student will be permanently suspended from the College.

D. Academic Grievance Process

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

- Student Pre-Appeal Process Regarding Academic Integrity
 - * The student may request a meeting with the notifying faculty member to discuss the infraction and the consequences within five school days of the notification of a violation of any area of the Academic Integrity Policy
 - * If a resolution to the issue cannot be found or the student declines to meet with faculty member, the student may request a meeting with the Academic Dean, with or without the notifying faculty member, within five school days to further discuss the violation. The Associate Dean will make a decision regarding the violation
- Student Appeal Process Regarding Academic Integrity
 - * Once the student has been notified of the decision, she/he may submit a written request for a hearing with the Academic Grievance Committee to the Associate Dean of Academic Affairs.
 - * The Academic Grievance Committee, along with the Associate Dean of Academic Affairs, will meet, make the final decision and notify all parties in writing of that decision.
 - * All persons involved will maintain confidentiality at all times. The records of the

Academic Grievance Committee shall be maintained by the Office of the Associate Dean of Academic Affairs.

Services for Students with Disabilities

Fulton-Montgomery Community College offers reasonable accommodations for students with disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). In addition to these federal laws, FMCC complies with New York States Human Right Law that also provides access for those with temporary disabilities. Students requesting accommodations for the ACCUPLACER placement test and/or other campus programs and services should contact the Coordinator of Accessibility Services to disclose information about their disability and be part of the accommodation process. Further documentation of the disability by an appropriately credential professional may be requested. This information is kept confidential and separate from academic files. Students are responsible for requesting an accommodation plan each semester that services will be needed. Accommodations are an interactive process between the student and the Coordinator of Accessibility that may vary semester by semester based on the student's coursework, disability, changing technology, and other factors. Possible accommodations may include, but are not limited to, the use of smart pens, note takers for class lectures, alternate textbooks, speech to text software, reading pens, sign language interpreters, extra time for tests, and a waiver of NYS 12 credit rule for financial aid assistance.

TRiO/Quest Student Support Services

TRiO/Quest is a free student success program serving income qualified or first-generation students and students registered with Accessibility Services with a disability (physical, psychiatric, learning, or recovering from addiction). TRiO provides academic advising, transfer and career counseling, one-on-one tutoring (if eligible) and drop-in tutoring, as well as access to free printing, copying, and computers in our own dedicated study space, the TRiO Corner, located in The Commons. TRiO Email: trio@FMCC.edu

SUNY Educational Opportunity Program (EOP)

The Educational Opportunity Program (EOP) provides necessary support systems for students to achieve academic and social (interpersonal) success. Students are considered for entry to EOP by indicating interest in the program via their application for admission and must be in their first year of college. Students also must meet the financial and academic parameters for program entry.

Funded by the State University of New York (SUNY), EOP students across the state have achieved higher graduation rates than their non-EOP cohorts through the support, guidance and academic expectations set forth by the program. The goal of EOP is to increase the number of economically and academically challenged students completing college degrees.

EOP provides a framework for student success that includes: one-to-one case management of participants, time management skills, adjusting to college level academic expectations, transitioning to college life, maintaining appropriate study habits, tutoring in math, sciences and writing and meeting with the academic counselor to ensure adequate supports. The program also provides limited financial assistance and textbook funding.

EOP will also assist students in advancement of their academic goals beyond FMCC. Through our network of relationships with other EOP Directors across the state, the EOP office can make contact with other programs to

find the best fit for advanced academic pursuits. Once accepted into the program, students are forever “Proud to be EOP.” EOP Email: eop@FMCC.edu

TRANSFER SERVICES

The college provides transfer guidance to any student who is interested in pursuing an education after FMCC. Students can make an individual appointment with the transfer counselor to discuss transfer options, the transfer process, and how to find a transfer school that is right for you. FMCC hosts transfer fairs each semester. The transfer counselor is located in the Academic Advising and Student Records Office. For more information, call (518) 736- 3622 ext. 8149.

Transfer Articulation Agreements

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

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

Albany

- A.S. Business Administration to B.S. Business Administration
- A.S. Business Administration to B.A. Economics
- A.S. Business Administration to B.S. Economics
- A.S. Business Administration to B.S. Accounting
- A.S. Computer Science to B.S. Computer Science
- A.S. Computer Science to B.A. Computer Science
- A.S. Computer Science to B.S. Computer Science and Applied Mathematics
- A.S. Computer Science to B.S. Informatics
- A.S. Criminal Justice to B.A. Criminal Justice
- A.S. Criminal Justice to B.A. or B.S. Emergency
- A.S. Fine Arts to B.A. Art
- A.S. Fine Arts to B.A. Art History
- A.A. General Studies to B.A. Communication
- A.A. General Studies to B.A. Documentary Studies
- A.A. General Studies to B.A. Economics
- A.A. General Studies to B.S. Economics
- A.A. General Studies to B.A. English
- A.A. General Studies to B.A. History
- A.A. General Studies to B.A. Psychology
- A.A. General Studies to B.S. Informatics
- A.A. General Studies to B.A. Sociology

- A.A. General Studies to B.A. Journalism
- A.A. General Studies to B.A. Mathematics
- A.A. General Studies to B.S. Mathematics
- A.A. General Studies to B.A. Philosophy
- A.A. General Studies to B.S. Digital Forensics
- A.A. General Studies to B.A. Criminal Justice
- A.A. General Studies to B.S. Human Development
- A.A. General Studies to B.A. Computer Science
- A.A. General Studies to B.S. Computer Science
- A.A. General Studies to B.A. or B.S. Emergency Preparedness, Homeland Security and Cyber Security
- A.A. General Studies to B.S. Computer Science and Applied Mathematics
- A.A. General Studies to B.S. Computer Engineering
- A.A. General Studies to B.A. Political Science
- A.A. General Studies to B.A. Public Policy and Management
- A.A. General Studies to B.S. Social Welfare
- A.S. Human Services to B.A. Sociology
- A.S. Human Services to B.A. Psychology
- A.S. Human Services to B.A. Sociology- Criminology Concentration
- A.S. Human Services to B.A. Sociology- Family and Communities Concentration
- A.S. Human Services to B.S. Human Development Preparedness, Homeland Security and Cyber Security
- A.S. Human Services to B.S. Social Welfare

Albany College of Pharmacy and Health Sciences

- A.S. Health Science to B.S. Biomedical Technology
- A.S. Health Science to B.S. Clinical Laboratory Sciences
- A.S. Health Science to B.S. Microbiology
- A.S. Health Science to B.S. Pharmaceutical Sciences
- A.S. Health Science to B.S. Public Health
- A.S. Health Science to Doctor of Pharmacy

Bellevue University

General Agreement

Binghamton University

- A.A. General Studies to B.A. Psychology
- A.A. General Studies to B.A. Sociology
- A.A. General Studies to B.A. Political Science
- A.A. General Studies to B.A. Philosophy, Politics, and Law
- A.A. General Studies to B.A. Mathematical Science
- A.A. General Studies to B.A. Philosophy
- A.A. General Studies to B.S. Integrative Neuroscience
- A.A. General Studies to B.A. Economics
- A.A. General Studies to B.A. English

Boise State

A.A.S. Radiologic Technology to B.S. Imaging Sciences

Buffalo State

- A.A. General Studies to B.A. Economics
- A.A. General Studies to B.A. French Language and Literature

A.A. General Studies to B.A. History
 A.A. General Studies to B.S. French Education
 A.A. General Studies to B.S. Spanish Education
 A.A. General Studies to B.S. Spanish Language and Literature
 A.A. General Studies to B.S. Urban and Regional Analysis and Planning
 A.S. Business Administration to B.S. Business Administration
 A.S. Computer Science to B.S. Computer Information Systems
 A.S. Criminal Justice to B.S. Criminal Justice
 A.S. Human Services to B.S. Social Work
 A.A. Fine Arts to B.A. Fine Arts
 A.A. Fine Arts to B.S. Design
 A.A.S. Accounting to B.S. Business Administration

Canton

A.S. Business Administration to B.B.A. Management
 A.A. General Studies to B.B.A. Management
 A.A. General Studies to B.T. Industrial Technology Management
 A.A.S. Business Administration to B.B.A. Management
 A.A.S. Business Administration to B.B.A. Finance
 A.S. Business Administration to B.B.A. Finance
 A.S. Business Administration to B.B.A. Agribusiness Management
 A.A.S. Business Administration to B.B.A. Agribusiness Management
 A.S. Criminal Justice to B.T. Homeland Security
 A.S. Criminal Justice to B.T. Criminal Investigation
 A.S. Criminal Justice to B.T. C.J.- Law Enforcement Leadership
 A.A.S. Criminal Justice to B.T. Homeland Security
 A.A.S. Criminal Justice to B.T. C.J.- Law Enforcement Leadership
 A.A.S. Criminal Justice to B.T. Criminal Investigation
 A.A.S. Early Childhood to B.B.A. Early Childhood Care & Management
 A.A.S. Electrical Technology to B.T. Electrical Technology
 A.A.S. Health Studies to B.T. Health and Fitness Promotion
 A.S. Health Science to B.T. Health and Fitness Promotion
 A.A.S. Nursing to B.S. Nursing

Chamberlain University

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

Cobleskill

A.S. General Studies to B.S. Applied Psychology
 A.S. Business Administration to B.B.A. Technology Management: Financial Services
 A.A.S. Accounting to B.B.A. Financial Services
 A.A.S. Business Administration to B.B.A.
 A.A.S. Early Childhood Education to B.S. Early Childhood Studies
 A.A.S. Media Arts and Digital Technology to B.S. Graphic Design Technology
 A.S. Health Science to B.S. Biotechnology
 1 + 1 Paramedic A.A.S.

Colorado State University

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

A.S. Criminal Justice to B.S. Criminal Justice and Law Enforcement Administration
 A.A. Human Services to B.S. Human Services

Delhi

A.S. Business Administration to B.B.A. Business and Technology Management
 A.A.S. Business Administration to B.B.A. Business and Technology Management
 A.A.S. Nursing to B.S. Nursing

Empire State College

A.A.S. Chemical Abuse Counseling to B.S. Addiction Studies
 A.S. Human Services to B.S. Addiction Studies
 A.A.S. Human Services to B.S. Addiction Studies
 A.A.S. Nursing to B.S. Nursing
 A.A.S. Radiologic Technology to B.S. Allied Health

Excelsior University

A.S. Criminal Justice to B.S. Criminal Justice: Administration
 A.S. Criminal Justice to B.S. Criminal Justice: Law Enforcement and Public Safety
 A.A.S. Criminal Justice to B.S. Criminal Justice: Administration
 A.A.S. Electrical Technology to B.S. Electrical Engineering Technology
 A.A.S. Nursing to B.S. Nursing
 A.A.S. Radiological Technology to B.S. Health Sciences

Franklin University

General Agreement

Hartwick

General Agreements

John Jay

A.S. Criminal Justice to B.A. Criminology
 A.S. Criminal Justice to B.S. Criminal Justice
 A.S. Criminal Justice to B.S. Criminal Justice Management
 A.S. Criminal Justice to B.S. Security Management

Life University

Doctor or Chiropractic Program requirements

Maria College

A.A. General Studies to B.S. Psychology
 A.A. General Studies to B.A. Liberal Arts
 A.S. Business Administration to B.S. Healthcare Management
 A.S. Health Science to B.S. Health and Occupational Studies
 A.A.S. Health Studies to LPN
 A.A.S. Nursing to B.S. Nursing

New York Institute of Technology

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

Niagara University

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

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

Oswego

A.A.S. Criminal Justice to B.A. Public Justice
 A.S. Criminal Justice to B.A. Public Justice
 A.S. Human Services to B.A. Human Development
 A.S. Computer Science to B.S. Computer Science
 A.S. Fine Arts to B.A. Art (studio emphasis)

Paul Smith's College

A.A.S. Business Administration to B.S. Business Mgt. and Entrepreneurial Studies
 A.S. Business Administration to B.S. Business Mgt. and Entrepreneurial Studies
 A.S. Business Administration to B.S. Hotel, Resort, and Tourism Management

Plattsburgh

A.A. General Studies to B.A. or B.S. Communication Disorders
 A.A.S. Criminal Justice to B.A. Criminal Justice
 A.A.S. Nursing to B.S. Nursing
 A.S. Business Administration to B.S. Accounting
 A.S. Business Administration to B.S. International Business
 A.S. Business Administration to B.S. Management
 A.S. Business Administration to B.S. Finance
 A.S. Business Administration to B.S. Entrepreneurship
 A.S. Business Administration to B.S. Marketing
 A.S. Business Administration to B.S. or B.A. Economics
 A.S. Business Administration to B.S. Management Information Systems
 A.S. Business Administration to B.S. Business Administration
 A.S. Business Administration to B.S. Global Supply Chain Management

Potsdam

A.S. Computer Science to B.S. Computer Science

Sage

A.S. Business Administration to B.S./B.B.A. Business
 A.S. Computer Science to B.S. Computer Information Systems
 A.S. Criminal Justice to B.S. Law and Society
 A.S. Fine Arts to B.F.A. Art + Extended Media
 A.A.S. Media Arts and Digital Technology to B.F.A. Graphic and Media Design
 A.S. Physical Education and Sport Management to B.S. Sport Management, Sport & Recreation Management
 A.A.S. Nursing to B.S. Nursing
 A.A. General Studies to B.S. Nutritional Science

Saint Joseph's College of Maine

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

Stonybrook

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

SUNY Cortland

A.S. Physical Education and Sport Management to B.S. Physical Education

SUNY POLY

- A.A.S. Nursing to B.S. Nursing
- A.S. Business Administration to B.S. Business Administration
- A.A.S. Business Management to B.S. Business Administration
- A.A.S. Computer Information Systems to B.S. Computer Information Systems
- A.S. Computer Networking & Cybersecurity to B.S. Network & Computer Security
- A.S. Computer Science to B.S. Computer & Information Science
- A.A.S. Electrical Technology to B.S. Electrical Engineering Technology
- A.A.S. Health Information Records Management to B.P.S. Health Information Management

Syracuse University

- A.S. Business Administration to B.P.S Business Management
- A.A.S. Business Marketing & Management to B.P.S. Business Management
- A.S. Computer Networking & Cybersecurity to B.P.S. Cybersecurity Administration
- A.A.S. Computer Information Systems to B.P.S. Computer Programming
- A.S. Computer Science to B.P.S. Computer Programming
- A.S. Computer Networking & Cybersecurity to B.P.S. Computer Programming

Upstate Medical University

- Requirements (prerequisites) for:
- B.S. Cardiovascular Profusion
 - B.S. Medical Imaging
 - B.S. Medical Technology
 - B.S. Physical Therapy
 - B.S. Radiation Therapy
 - B.S. Respiratory care
 - B.S. Nursing

Utica University

- A.S. Computer Networking and Cybersecurity to B.S. Cyber Security
- A.A.S. Early Childhood Education to B.S. Early Childhood and Childhood Education
- A.A. General Studies to B.S. Early Childhood and Childhood Education

Western Governors University

- A.A.S. Business: Business Marketing and Management to B.S. Business Administration Accounting
- A.S. Business: Business Administration to B.S. Business Administration Accounting
- A.A.S. Business: Accounting to B.S. Business Administration Accounting
- A.A. General Studies to B.S. Business Administration Accounting
- A.A.S. Business: Business Marketing and Management to B.S. Business Administration Human Resource Management
- A.S. Business: Business Administration to B.S. Business Administration Human Resource Management
- A.A.S. Business: Accounting to B.S. Business Administration Human Resource Management
- A.A. General Studies to B.S. Business Administration Human Resource Management
- A.A.S. Business: Business Marketing and Management to B.S. Business Administration IT Management
- A.S. Business: Business Administration to B.S. Business Administration IT Management

- A.A.S. Business: Accounting to B.S. Business Administration IT Management
- A.A. General Studies to B.S. Business Administration IT Management
- A.A.S. Business: Business Marketing and Management to BS Business Administration Management
- A.S. Business: Business Administration to BS Business Administration Management
- A.A.S. Business: Accounting to BS Business Administration Management
- A.A. General Studies to BS Business Administration Management
- A.A.S. Business: Business Marketing and Management to BS Business Administration Marketing
- A.S. Business: Business Administration to BS Business Administration Marketing
- A.A.S. Business: Accounting to BS Business Administration Marketing
- A.A. General Studies to BS Business Administration Marketing
- A.A.S. Business: Business Marketing and Management to BS Communication
- A.S. Business: Business Administration to BS Communication
- A.A.S. Business: Accounting to BS Communication
- A.A. General Studies to BS Communication
- A.A.S. Business: Business Marketing and Management to BS Finance
- A.S. Business: Business Administration to BS Finance
- A.A.S. Business: Accounting to BS Finance
- A.A. General Studies to BS Finance
- A.A.S. Business: Business Marketing and Management to BS Healthcare Administration
- A.S. Business: Business Administration to BS Healthcare Administration
- A.A.S. Business: Accounting to BS Healthcare Administration
- A.A. General Studies to BS Healthcare Administration
- A.A.S. Business: Business Marketing and Management to BS Supply Chain and Operation Management
- A.S. Business: Business Administration to Supply Chain and Operation Management
- A.A.S. Business: Accounting to BS Supply Chain and Operation Management
- A.A. General Studies to BS Supply Chain and Operation Management
- A.A. General Studies to B.A. Elementary Education
- A.A. General Studies to B.A. Special Education and Elementary Education (Dual Licensure)
- A.A. General Studies to B.A. Special Education, Mild to Moderate
- A.A. General Studies to B.S. Mathematics Education (Middle Grades)
- A.A. General Studies to B.S. Mathematics Education (Secondary)
- A.A. General Studies to B.S. Science Education (Middle Grades)
- A.A. General Studies to B.S. Science Education (Secondary Biological Science)
- A.A. General Studies to B.S. Science Education (Secondary Chemistry)
- A.A. General Studies to B.S. to Science Education (Secondary Earth Science)
- A.A. General Studies to B.S. Science Education (Secondary Physics)
- A.A.S. Nursing to B.S. and Post Baccalaureate Certificate Nursing – R.N. to M.S.N. track (CCNE ACEN or NLN CNEA accredited)
- A.S. Health Science to B.S. Health Science
- A.A.S. Nursing to B.S. Nursing (R.N. to B.S.N.) – CCNE ACEN or NLN CNEA accredited
- A.A.S. Computer Information Systems to Accelerated IT Bachelor’s and Master’s (B.S. in IT + M.S. in IT Management)
- A.S. Computer Networking & Cybersecurity to Accelerated IT Bachelor’s and Master’s (B.S. in IT + M.S. in IT Management)
- A.A.S. Computer Information Systems to B.S. Cloud Computing
- A.S. Computer Networking & Cybersecurity to B.S. Cloud Computing
- A.A.S. Computer Information Systems to B.S. Computer Science
- A.S. Computer Networking & Cybersecurity to B.S. Computer Science

A.S. Computer Science to B.S. Computer Science
A.A.S. Computer Information Systems to B.S. Cybersecurity and Information Assurance
A.S. Computer Networking & Cybersecurity to B.S. Cybersecurity and Information Assurance
A.A.S. Computer Information Systems to B.S. Data Analytics
A.S. Computer Networking & Cybersecurity to B.S. Data Analytics
A.A.S. Computer Information Systems to B.S. Information Technology
A.S. Computer Networking & Cybersecurity to B.S. Information Technology
A.A.S. Computer Information Systems to B.S. Network Engineering and Security
A.S. Computer Networking & Cybersecurity to B.S. Network Engineering and Security
A.A.S. Computer Information Systems to B.S. Network Engineering and Security Cisco Track
A.S. Computer Networking & Cybersecurity to B.S. Network Engineering and Security Cisco Track
A.A.S. Computer Information Systems to B.S. Software Engineering
A.S. Computer Networking & Cybersecurity to B.S. Software Engineering
A.A.S. Computer Information Systems to B.S. Software Engineering C Track
A.S. Computer Networking & Cybersecurity to B.S. Software Engineering C Track

Child Care

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

The center is open Monday through Friday from 7:30 a.m. - 5:00 p.m. when college classes are in session. Childcare tuition may be subsidized for qualified families. For more information, call Christianna Husted at (518) 762-5333 or email her at chusted@fultoncountyyymca.org.

Campus Tours

Students interested in a tour can visit www.FMCC.edu or contact the Admission Office to reserve a time at 518-736-3622 x8301. Group Tours may be requested via the Group Visit Request form found under the Admissions section of the College website www.FMCC.edu.

FMCC Dining Areas

X-Kitchen: This venue serves as our main dining and catering service on campus. Located in the Student Union Dining Area, X-Kitchen offers daily breakfast and lunch options. In a rush? Be sure to call or text your order early at (518) 845-9534.

Student Union Dining Area: As one of our largest student spaces on campus, The Student Union Dining Area provides ample seating for eating, socializing, studying, and relaxing. Take time to recharge with a game of billiards or playing a tune on the piano. The Student Union Dining Area offers grab-and-go items and is home to X-Kitchen.

Books & Bytes: Located outside The Commons you will find a cozy café-like location. Throughout the morning hours of the day, you will find grab-and-go items to get you through your day provided by the X-Kitchen.

O'Connell Student Lounge: Located on the first floor of O'Connell Hall, you will find the O'Connell Student Lounge. Vending machines, printing services, a microwave, and a seating area provide a space to socialize and study.

Raiders Cove: A relaxing hideaway to enjoy billiards, Ping Pong, Foosball, and TV! Located close to student parking and proximity to O'Connell Hall, Raiders Cove serves as a great location to hang out between classes.

The Evans Library

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

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

Interfaith Meditation and Prayer Room

FMCC has dedicated a space in the Evans Library for interfaith meditation and prayer. This room is open during college hours for anyone desiring quiet time during their busy day or for religious and spiritual program of any denomination. This dedicated space is part of the College’s overall effort to promote and foster campus civility, tolerance, and understanding.

The Commons: Professional Academic Support and Peer Tutoring Services

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

Raider Trader College Store

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

Transportation

Public bus services are available from central points in Amsterdam, Gloversville, and Johnstown during the day in the fall and spring semesters. For more information, go to fmcc.edu. A semester pass is available and may be purchased through the Bursar's Office, located in the Student Welcome Center.

CDTA (Capital District Transportation Authority) now offers public bus service to Amsterdam and students can then change buses to commute to campus.

Veterans' Program Lounge

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

PUBLIC SAFETY

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

Safe Walks

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

Student Identification Cards

All members of the campus community including students and employees are required to have a valid FMCC identification card that can be produced upon request. Validation to verify enrollment status is required every semester. ID processing is located on the first floor of the Evans Library.

Parking Permits

A parking fee of \$5.00 per semester, per registered student vehicle, will be assessed on the student's tuition and fees bill. Any student who drives and parks on campus without a parking permit will be issued a parking violation and a \$25 fine will be imposed and placed on their tuition and fees bill. Parking permits are located on the first floor of the Evans Library.

Temporary Parking Permits

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

STUDENT RIGHTS AND RESPONSIBILITIES

Student Responsibility

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

Student Code of Conduct

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

Human Rights and Dignity

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

Non-Discrimination Policy

Fulton-Montgomery Community College, a Community College of the State of New York is committed to a working and learning environment in which all individuals are treated with respect and dignity. Every member of our campus community is entitled to work and learn in an environment free from the damaging effects of illegal discrimination, in accordance with this policy and federal and state laws.

[Civil Rights Policy 2022](#)

[Sexual Assault Policy 2022](#)

[Title IX Grievance Policy 2022](#)

[FMCC Complaint Form](#)

The Student Senate Association (SSA) represents you ‘the student body’ in identifying broad social, academic and cultural needs and determining ways to meet those needs. This is done through the SSA, a body that consists of the SSA officers and a representative of each SSA sponsored club and organization. The Student Senate meets monthly and the meetings are open to all students to discuss issues relevant to all facets of student life.

Each club has a voting SSA representative. Elections for Student Senate Officers for the following academic year are held each spring, with the exception of the election of a Freshman Senator in September. Student Nurses Association (SNA) – Comprised of first and second year nursing Student Senate Association. Each club has a voting SSA representative. Elections for Student Senate Officers for the following academic year are held each spring, with the exception of the election of a Freshman Senator in September. The SSA receives an allocated portion of the Student Activity Fee to sponsor the clubs and organizations listed below.

STUDENT ACTIVITY FEE – The Student Activity Fee (Fee) funds the activities of the Student Senate Association (SSA) and also the Student Activities Board (SAB) and the Fulton Montgomery Athletic Association (FMCCAA). Fulmont College Association (FCA) is the Fiscal Agent for SSA, SAB and FMCCAA. The Fee is approved annually by the College’s Board of Trustees as part of approving the College’s annual “Tuition and Fee Schedule. On behalf of the SSA, SAB and FMCCAA, the College assesses the Fee to all full time and part time students; Collects the Fees; & Remits 100% of the collected Fees to their Fiscal Agent, FCA.

In accordance with the Student Senate Association’s (SSA) bylaws, the College’s Board of Trustees, through the College President, allocates the Student Activity Fee among the SSA, SAB and FMCCAA. The SSA, SAB and FMCCAA organizations allocate their funds to approved clubs, organizations and activities via an annual budgeting process that includes approval by the College President. These Annual Budgets are available in the office of the FCA Accountant for review by any and all students.

Clubs and Organizations

- | | |
|--|--|
| ABLE (Abilities Beyond Limitations Through Education) | Musicians Club |
| American Sign Language (ASL) Club | Peer Tutoring Club |
| Art Guild | Society for the study of Modern Visual Culture |
| BLSA | SPECTRUM |
| FMCC Biz-Hub | Student Activities Board |
| Community Outreach Club | Student Senate Association |
| Criminal Justice Club | Student Nurses Association |
| E-Sports | Students of the World |
| Fitness Club | Sustainable Living Club |
| Foggy Mountain Players (Drama Club) | Table Top Gaming of FMCC |
| Fulton-Montgomery Athletic Association (FMCCAA) | Think Peace |
| Fulton-Montgomery Scholastic Association (Phi Theta Kappa) | Veterans Club |
| Graphic Arts & Photography Club | Wall Street Club |
| Medical Imaging Student Association | |

COMMUNITY SERVICES

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

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

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

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

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

Certified Nurse Assistant (CNA) – This 120-hour NYS-approved CNA training course is designed as a first step into the healthcare field. Students are trained to work with hospital and nursing-home patients, and in home care. Students successfully passing the NYS tests are certified as CNAs. Visit FMCC.edu for more information.

Business and Community Partnerships

FMCC is a great resource for employers who need training of existing employees to advance the skills of their workforce, may want to hire graduates, provide internships, or just need meeting space. FMCC can assist employers with designing a continuous training path linking non-credit programs and degree and certificate programs. Business and Community Partnerships plays a major role in workforce-development initiatives as an integral part of local economic development efforts. Visit FMCC.edu for more information.

Micro-Credentials at SUNY FMCC

A micro-credential is a compact credential that verifies the achievement of in-demand skills and competencies. Recipients can showcase their skills easily through social media platforms such as LinkedIn, to secure employment, or advance within their career. Visit FMCC.edu for more information.

COURSE OF STUDY AND CAREER PATHS

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

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

For a Career In	See FM Program In
Accounting	Accounting (A.A.S.) or Business (A.S.)
Advertising	Business Management (A.A.S.), Media Arts and Digital Technology
Anthropology	Liberal Arts and Sciences: General Studies (A.A.)
Art	Fine Arts (A.S.)
Audio/Visual Technology	Entertainment Technology (A.A.S.)
Automation and Robotics	Automation Systems/Mechatronics (Certificate)
Astronomy	Liberal Arts and Sciences: Science (A.S.)
Banking	Business Management (A.A.S.)
Biochemistry	Liberal Arts and Sciences: General Studies (A.A.)
Bioengineering	Liberal Arts and Sciences: General Studies (A.A.)
Biology	Liberal Arts and Sciences: General Studies (A.A.)
Botany	Liberal Arts and Sciences: General Studies (A.A.)
Business Administration	Business Administration (A.S.), Business Marketing & Management (A.A.S.)
Business Education	Business Administration (A.S.), Business Marketing & Management (A.A.S.), Accounting (A.A.S.) or Computer Information Systems (A.A.S.)
Cardiovascular Perfusion	Health Science (A.S.)
Chemical Abuse Counselor	Addiction Services (CASAC) (A.A.S.)
Chemical Engineering	Liberal Arts and Sciences: General Studies (A.A.)
Chemistry	Liberal Arts and Sciences: General Studies (A.A.)
Chiropractic	Health Science (A.S.)
Civil Engineering	Liberal Arts and Sciences: General Studies (A.A.)
Clerk-Typist	Business Applications Specialist (Certificate)
Clinical Laboratory Technologist	Health Science (A.S.)
Computer-based Training Design	Media Arts and Digital Technology (A.A.S.)
Computer Engineering	Computer Science (A.S.)
Computer Information Systems	Computer Information Systems (A.A.S.)
Computer Operator	Computer Technology (A.A.S.)
Computer Science	Computer Science (A.S.)
Counseling	Liberal Arts and Sciences: Human Services (A.A.S. or A.A.)
Criminal Justice	Criminal Justice (A.A.S., A.S.)
Cybersecurity	Computer Networking & Cybersecurity (A.S.)
Diet Technician	Health Studies (A.A.S.)
Dietary Ambassador	Health Studies (A.A.S.)

Dentistry	Liberal Arts and Sciences: General Studies (A.A.) or Health Science (A.S.)
Drama	Liberal Arts and Sciences: General Studies (A.A.) or Entertainment Technology Arts (A.A.S.)
Early Childhood	Early Childhood (A.A.S. or Certificate) or Liberal Arts and Sciences: General Studies (A.A.)
Earth Science	Liberal Arts and Sciences: General Studies (A.A.)
Ecology	Liberal Arts and Sciences: General Studies (A.A.)
Economics	Business Administration (A.S.)
EEG Technician	Health Studies (A.A.S.)
Education	Liberal Arts and Sciences: General Studies (A.A.) or Early Childhood (A.A.S.)
EKG Technician	Health Studies (A.A.S.)
Electrical Engineering	Liberal Arts and Sciences: General Studies (A.A.)
Electrical Technology	Electrical Technology (A.A.S.)
Electronics Technology	Electrical Technology (A.A.S.)
Elementary Education	Liberal Arts and Sciences: General Studies (A.A.)
Engineering	Liberal Arts and Sciences: General Studies (A.A.)
English	Liberal Arts and Sciences: General Studies (A.A.)
Entertainment	Entertainment Technology (A.A.S.)
Environmental Studies	Liberal Arts and Sciences: Science (A.S.)
Family Counseling	Human Services (A.A.S.) or Addiction Services (CASAC) (A.A.S.)
Film	Liberal Arts and Sciences: General Studies (A.A.)
Finance	Business Administration (A.S.), Business Marketing & Management (A.A.S.)
Fine Arts	Fine Arts (A.S.), Liberal Arts and Sciences: General Studies (A.A.)
Foreign Languages	Liberal Arts and Sciences: General Studies (A.A.)
Forensics	Health Science (A.S.)
Forestry	Liberal Arts and Sciences: General Studies (A.A.)
Game Design (Introductory)	Computer Science (A.S.)
Genetics	Liberal Arts and Sciences: General Studies (A.A.)
Geology	Liberal Arts and Sciences: General Studies (A.A.)
Gerontology	Human Services (A.A.S.)
Government	Liberal Arts and Sciences: General Studies (A.A.)
Graphic Arts	Media Arts and Digital Technology (A.A.S.)
Health	Nursing (A.A.S.), Liberal Arts and Sciences: General Studies (A.A.) or Health Science (A.S.)
Health Counselor	Health Science (A.S.)
Health Policy Analyst	Health Science (A.S.)
Health Science Researcher	Health Science (A.S.)
History	Liberal Arts and Sciences: General Studies (A.A.)
Human Services	Human Services (A.S.) or Human Services (A.A.S.)
HVAC/R Equipment Testing	Heating, Ventilation, Air Conditioning, and Refrigeration HVAC/R (Certificate)

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

Nursing	or Liberal Arts and Sciences: General Studies (A.A.) Nursing (A.A.S.)
Nursing Assistant	Health Studies (A.A.S.)
Nutrition	Liberal Arts and Sciences: General Studies (A.A.)
Occupational Therapy	Health Science (A.S.)
Oceanology	Liberal Arts and Sciences: General Studies (A.A.)
Office Administration	Business Applications Specialist (Certificate)
Optometry	Health Science (A.S.)
Pathology	Liberal Arts and Sciences: General Studies (A.A.)
Patient Care Technician	Health Studies (A.A.S.)
Peer Counselor	Health Studies (A.A.S.)
Personnel	Business Administration (A.S.), Business Marketing & Management (A.A.S.)
Pharmacy Technologist	Health Studies (A.A.S.)
Pharmacology	Liberal Arts and Sciences: General Studies (A.A.) or Health Science (A.S.)
Philosophy	Liberal Arts and Sciences: General Studies (A.A.)
Phlebotomist	Health Studies (A.A.S.)
Physical Education	Physical Education and Sport Management (A.S.)
Physical Therapy	Liberal Arts and Sciences: General Studies (A.A.), Health, or Health Science (A.S.)
Physician Assistant	Health Science (A.S.)
Physics	Liberal Arts and Sciences: General Studies (A.A.)
Plumbing	Construction Technology: Sustainable Building (A.A.S.)
Podiatry	Health Science (A.S.)
Political Science	Liberal Arts and Sciences: General Studies (A.A.)
Printing Technology	Media Arts and Digital Technology (A.A.S.)
Project Management	Construction Technology: Sustainable Building (A.A.S.)
Psychology	Liberal Arts and Sciences: General Studies (A.A.)
Public Administration	Liberal Arts and Sciences: General Studies (A.A.)
Public Health	Health Science (A.S.)
Public Relations Assistant	Liberal Arts and Sciences: General Studies (A.A.)
Radio Broadcasting	Liberal Arts and Sciences: General Studies (A.A.)
Radiologic Diagnostic Imaging Asst.	Health Studies (A.A.S.)
Radiologic Technology	Radiologic Technology (A.A.S.)
Recreation	Physical Education and Sport Management (A.S.)
Recreational Therapy Aide	Health Studies (A.A.S.)
Respiratory Therapy	Health Science (A.S.)
Retailing	Business Administration (A.S.), Business Management (A.A.S.)
Robotics	Electrical Technology (A.A.S.)
Sales	Business Administration (A.S.), Business Marketing & Management (A.A.S.)
Science Education	Liberal Arts and Sciences: Science (A.S.) or Health Science (A.S.),
Science Writer	Health Science (A.S.)

Secondary Education	Liberal Arts and Sciences: General Studies (A.A.)
Secretarial Science	Business Applications Specialist (Certificate)
Semiconductor Manufacturing	Electrical Technology (A.A.S.)
Social Work	Human Services (A.A.S.)
Sociology	Liberal Arts and Sciences: General Studies (A.A.)
Special Education	Liberal Arts and Sciences: General Studies (A.A.)
Speech	Liberal Arts and Sciences: General Studies (A.A.)
Sport Management	Physical Education and Sport Management (A.S.)
Statistics	Liberal Arts and Sciences: General Studies (A.A.)
Substance Abuse Counseling	Addiction Services (CASAC) (A.A.S.) or Addiction Services Certificate Human Services (A.A.S. or A.S.)
Systems Analysts	Computer Information Systems (A.A.S.) Computer Science (A.S.)
Telecommunications	Electrical Technology (A.A.S.)
Theater	Liberal Arts and Sciences: General Studies (A.A.)
Urban Studies	Liberal Arts and Sciences: General Studies (A.A.)
Veterinary Medicine	Liberal Arts and Sciences: General Studies (A.A.) or Health Science (A.S.)
Web and Mobile Apps. Developer	Computer Information Systems (A.A.S.) Media Arts and Digital Technology (A.A.S.)
Web Design	Computer Information Systems (A.A.S.) or Media Arts and Digital Technology (A.A.S.), or
Wildlife Biology	Liberal Arts and Sciences: General Studies (A.S.)
Zoology	Liberal Arts and Sciences: General Studies (A.S.)

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

PROGRAMS	DEGREE/ CERTIFICATE	CIP CODE	MAJOR CODE	Page#
ARTS AND NEW MEDIA				
Entertainment Technology	A.A.S.	50.0401	2950	99
Fine Arts	A.S.	50.0701	1648	100
Media Arts and Digital Technology	A.A.S.	10.0305	2901	101
BUILDING TRADES & ADVANCED MANUFACTURING				
Electrical Technology	A.A.S.	15.0303	0555	132
Heating, Ventilation, Air Conditioning, and Refrigeration Technology (HVAC/R)	Certificate	47.0201	0924	133
BUSINESS & STARTUPS				
Business: Accounting	A.A.S.	52.0302	0630	102
Business: Business Administration	A.S.	52.0201	0671	103
Business: Business Marketing & Management	A.A.S.	52.0201	0632	104
Business Applications Specialist	Certificate	52.0408	1778	105
Physical Education and Sport Management	A.S.	24.0199	3027	130
COMPUTERS & TECHNOLOGY				
Computer Information Systems	A.A.S.	11.0401	0581	106
Computer Networking & Cybersecurity	A.S.	11.0901	2914	107
Computer Science	A.S.	11.0101	0532	108
EDUCATION				
Early Childhood	A.A.S.	19.0708	0605	127
Early Childhood	Certificate	19.0708	0968	128
Education Path for Transfer-General Studies	A.A.	24.0102	0250	125
Physical Education and Sport Management	A.S.	24.0199	3027	130
Teaching Assistant	Certificate	13.1501	1330	131

HEALTHCARE

Health Information Records Management.....	A.A.S.	51.0716	2902	109
Health Science.....	A.S.	51.0000	1821	110
Health Studies	A.A.S.	51.0000	1731	111
Nursing	A.A.S.	51.3801	0622	112
Radiologic Technology.....	A.A.S.	51.0907	0628	114

HUMAN AND PUBLIC SERVICES

Addiction Services (CASAC)	A.A.S.	51.1501	2720	116
Addiction Services Certificate	Certificate	51.1501	42886	117
Criminal Justice	A.S.	43.0103	1100	118
Criminal Justice	A.A.S.	43.0103	0640	119
Human Services.....	A.S.	44.0000	1175	120
Human Services.....	A.A.S.	44.0000	0604	121
Education Path for Psychology-General Studies	A.A.	24.0102	0250	125

CREATE YOUR OWN DEGREE

Individual Studies (About)				122
Individual Studies.....	A.O.S.	24.0102	0688	123
Individual Studies.....	Certificate	24.0102	0987	124

FMCC can create a one-year Individual Studies certificate or a two-year AOS Individual Studies degree program tailored to a student’s specific career goals, combining classroom study with on-the-job-training and close mentoring by practicing professionals in a workplace environment. (Career titles cannot require a licensure or duplicate existing FMCC programs.)

Career areas include, but are not limited to:

- | | |
|--|---|
| Advanced Manufacturing | Insurance/Medical Office Assistant |
| Banking - Customer Service | IT Support Technician |
| Bar & Beverage - Restaurant | Medical Billing & Coding |
| Computer Operator | Medical Records/Health Information Technician |
| Community Health Worker | Patient Care Technician |
| Craft Brewery Management | Phlebotomist |
| Computer Systems Specialist | Quality Assurance Lab Technician Cannabis |
| Cultivation Technician | Quality Assurance Lab Technician Dairy |
| Dental Assistant | Retail Management |
| Dispensary Management & Entrepreneurship | Salon Industry Entrepreneurship |
| Dispatcher | Supply Chain Management |
| EKG Technician | |

UNDECIDED & TRANSFER EXPLORATION

General Education.....	Certificate	24.0102	0985	129
Liberal Arts and Sciences: General Studies.....	A.A.	24.0102	0250	125
Psychology Transfer Track-General Studies (A.A.)				
English Transfer Track-General Studies (A.A.)				

In order to receive an A.A. or A.S. degree from Fulton-Montgomery Community College, students are required to fulfill at least 30 credit hours which includes seven (7) of the ten (10) categories of the SUNY General Education requirements. Core competencies (critical thinking and reasoning, and information literacy) are required for all undergraduate degree programs (A.A., A.S., A.A.S.).

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

Mathematics and Quantitative Reasoning (M)	Natural Science and Scientific Reasoning (N)		Social Sciences (S)	United States History and Civic Engagement (U)	DEISI: Diversity, Equity, Inclusion, and Social Justice (D)	World History and Global Awareness (O)	Humanities (H)	The Arts (A)	World Languages (F)	Communication (Written and Oral) (C)
MAT 115	BIO 170	SCI 135	ECO 282	HIS 105	ENG 230	ART 106	ENG 113	ART 101	ASL 101 ¹	ENG 103
MAT 120	BIO 171	SCI 136	ECO 283	HIS 106	HIS 120	ART 108	ENG 150	ART 102	ASL 102 ¹	ENG 104
MAT 125	BIO 181	SCI 137	EDU 171		PSY 230	HIS 101	ENG 200	ART 103	FRE 101	
MAT 130	BIO 182	SCI 139	EDU 175		PSY 250	HIS 102	ENG 210	ART 110	FRE 102	
MAT 140	BIO 282	SCI 143	EDU 280		SOC 121	HIS 103	ENG 233	THR 101	FRE 201	
MAT 170	CHM 173	SCI 144	POL 101		SOC 122	HIS 104	ENG 234	THR 102	FRE 202	
MAT 175	CHM 174	SCI 152	PSY 101		SOC 200	HIS 110	ENG 235	THR 250	SPA 101	
	PHY 151	SCI 161	PSY 200		SOC 230	IDS 200	ENG 239		SPA 102	
	PHY 152	SCI 162	PSY 210		SOC 235		ENG 233		SPA 201	
	PHY 171	SCI 163	PSY 220		SOC 285		ENG 234		SPA 202	
	PHY 172	SCI 170	PSY 225				ENG 250			
		SCI 181	PSY 235				ENG 252			
			PSY 240				ENG 257			
			SOC 101				HUM 140			
			SOC 210				HUM 170			
							HUM 171			
							HUM 180			
							PHI 150			
							PHI 258			
							PHI 260			

1. Required General Education categories for all undergraduate degree programs (A.A., A.S., A.A.S.)

Note: New SUNY general education requirements as of Fall 2023. Check with an academic advisor to review general education courses taken prior to Fall 2023 that may require a waiver request.

The General Education Curriculum requires students to demonstrate:

- a) knowledge and skills in two required areas, Basic Communication (C) and Mathematics and Quantitative Reasoning (M);
- b) knowledge and skills in five to eight of the following areas (depending upon the academic program), Natural Sciences and Scientific Reasoning (N), Social Sciences (S), United States History and Civic Engagement (U), DEISJ: Diversity, Equity, Inclusion, and Social Justice (D), World History and Global Awareness (O), Humanities (H), The Arts (A), and World Language (F); and
- c) competency in two required areas, Critical Thinking and Information Management.

SUNY General Education Course Learning Outcomes
Student must demonstrate competency as noted in individual programs SUNY General Education Areas.
<p>Mathematics and Quantitative Reasoning (M):</p> <ol style="list-style-type: none"> 1) interpret and draw inferences from appropriate mathematical models such as formulas, graphs, tables, or schematics; 2) represent mathematical information symbolically, visually, numerically, or verbally as appropriate; and 3) employ quantitative methods such as arithmetic, algebra, geometry, or statistics to solve problems.
<p>Natural Sciences and Scientific Reasoning (N):</p> <ol style="list-style-type: none"> 1) understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of data analysis or mathematical analysis 2) application of scientific data, concepts, and models in one of the natural sciences.
<p>Social Sciences (S):</p> <ol style="list-style-type: none"> 1) describe major concepts and theories of at least one discipline in the social sciences; and 2) demonstrate an understanding of the methods social scientists use to explore social phenomena
<p>United States History and Civic Engagement (U):</p> <ol style="list-style-type: none"> 1) demonstrate understanding of United States' society and/or history, including the diversity of 2) individuals and communities that make up the nation; 3) understand the role of individual participation in US communities and government; and 4) apply historical and contemporary evidence to draw, support, or verify conclusions.
<p>DEISJ: Diversity, Equity, Inclusion, and Social Justice (D):</p> <ol style="list-style-type: none"> 1) describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender 2) analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity 3) apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action
<p>World History and Global Awareness (O):</p> <ol style="list-style-type: none"> 1) demonstrate knowledge of a broad outline of world history and/or the development of the 2) distinctive features of at least one civilization or culture in relation to other regions of the world; 3) demonstrate an understanding of the structures, systems, and interrelationships among 4) civilizations and cultures within historical and/or contemporary contexts, and their impact on 5) wellbeing and sustainability
<p>Humanities (H):</p> <ol style="list-style-type: none"> 1) demonstrate knowledge of the conventions and methods of at least one of the humanities; and 2) recognize and analyze nuance and complexity of meaning through critical reflections on text, visual images, or artifacts. 4) understand the continuing relevance of the objects of study to the present and to the world outside the university.
<p>The Arts (A):</p> <ol style="list-style-type: none"> 1) demonstrate an understanding of at least one principal form of artistic expression and the creative process inherent therein
<p>World Languages (F):</p> <ol style="list-style-type: none"> 1) exhibit basic proficiency in the understanding and use of a world language; and 2) demonstrate knowledge of the distinctive features of culture(s) associated with the language they are studying
<p>Communication (Written and Oral) (C):</p> <ol style="list-style-type: none"> 1) research a topic, develop an argument, and organize supporting details; 2) demonstrate coherent college-level communication (written and oral) that informs, persuades, or otherwise engages with an audience; 3) evaluate communication for substance, bias, and intended effect; and 4) demonstrate the ability to revise and improve written and oral communication

LIBERAL ARTS ELECTIVES

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

PED100, and PED200 are not activity classes and can not count towards PED/WEL course requirements.

LIBERAL ARTS ELECTIVES

All of the following courses fall within the category of Liberal Arts Electives (except where otherwise noted) but do not necessarily meet SUNY General Education Requirements. See "SUNY GENERAL EDUCATION APPROVED COURSES" for a list of those courses.

HUMANITIES ELECTIVES:

Art courses	ART 101, ART 102, ART 103, ART 106, ART 108
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Communication courses

English courses	ENG 103, ENG 104, ENG 132, ENG 150, ENG 200, ENG 210, ENG 222, ENG 230, ENG 233, ENG 234, ENG 235, ENG 239, ENG 250, ENG 252, ENG 257
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Foreign Language courses	ASL 101, ASL 102, FRE 101, FRE 102, FRE 201, FRE 202, SPA 101, SPA 102, SPA 201, SPA 202
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Humanities courses	HUM 140, HUM 170, HUM 171, HUM 180, PHI 150, PHI 258, PHI 260
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Study Abroad	IDS 200
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Theatre courses	THR 101, THR 102, THR 250
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MATHEMATICS ELECTIVES:	ANY MAT (except MAT 020, MAT 040, and MAT 100)
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SCIENCE ELECTIVES:	ANY BIO, CHM, PHY, SCI (Note: SCI 128, SCI129, BIO215 and BIO 276 are NOT lab-based Science classes)
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SOCIAL SCIENCE ELECTIVES:	ANY HIS, POL, PSY, SOC and ECO 180, ECO 282, ECO 283, EDU 171, EDU 175
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**ENTERTAINMENT TECHNOLOGY (A.A.S.)
APC — 2950**

This program is structured along the lines of career interests and job skills that are required by the students who plan to enter the field of Entertainment Technology. The program provides students with the necessary skills, knowledge, and competence to successfully enter a variety of different careers in the planning, design, and production of entertainment including: live performance technology, audio/visual technology, and interactive entertainment technology.

Students have the opportunity to, and are engaged to, choose electives that pair with their educational interests and career goals. At the same time, the required course work emphasizes practical problem-solving skills, information technology and written and oral communication skills to achieve a well-rounded technical background.

Students will be prepared to grow in an ever-changing field. Graduates will be prepared for entry-level positions in the Entertainment Technology industry.

PROGRAM LEARNING OUTCOMES

Students will be able to:

- 1) Plan, implement, and manage projects.
- 2) Demonstrate professional skills for the Entertainment Technology field.
- 3) Identify career opportunities in the creative economy.
- 4) Demonstrate proficiency with digital technology.
- 5) Apply design principles across multiple formats.

FIRST YEAR

ENG 103 English I	3	ENG 104 English II	3
ENT 101 Introduction to Entertainment Tech.	3	ART 108 History of Modern Design.....	3
CST Elective	3	THR 120 Stagecraft.....	4
CIS 105 Computer Applications ⁵ or		COM 105 Basic Audio Production	3
CIS 110 Spreadsheets & Databases for Profess. 3		MAT 115 Contemporary Mathematics ^{3,4} or	
DMT 120 Digital Photography/Adobe Photoshop ..	3	MAT 120 Intermediate Algebra ^{3,4} , or higher ^{3,4,7,3-4}	
Physical Education or Wellness Education.....	<u>1</u>	Physical Education or Wellness Education	<u>1</u>
	16		17-18

SECOND YEAR

DEISJ Elective ⁶	3	Liberal Arts Elective ^{2,3,7}	3
COM 107 Digital TV & Broadcast Operations	3	Restricted Elective ¹	3
Resticted Elective ¹	3	Internship or	
ART 210 3D Digital Modeling or		THR 201 Theatre Practicum	4
CAD 174 Computer Aided Drafting.....	3	ENT 201 Project Management Seminar	3
SCI Elective ^{3,4,7}	<u>3</u>	Restricted Elective ¹	<u>3</u>
	15		16

¹ Restricted Electives: ART 115 Drawing, ART 150 Two Dimensional Design, ART 160 Three Dimensional Design, BUS 120 Essentials of Entrepreneurship, CIS 116 Computer Science I, CIS 170 Web Site Development, CIS 231 Mobile Apps Development Android, CIS 232 Mobile Apps Development iOS, CIS 238 Introduction to Game Design, ELT 131 Industrial Automation and Robotics I, THR 110 Fundamentals of Acting, DMT, COM

²LA Electives: ART 101 Art History I, ART 102 Art History II, ART 106 Survey of Non-Western Art History, THR 102 Theater History, THR 250 Introduction to Film Studies, ENG, HUM, PSY, SOC

³Science Electives: SCI 136 Essentials of Anatomy and Physiology, SCI 163 Physical Science, SCI 170 Introductory Chemistry, SCI 181 Introduction to Environmental Science

⁴Students pursuing CIS restricted electives must enroll in MAT 120 Intermediate Algebra

⁵Students pursuing CIS restricted electives must enroll in CIS 110 Spreadsheets and Databases for Professionals

⁶Course must be selected from the approved SUNY General Education category.

⁷Course must be selected to meet a SUNY General Education requirement.

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

**FINE ARTS (A.S.)
APC — 1648**

This program is designed for students who wish to transfer and continue their studies in Fine Arts, leading to a bachelor’s degree, and for those who are seeking immediate employment. Students develop foundation-level concepts and skills with a focus on 2D, 3D, and digital media.

PROGRAM LEARNING OUTCOMES

Students will be able to:

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

FIRST YEAR

ENG 103 English I	3	ENG 104 English II	3
General Education Elective ⁵	3	Restricted Elective ³	3
ART 115 Drawing I	3	ART 116 Drawing II	3
ART 150 Two-Dimensional Design	3	ART 108 History of Modern Design	3
Mathematics Elective ^{2,5}	3-4	ART 160 Three-Dimensional Design	3
	15-16	Physical Education <u>or</u> Wellness Education	1
			16

SECOND YEAR

ART 101 Art History I	3	ART 102 Art History II	1
Restricted Elective ³	3	Elective ⁴	3
DEISJ Elective ⁶	3	General Education Elective ⁵	3
DMT 101 Digital Drawing & Illustration	3	Elective ⁴	3
Science Elective ^{1, 5}	3-4	INT 293 Internship or Restricted Elective ³	1
	15-16		15

¹ Science elective: lab science graduation requirement.

² MAT 115 or higher.

³ Restricted elective may be selected from the following: ART, CIS, DMT, ENT, THR, ACC, BUS

⁴ Electives should be selected to meet the program requirements of the intended transfer institution.

⁵ Electives must be used to fulfill a SUNY General Education Requirement. Students must meet 7 of the 10 General Education competencies.

⁶DEISJ Elective must be selected from the approved SUNY General Education category.

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

A minimum of 61-63 credits are required to complete this program.

**MEDIA ARTS AND DIGITAL TECHNOLOGY (A.A.S.)
APC — 2901**

The Media Arts and Digital Technology program offers a unique opportunity for students to learn a deeper understanding of today’s competitive and emerging internet and graphic design intelligent workflows. The combination of fine art, digital technologies and business principles are adapting to everyday consumer needs and transforming new experiences for business innovation.

The FMCC Associate in Applied Science degree provides a fluent understanding of fine art, digital illustration, photography, graphic design, packaging design, basic video, and studio photography. Students will explore marketing and business principles and how industries adapt to new marketing trends.

Students work with state-of-the-art computer software tools and technology. The program is a skill-based approach for creative problem-solving through innovative workflows.

Web-Site development and software tools are used to engage students to communicate and create storytelling experiences across social media platforms with modern audiences. The skill sets learned lead students to employment opportunities within the related fields of learning.

The program is designed to enhance student knowledge through free-lance work, hands-on assignments, internships, college service assignments, industry tours and juried creative art and photography contests. The program supports 2+2 SUNY programs and direct transfer to private colleges offering bachelor’s degrees.

Art + Business Innovation + Digital Technology integrates people, culture, sustainability into intelligent workflows and adaptation

PROGRAM LEARNING OUTCOMES

Students will be able to:

- 1) Utilize digital media concepts to communicate effectively.
- 2) Tell stories across media platforms.
- 3) Develop interactive web-based media.
- 4) Demonstrate creative design across media.

FIRST YEAR

ENG 103 English I	3	ART 160 3-D Design	3
DMT 101 Digital Drawing and Illustration	3	ART 108 History of Modern Design	3
DMT 120 Digital Photo./Adobe® Photoshop	3	DMT 102 Introduction to Web Design	3
ART 150 Two-Dimensional Design	3	DMT 135 Packaging Design	3
CIS 105 Computer Applications	<u>3</u>	DMT 240 Digital Publishing	<u>3</u>
	15		15

SECOND YEAR

ENG 104 English II	3	BUS 202 Digital Marketing	3
DMT 208 Studio Photography	3	DEISJ Elective ⁴	3
Restricted Elective ¹	3	DMT 250 Media Design Seminar	3
BUS 141 Marketing	3	Internship or Restricted Elective ¹	3
Mathematics Elective ^{2,5}	3	Science Elective ^{3,5}	3
Physical Education or Wellness Education	<u>1</u>	THR 250 Introduction to Film Studies	<u>3</u>
	16		18

¹ Restricted Electives ART 101, 103, 210, DMT, INT or BUS 120, 137, or CIS 170.

² MAT 115 or higher.

³ Lab science required.

⁴ DEISJ Elective must be selected from the approved SUNY General Education Category.

⁵ Electives must be used to meet a SUNY General Education requirement.

A minimum of 64 credits are required to complete this program, which must include 20 credits of General Education Liberal Arts and Sciences, plus one physical or wellness education courses.

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

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

PROGRAM LEARNING OUTCOMES

Students will be able to:

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

FIRST YEAR

ENG 103 English I	3	ENG 104 English II	3
BUS 101 Principles of Business or		ACC 101 Financial Accounting ³	4
BUS 120 Essentials of Entrepreneurship	3	BUS 148 Office Software Applications.....	3
BUS 115 Quantitative Business Applications or		Restricted Elective ¹	3
BUS 162 Personal Finance	3	DEISJ Elective ⁴	3
CIS 105 Computer Applications.....	3		16
Math Elective ^{2,4}	3-4		
	15-16		

SECOND YEAR

ACC 102 Managerial Accounting ³	4	Restricted Elective ¹	3
ACC 137 Quickbook Essentials	3	BUS 270 Business Development & Mgmt. or	
BUS 137 Business Communications	3	ACC 203 Excel for Business & Financial Mgmt. .	3
BUS 207 Business Law I	3	Restricted Elective ¹	3
Economics Elective ⁴	3	Science Elective ⁴	3-4
	16	Economics ⁴ /Gen Ed Elective ⁴	3-4
			15-17

¹ ACC, BUS, ECO.

² MAT 115 or higher (MAT 125 strongly recommended).

³ ACC 101 and ACC 102 MUST NOT be more than seven (7) years old upon the most recent matriculation into the program.

⁴Electives must be used to fulfill a General Education requirement.

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

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

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

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

This degree program is offered fully online.

PROGRAM LEARNING OUTCOMES

Students will be able to:

1. Apply effective oral and written communication, quantitative reasoning, and technology competencies to real-world business scenarios.
2. Utilize critical thinking, teamwork, collaboration, problem-solving, and decision-making skills that optimize business outcomes.
3. Analyze how diversity and ethics impact the business environment.
4. Effectively use core competencies in Accounting, Business Law and Business Software Applications.

FIRST YEAR

ENG 103 English I	3	ENG 104 English II	3
ACC 101 Financial Accounting	4	ACC 102 Managerial Accounting	4
Liberal Arts Elective ³	3	DEISJ Elective ³	3
CIS 105 Computer Applications.....	3	Accounting or Business Elective ¹	3
Social Science Elective ³	<u>3</u>	Mathematics Elective ^{2,3}	<u>4</u>
	16		17

SECOND YEAR

BUS 207 Business Law I	3	Accounting or Business Elective ¹	3
ECO 282 Macroeconomics	3	ECO 283 Microeconomics	3
Liberal Arts Elective ³	3	Liberal Arts Elective ³	3
MAT 125 Introduction to Statistics.....	3	Science Elective ³	<u>3-4</u>
Elective	<u>3</u>		13-14
	15		

¹ACC, BUS, ECO (BUS141 Marketing, and BUS205 Management recommended for transfer)

²MAT 140 or higher

³Elective must be used to meet a SUNY General Education requirement.

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

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

A minimum of 60 credits are required to complete this program.

**BUSINESS: BUSINESS MARKETING AND MANAGEMENT (A.A.S.)
APC — 0632**

The Business: Marketing Management program is designed to prepare students with the core skills necessary to compete and succeed in today's diverse business environment. Required courses include the organizational functions of accounting, marketing, management, business communications, and business development. Exposure to these concepts provides students with the skills and knowledge they need to succeed in the business world. Through electives students can add specific area knowledge and skills. The flexibility of this program allows for both part-time and full-time study.

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

This degree program is offered fully online.

PROGRAM LEARNING OUTCOMES

Students will be able to:

- 1) Apply effective oral and written communication, qualitative and quantitative reasoning, and technology competencies to real-world business scenarios.
- 2) Utilize critical thinking, teamwork, collaboration, problem-solving, and decision-making skills that optimize business outcomes.
- 3) Analyze how diversity and ethics impact the business environment.
- 4) Effectively use core competencies in Accounting, Marketing, Management, Economics and Business Software Applications

FIRST YEAR

ENG 103 English I	3	ENG 104 English II	3
BUS 101 Principles of Business or		ACC 101 Financial Accounting ³	4
BUS 120 Essentials of Entrepreneurship	3	BUS 141 Marketing	3
BUS 115 Quantitative Business Applications or		BUS 146 Customer Service Management	3
BUS 162 Personal Finance	3	DEISJ Elective ⁴	<u>3</u>
CIS 105 Computer Applications	3		16
Math Elective ^{1,4}	<u>3-4</u>		
	15-16		

SECOND YEAR

ACC 102 Managerial Accounting ³	4	BUS 270 Business Development & Management ..	3
BUS 137 Business Communication	3	Economics ⁴ or Gen Ed Elective ⁴	3
BUS 205 Principles of Management	3	Restricted Elective ²	3
Economics Elective ⁴	3	Restricted Elective ²	3
Restricted Elective ²	<u>3</u>	Science Elective ⁴	<u>3-4</u>
	16		15-16

¹ MAT 115 or higher (MAT 125 strongly recommended).

²ACC, BUS, ECO

³ACC 101 and ACC 102 MUST NOT be more than seven (7) years old upon the most recent matriculation into the program.

⁴Electives must be used to fulfill a General Education requirement.

A minimum of 62 credits are required to complete this program, which must include 20 credits of General Education Liberal Arts and Sciences.

**BUSINESS APPLICATIONS SPECIALIST (Certificate)
APC — 1778**

This program leads to a certificate, after one year of study (two semesters). It is designed to provide students with concentrated skill training, leading to employment in entry level business support positions. Graduates may apply all credits towards an Associate’s Degree where applicable.

PROGRAM LEARNING OUTCOMES

Students will be able to:

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

ONE-YEAR CERTIFICATE

Semester One:

ENG 103 English I	3
BUS 144 Word Processing Applications.....	3
CIS 105 Computer Applications.....	3
BUS 115 Quantitative Business Applications	3
Restricted Career Elective ¹	3
	15

Semester Two:

BUS 148 Office Software Applications for Business Professionals	3
BUS 137 Business Communication.....	3
BUS 146 Customer Relationship Management	3
Restricted Career Elective ¹	3
Restricted Career Elective ¹	3
	15

¹ Restricted career electives may include any course with an ACC, BUS, CIS, DMT, MED prefix and HLT 111 and HLT 120.

A minimum of 30 credits are required to complete this program.

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

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

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

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

PROGRAM LEARNING OUTCOMES

Students will be able to:

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

FIRST YEAR

ENG 103 English I	3	ENG 104 English II	3
CIS 110 Spreadsheets & Databases for Profess. ..	3	CIS 216 Computer Science II	3
CIS 114 Linux Operating System I	3	CIS 160 Database Design & Programming.....	3
CIS 116 Computer Science I	3	CIS 170 Web Site Development	3
Mathematics Elective ¹	<u>3-4</u>	DEISJ ³ Elective.....	<u>3</u>
	15-16		15

SECOND YEAR

CIS 230 Internet Programming	3	CIS 238 Game Design & Development	3
CIS 240 Hardware Concepts.....	3	CIS 289 Professional Development Seminar or	
CIS 256 Data Structures	3	INT 292 Internship.....	2
CIS Restricted Elective ²	3	CIS Restricted Elective ²	3
Social Science Elective ⁴	3	Science Elective	3-4
Physical Education or Wellness Education.....	<u>1</u>	Liberal Arts Elective ⁴	3
	16	Physical Education or Wellness Education	<u>1</u>
			15-16

¹ MAT 120 or higher. Students planning to transfer should work with an academic advisor to select a mathematics course that aligns with the requirements of their intended transfer institutions.

² not CIS 105.

³ Elective must be selected from the approved SUNY General Education DEISJ category.

⁴ Liberal Arts Electives must be used to meet a SUNY General Education Requirement.

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

**COMPUTER NETWORKING & CYBERSECURITY (A.S.)
APC — 2914**

The Computer Networking & Cybersecurity A.S. program combines computer information systems, liberal arts, and criminal justice coursework to prepare students for transfer to bachelor’s degree programs in Network Forensics, Information Assurance, Cybercrime Investigation, and related programs.

According to the United States Department of Labor, Bureau of Labor Statistics, employment of information security analysts is projected to grow more than 20 percent over the next decade, much faster than the average for all occupations. Demand for information security analysts is expected to be very high, as these analysts will be needed to create innovative solutions to prevent hackers from stealing critical information or causing problems for computer networks.

PROGRAM LEARNING OUTCOMES

Students will be able to:

- 1) Configure and Install end-user and server hardware and operating systems.
- 2) Identify system vulnerabilities and be able to assess cyber-related risks.
- 3) Analyze and utilize appropriate tools to protect network infrastructure and data.
- 4) Develop and implement proactive procedures and scripts to manage networked computers, servers and data.

FIRST YEAR

ENG 103 English I	3	ENG 104 English II	3
CIS 110 Spreadsheets & Databases for Profess. ...	3	CIS 241 Networking Concepts	3
CIS 114 Linux Operating System	3	PSY 101 Introduction to Psychology	3
CIS 240 Hardware Concepts.....	3	MAT 125 Introduction to Statistics.....	3
General Education Elective ¹	3	DEISJ Elective ²	3
	<u>15</u>	General Education Elective ¹	<u>3</u>
			18

SECOND YEAR

CIS 146 Introduction to Cybersecurity	3	CIS 246 Cybersecurity Administration.....	3
CIS 116 Computer Science I	3	CIS 289 Professional Development Seminar or	
CRJ 101 Introduction to Criminal Justice.....	3	INT 292 Internship.....	2
Science Elective	3-4	PSY 270 Forensic Psychology	3
SOC 101 Introduction to Sociology.....	3	CIS 160 Database Design & Programming.....	3
	<u>15-16</u>	General Education Elective ¹	<u>3</u>
			14

¹ Elective must be used to meet a SUNY General Education requirement. Consult transfer institution to assist in selecting appropriate transfer courses.

² DEISJ Elective must be selected from the approved SUNY General Education category.

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

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

**COMPUTER SCIENCE (A.S.)
APC — 0532**

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

PROGRAM LEARNING OUTCOMES

Students will be able to:

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

FIRST YEAR

ENG 103 English I 3	ENG 104 English II3
CIS 110 Spreadsheets & Databases for Profess. ... 3	CIS 216 Computer Science II3
CIS 116 Computer Science I 3	CIS 160 Database Design & Programming.....3
Liberal Arts Elective ³ 3	CIS Elective ^{1,2}3
Liberal Arts Elective ³ 3	DEISJ Elective ⁴3
15	Liberal Arts Elective ³ 3
	18

SECOND YEAR

CIS 256 Data Structures 3	CIS 289 Professional Development Seminar or
CIS Elective ^{1,2} 3	INT 292 Internship2
MAT 170 Calculus I 4	CIS 238 Game Design & Development3
Liberal Arts Elective ³ 3	MAT 173 Discrete Math or MAT 175 Calculus II ...4
Social Science Elective ³ 3	Science Elective ³3-4
Physical Education or Wellness Education..... 1	Physical Education or Wellness Education 1
17	13-14

¹ CIS 105 Computer Applications does not apply.
² It is suggested that the student follow one of the following two sequences:
 -CIS 240 Hardware Concepts - CIS 241 Networking Concepts
 -CIS 170 Web Site Development - CIS 230 Internet Programming
³Elective must be used to meet a SUNY General Education requirement.
⁴ Elective must be selected from the approved SUNY General Education DEISJ category.

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

A minimum of 63 credits are required to complete this program, which must include 30 credits of General Education Liberal Arts and Sciences, plus two different physical or wellness education courses.

**HEALTH INFORMATION RECORDS MANAGEMENT (A.A.S.)
APC — 2902**

The Health Information Records Management program is designed to provide students with the technology and interactive skills they need to pursue careers in current and emerging positions in a variety of health care settings. Coursework emphasis is on document preparation, report development, office management, and administrative practices. With the guidance of an advisor the student can select the proper classes to be prepared for a specific medical administrative position such as a doctor’s office, a hospital, prepare to take the certified coding certification exam.

PROGRAM LEARNING OUTCOMES

Students will be able to:

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

FIRST YEAR

ENG 103 English I	3	ENG 104 English II	3
CIS 105 Computer Applications.....	3	BUS 148 Adv. Office Software for Bus. Profess.....	3
BUS 144 Document Processing using MS Word...	1	HLT 120 Professional Ethics in Allied Health	3
PSY 101 Introduction to Psychology.....	3	HLT 111 Introduction to Patient Care	2
SCI 136 Essentials of Anatomy & Physiology.....	<u>3</u>	SOC 101 Introduction to Sociology or	
	15	General Education Elective ²	3
		Physical Education/Wellness or HLT 138 (CPR)	<u>1</u>
			15

SECOND YEAR

BUS 137 Business Communications	3	BUS 115 Quantitative Business Applications	3
Social Science Elective or Gen Ed Elective ²	3	CLC 112 Career Search	1
Restricted Elective ³	3	DEISJ Elective ²	3
Mathematics Elective ¹	3-4	Internship or Restricted Career Elective ³	3
Restricted Career Elective ³	<u>3</u>	Restricted Career Elective ³	<u>6</u>
	15-16		16

¹Math elective should be MAT 115 or higher.

²Electives must be used to fulfill a General Education requirement.

³Restricted career electives MED, HLT, BUS, CIS. (BUS 299 - Internship strongly recommended)

A minimum of 61 credits are required to complete this program, which must include 20 credits of General Education Liberal Arts and Sciences.

**HEALTH SCIENCE (A.S.)
APC – 1821**

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

PROGRAM LEARNING OUTCOMES

Students will be able to:

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

FIRST YEAR

ENG 103 English I	3	ENG 104 English II	3
BIO 181 Anatomy and Physiology I or		SCI 129 Nutrition	3
BIO 170 General Biology I.....	4	Science Elective ³	4
HLT 101 Introduction to Allied Health	2	SOC 101 Introduction to Sociology.....	3
CIS 105 Computer Applications	3	Mathematics Elective ^{2,5}	4
Mathematics Elective ^{1,5}	3-4	Physical Education or Wellness Education	<u>1</u>
Physical Education or Wellness Education	<u>1</u>		17-18
	16-17		

SECOND YEAR

BIO 282 Microbiology	4	Science Elective ³	3-4
SCI 170 Introduction to Chemistry or		Elective ⁵	3
CHM 173 General Chemistry	3-4	Liberal Arts Elective ⁵	3
PSY 101 Introduction to Psychology.....	3	Liberal Arts Elective ⁵	3
Sociology DEISJ Elective ⁴	<u>3</u>	HLT 201 Health Science Seminar	<u>2</u>
	13-14		14-15

¹MAT 125 or higher, except MAT135. MAT125 strongly recommended.

²MAT 130 or higher, except MAT135.

³Science Electives may be chosen from a non-required course with the prefix BIO or CHM, or from the following: SCI 135, SCI 136, SCI 137, SCI 139, SCI 143, SCI 144, SCI 152, SCI 163, SCI 170, SCI 181, RAD 130 (previously completed), and RAD 131 (previously completed), or ESC elective.

⁴Sociology DEISJ Elective may be chosen from: SOC 121, SOC 200, and SOC 235.

⁵Electives must be used to meet a SUNY General Education requirement.

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

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

A minimum of 60 credits are required to complete this program, which must include 30 credits of General Education Liberal Arts and Sciences, plus two different physical or wellness education courses.

HEALTH STUDIES (A.A.S.)

APC – 1731

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

PROGRAM LEARNING OUTCOMES

Students will be able to:

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

FIRST YEAR

ENG 103 English I	3	ENG 104 English II	3
HLT 101 Introduction to Allied Health	2	HLT 111 Introduction to Patient Care	2
BIO 181 Anatomy and Physiology I or		HLT 120 Professional Ethics in Allied Health	3
SCI 136 Essentials of A & P	3-4	Science Elective ¹	3-4
PSY 101 Introduction to Psychology	3	SOC 101 Introduction to Sociology	3
CIS 105 Computer Applications	3	Physical Education or Wellness Education	<u>1</u>
Physical Education or Wellness Education....	<u>1</u>		15
	15-16		

SECOND YEAR

Science Elective ¹	3-4	HLT 134 Responding to Emergencies or	
Mathematics Elective ^{3,5}	3-4	Restricted Elective ²	2-3
Elective	3	SCI 129 Nutrition	3
PSY 200 Lifespan Development	3	Liberal Arts Elective	3
Sociology DEISJ Elective ⁴	<u>3</u>	Elective	3
	15-17	INT Internship or Restricted Elective ^{1,2}	3
		HLT 201 Health Science Seminar or	
		CLC 111 Career Success or	
		CLC 112 Career Search	<u>1-2</u>
			15-17

¹Science Electives may be chosen from a non-required course with the following prefix: BIO (not BIO 276), CHM, and PHY or from the following: SCI 135, SCI 137, SCI 139, SCI 161, SCI 162, SCI 163, SCI 170, RAD 130 (previously completed) and RAD 131 (previously completed).

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

³MAT 120 or higher.

⁴Sociology DEISJ Elective may be chosen from: SOC 121, SOC 200, and SOC 235.

⁵Electives must be used to meet General Education requirements.

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

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

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

**NURSING (A.A.S.)
APC — 0622**

The Nursing Program offers a four-semester curriculum, which provides a balance of Liberal Arts, Sciences and Nursing, as illustrated below. The nursing courses assist students in gaining the knowledge, attitudes, and skills essential to nursing practice in a variety of settings. Graduates of this program are prepared to take the NCLEX examination for licensure as a Registered Professional Nurse (R.N.) Successful completion of the licensing examination qualifies the graduate to assume a beginning staff nurse position in a hospital/agency.

PROGRAM ENTRANCE REQUIREMENTS AND APPLICATION INSTRUCTIONS

1. Proof of graduation from high school or a high school equivalency diploma (formerly known as a GED).
2. Completion of Algebra, Biology and Chemistry per description below by the application deadline. Students may fulfill these requirements by completing high school courses, college courses* or a combination of both. The most recent class grade will be used to fulfill the program entrance requirements. In addition, a minimum cumulative GPA of 2.8 (85%) is required. Applicants who have attended more than one college, are required to submit all college transcripts. A cumulative GPA will be determined by the Registrar.
3. TEAS Test taken within two years of the application deadline. The TEAS test can only be taken twice in a twelve-month period. A repeat attempt may not be earlier than 30 days. Test attempts at other testing sites will count as an attempt. Scores of second attempt prior to 30 days will not be accepted.

Visit fmcc.edu for more information.

*Please note: A course syllabus/transcript, description, and grading scale must be provided for agencies other than accredited colleges.

Entrance Requirements	High School Classes	College Classes	Licensed Practical Nurse (LPN) Advanced Placement-Spring Entrance (Students may opt to start in Fall)
Grade Point Average (GPA)	Minimum: 85%	Minimum Current Cumulative: 2.8	Minimum Current Cumulative: 2.8
Algebra Minimum Grade: "C" 75%	Algebra I OR Math A	MAT 040 Elementary Algebra <i>Please note: Statistics does not fulfill this program entrance requirement.</i>	<u>Waived</u> (Must hold a current LPN License)
Biology with a lab Minimum Grade: "B" 84%	Biology with a lab Minimum Regents Score: 80%	SCI 135 Introduction to Biology Molecules/Cells OR SCI 136 Essentials of Anatomy & Physiology OR SCI 137 Human Biology <i>Please note: Anatomy & Physiology and Microbiology do not fulfill this program entrance requirement.</i>	<u>Waived</u> (Must hold a current LPN License)
Chemistry with a lab Minimum Grade: "B-" 80%	Chemistry with a lab	SCI 170 Introduction to Chemistry	<u>Waived</u> (Must hold a current LPN License)
TEAS Exam *Taken within two years of application	TEAS Exam FMCC requires a TEAS minimum score at the proficient level in order to be admitted into the program. If you do not meet the TEAS cut score, you must retake the entire TEAS test.	TEAS Exam FMCC requires a TEAS minimum score at the proficient level in order to be admitted into the program. If you do not meet the TEAS cut score, you must retake the entire TEAS test.	TEAS Exam FMCC requires a TEAS minimum score at the proficient level in order to be admitted into the program. If you do not meet the TEAS cut score, you must retake the entire TEAS test.
CO-Requisites	<u>Not Applicable</u>	<u>Not Applicable</u>	Spring Entrance-Advanced Placement minimum Grade: "C" PSY 101 Introduction to Psychology BIO 181 Anatomy & Physiology I (not more than 7-years old)

Students accepted to the Nursing Program must submit proof of American Heart Association Basic Life Support certification and Health form prior to the start of the Nursing Program. In addition to college immunization requirements, a medical examination and additional immunizations are required for students accepted into the Nursing Program. All accepted students must meet the physical and emotional requirements, as stated on the health form.

Application Instructions – Please review carefully

Step 1. Complete the Application for Admission. Please Note: If you have not done so already, **ALL** college transcripts must be sent to SUNY FMCC. High School Students-If you have taken/are taking college/university in the high school courses, you will need to submit those college transcripts.

Step 2. Complete the Nursing Application. Students that do not have prerequisites completed will be accepted to the Health Studies program to begin working on these requirements. Incomplete Applications will not be processed.

Please note: Nursing requirements are subject to change. Students should contact the Admission’s Office for full details. Non-matriculated nursing students are not allowed to register for nursing courses.

There is a required (1 institutional non-degree credit) Nursing Process course for Licensed Practical Nurses accepted with Advanced Placement Credit and for students readmitted or transferring into the Nursing Program. This is a pre-requisite for entrance into NUR 106.

Upon admission or readmission to the Nursing Program, prior FM credit or transfer credit will not be granted for college level Anatomy/Physiology I and II, and Microbiology **if the courses were taken more than seven years ago.**

PROGRAM LEARNING OUTCOMES

Students will be able to:

- 1) Incorporate knowledge from the sciences and humanities in relation to culturally sensitive and patient-centered nursing practice (Nursing Foundation).
- 2) Utilize the nursing process, critical thinking and technical skills to support safe, quality care decisions/judgements (Methodology).
- 3) Function as a nursing and interprofessional team member while promoting self-determination, integrity and holistic well-being of patients (Nursing Essence).
- 4) Integrate information and technology to support evidence-based clinical decision making (Disciplined Inquiry).
- 5) Internalize the nursing profession’s values while working to foster patient care excellence (Professional Identity/Individual being).

FIRST YEAR

NUR 105 Nursing Science I ¹	7	ENG 103 English I	3
BIO 181 Anatomy and Physiology I	4	BIO 182 Anatomy and Physiology II	4
PSY 101 Introduction to Psychology.....	3	NUR 106 Nursing Science II ¹	7
	15	PSY 200 Lifespan Development	3
			17

SUMMER

NUR 207 Pharmacology ²	3
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SECOND YEAR

BIO 282 Microbiology	4	ENG 104 English II or	
MAT 125 Introduction to Statistics.....	3	ENG 127 Technical/Professional Writing	3
NUR 205 Nursing Science III ¹	9	NUR 206 Nursing Science IV ¹	10
	16	DEISJ Elective ³	3
			16

¹ To qualify for the next sequential nursing course, the student must earn a grade of “C” or higher in nursing courses, pass the clinical laboratory portion, and earn a grade of “C” or higher in the following support courses: BIO 181, BIO 182, and BIO 282. Students who are admitted or readmitted must complete all requirements within a four-year period. Students are expected to provide uniforms to wear in laboratory periods. Clinical hours may vary within clinical courses based on restrictions set by affiliating agencies. Some courses meet at sites other than the main campus. Students must make their own transportation arrangements. All fees for standardized tests taken in the course of study will be the responsibility of the student.

² Pharmacology must be taken after completion of NUR 105 and NUR 106 and within 12 months of graduation.

³DEISJ Elective must be selected from the approved SUNY General Education DEISJ category.

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

The Nursing Program is accredited by the Accreditation Commission for Education in Nursing, Inc. Information regarding ACEN Accreditation may be found at their web site: www.acenursing.org
 ACEN is located at: Accreditation for Commission for Education in Nursing, Inc. 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326. (404) 975-5000

RADIOLOGIC TECHNOLOGY (A.A.S.)

APC — 0628

The Radiologic Technology program is JRCERT (Joint Review Committee on Education in Radiologic Technology) accredited program. Our most recent accreditation report reflects a 95% or more pass rate for FMCC students that take the American Registry of Radiologic Technologists (ARRT) Radiography Boards examination after graduation. Students attend internships called clinical site rotations with local hospitals for hands-on-learning.

Career Information

Radiologic Technology is a great foundation for students who desire to seek further education in related health care fields. FM graduates have pursued degrees in related fields including; Sonography, Radiation Therapy, Physician Assistant, and other imaging modalities.

Program Entrance Requirements and Application Instructions

Admission to the Radiologic Technology program is competitive. There are program entrance requirements that must be completed by the application deadline. Approximately 18-20 students will be accepted to the Radiologic Technology program each fall, based on clinical site availability.

Program Entrance Requirements

1. Proof of graduation from high school or a high school equivalency diploma (formerly known as a GED).
2. Completion of Algebra, Biology, Chemistry or Physics per description below by the application deadline. Students may fulfill these requirements by completing high school courses, college courses* or a combination of both. The most recent grade will used to fulfill the program entrance requirements.
3. The most recent grade will be used to fulfill the program entrance requirements. Applicants who have attended more than one college, are required to submit all college transcripts. A cumulative GPA will be determined by the Registrar.

*Please note: A course syllabus/transcript, description, and grading scale must be provided for agencies other than accredited college.

Entrance Requirements Completed Application Deadline	High School Classes	College Classes
Algebra Minimum Grade: "B-" 80%	Algebra I and II OR Math A and B	MAT 120 Intermediate Algebra <i>Please note: Statistics does not fulfill this program entrance requirement.</i>
Biology with a lab Minimum Grade: "B-" 80%	Biology with a lab	SCI 135 Introduction to Biology Molecules/Cells OR SCI 136 Essentials of Anatomy & Physiology OR SCI 137 Human Biology <i>Please note: Anatomy & Physiology and Microbiology will not fulfill this program entrance requirement.</i>
Chemistry OR Physics with a lab Minimum Grade: "B-" 80%	Chemistry or Physics With a lab	SCI 170 Introduction to Chemistry OR SCI 161 Introduction to Physics I OR SCI 163 Physical Science

Application Instructions – Please review carefully

Step 1. Complete the Online Admission Application.

Step 2. Complete the **Radiologic Technology Application**. You will need electronic copies of your transcripts to attach as proof you fulfill all requirements. Applicants who have not completed the program entrance requirements by the application deadline, will not be reviewed. Incomplete Applications will not be processed.

Students who do not fulfill all items outlined in the Program Entrance Requirements are encouraged to begin work on these requirements by applying for the Health Studies program using the **General Application** for admission.

Step 3. Approximately, the top 40 students will be contacted to attend Communication and Experience Assessment session with Radiologic Technology faculty.

For more information visit fmcc.edu.

PROGRAM LEARNING OUTCOMES

Students will be able to:

- 1) Develop clinical competency in the performance of basic radiologic procedures.
- 2) Demonstrate problem-solving and critical thinking skills.
- 3) Cultivate and promote good communication skills, with patients, staff, and others.
- 4) Graduate students from a learning environment that encourages high ethical standards and professional development.

FIRST YEAR

RAD 101 Introduction to Radiologic Technology ..	2	RAD 102 Patient Care.....	2
RAD 110 Radiographic Procedures I	3	RAD 111 Radiographic Procedures II.....	3
RAD 120 Clinical Experience I.....	4	RAD 121 Clinical Experience II.....	4
RAD 130 Radiographic Physics I.....	3	RAD 131 Radiographic Physics II.....	3
BIO 181 Anatomy and Physiology I	4	BIO 182 Anatomy & Physiology II.....	4
	16		16

SUMMER

RAD 122 Clinical Experience III	7
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SECOND YEAR

RAD 202 Radiographic Image Analysis.....	2	RAD 211 Advanced Radiographic Procedures II....	2
RAD 210 Advanced Radiographic Procedures I....	2	RAD 212 Computed Tomography.....	1
RAD 220 Clinical Experience IV.....	6	RAD 221 Clinical Experience V	6
RAD 231 Radiographic Image Quality.....	2	RAD 230 Radiologic Health	3
ENG 103 English I	3	MAT 125 Introduction to Statistics.....	3
DEISJ Elective ⁶	3	ENG 104 English II or	
	18	ENG 127 Technical/Professional Writing	3
			18

1. Prerequisites: High School Algebra, High School Biology and either High School Chemistry or High School Physics with Lab. A grade of "B-" required for all prerequisite courses.
2. A medical examination is required annually. All students must meet the physical and emotional requirements as stated on the health form. All students must be certified in American Heart Association adult and pediatric cardiopulmonary resuscitation (CPR) prior to admission to the program.
3. To qualify for the next sequential radiology course, the student must earn a grade of "C" or higher in radiology courses, pass the clinical portion, and earn a grade of "C" or higher in BIO 181 and BIO 182.
4. **Upon admission or readmission to the Radiologic Technology program, prior FM credit or transfer credit will not be granted for college level Anatomy and Physiology I and II if the courses were taken more than seven years ago.**
5. Some courses meet at clinical hospital sites.
6. DEISJ Elective must be selected from the approved SUNY General Education DEISJ category.

A minimum of 75 credits are required to complete this program, which must include 20 credits of General Education Liberal Arts and Sciences.

**ADDICTION SERVICES (A.A.S.)
APC — 2720**

The Addiction Services program is designed to equip students to enter the workforce as an Addictions Counselor. Upon completion of the program, students will be issued the Office of Addiction Services and Supports (OASAS) Standardized Certificate of Completion of 350 hours of course work necessary to apply for the Credentialed Alcoholism and Substance Abuse Counselor (CASAC) in New York State. The program combines coursework in diagnostic assessment, evaluation, intervention, referral and counseling in individual and group settings and field experience through an internship in the Addictions Services field.

PROGRAM LEARNING OUTCOMES

Students will be able to:

- 1) Evaluate the influence of one’s personal values and ethics and outline Addiction Service values and ethics in order that Addiction Service professional values and ethics guide practice.
- 2) Perform Addiction Services with a variety of populations utilizing skills, techniques and theory which underlie the field.
- 3) Evaluate how the Social Service system and policies are established to meet community and individual Addiction Service needs.
- 4) Create and apply an approach which utilizes a person in environment and strengths based perspective while engaging in Addiction Services.

FIRST YEAR

ENG 103 English I	3	ENG 127 Technical/Professional Writing	3
HUS 100 Introduction to Helping Professions	3	HUS 101 Intervention, Skills and Practice in the Helping Professions.....	3
PSY 101 Introduction to Psychology.....	3	MAT 125 Introduction to Statistics.....	3
HUS 120 Foundations in Addiction Services.....	3	SOC 101 Introduction to Sociology.....	3
CIS 105 Computer Applications or	3	Restricted Elective ¹	3
BUS 148 Office Software Applications.....	1	Physical Education or Wellness Education.....	1
Physical Education or Wellness Education.....	1		16
	16		

SECOND YEAR

PSY 200 Lifespan Development.....	3	HUS 297 Human Services Seminar.....	2
CLC 111 Career Success.....	1	INT 294 Internship ²	4
PSY 225 Counseling the Individual	3	SOC 235 Professional Ethics in a Diverse Society	3
SCI 136 Essentials of A & P.....	3	HLT 145 The Physiology of Addictions.....	3
HUS 212 Mental Health Services.....	3	PSY 235 Counseling the Group and Family	3
Restricted Elective ¹	3	Elective ¹	3
	16	CLC 112 Career Search.....	1
			16

¹ Two restricted electives must be HUS, PSY, HLT, SOC, EDU, OR CRJ courses. Students should consider micro-credential options.

² Recommendation from Human Services Faculty and grade of C or better in HUS 100, HUS 101, CLC 111, CLC 112 or Human Service Faculty permission is required. Students not meeting these criteria will take an approved course to fulfill requirements.

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

**ADDICTION SERVICES (CERTIFICATE)
APC — 42886**

The Addiction Services certificate is designed for students with a previous degree or significant work experience in the Addiction Services field who are seeking a specialty credential. Upon completion of the certificate, students will be issued the Office of Addiction Services and Supports (OASAS) Standardized Certificate of Completion of 350 hours of course work necessary to apply for the Credentialed Alcoholism and Substance Abuse Counselor (CASAC) in New York State. The certificate combines coursework in diagnostic assessment, evaluation, intervention, referral and counseling in individual and group settings in the Addictions Services field. This certificate can be taken over the course of two semesters or as little as one course at a time. Many required classes are offered in the summer or winter semesters and as traditional courses, Flex Mode or Web-based which allows this certificate to be accessible to those already working in the field of Addiction Services. Pre-requisite courses for this certificate are PSY 101 and SOC 101.

PROGRAM LEARNING OUTCOMES

Students will be able to:

- 1) Evaluate the influence of one's personal values and ethics and outline Addiction Service values and ethics in order that Addiction Service professional values and ethics guide practice.
- 2) Perform Addiction Services with a variety of populations utilizing skills, techniques and theory which underlie the field.
- 3) Evaluate how the Social Service system and policies are established to meet community and individual Addiction Service needs.
- 4) Create and apply an approach which utilizes a person in environment and strengths-based perspective while engaging in Addiction Services.

FIRST YEAR

HUS 100 Introduction to Helping Professions	3	HUS 101 Intervention, Skills and Practice in	3
HUS 120 Foundations in Addiction Services	3	the Helping Professions.....	3
HUS 212 Mental Health Services.....	3	HLT 145 The Physiology of Addictions	3
PSY 225 Counseling the Individual	3	SOC 235 Professional Ethics in a	
Restricted Elective ¹	<u>3</u>	Diverse Society	3
	15	PSY 235 Counseling the Group and Family	3
		HUS 297 Human Services Seminar	<u>2</u>
			14

¹One restricted elective must be PSY 200, BUS 148, CIS 105, HUS 214, HUS 220, PSY 250, PSY 240, SOC 210, SOC 214

²Pre-requisites will be waived as necessary.

**CRIMINAL JUSTICE (A.S.)
APC — 1100**

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

PROGRAM LEARNING OUTCOMES

Students will be able to:

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

FIRST YEAR

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

SECOND YEAR

Criminal Justice Elective ²	3	Restricted Elective ⁴	3
General Education Elective ³	3	General Education Elective DEISJ	3
Science Elective ³	3-4	General Education Elective ³	3
SOC 209 Criminology.....	3	SOC 225 Professional Ethics	3
Restricted Elective ⁴	3	Mathematics ⁵ or Science Elective ³	3-4
	15-16	Physical Education or Wellness Education	1
			16-17

¹ MAT 120 (MAT 125 strongly recommended). Students should consult intended transfer institution for specific requirements.

² Criminal Justice Electives: CRJ 105, CRJ 107, CRJ 112, CRJ 113, CRJ 123, CRJ 124, CRJ 260, CRJ 298-299 (Requires permission of Instructor), POL 206, SOC 214, SOC 215.

³ Students must choose a General Education Approved Course.

⁴ Restricted Electives: POL 101, POL 206, POL 211, PSY 240, PSY 250, PSY 270, SOC 137, SOC 200, SOC 208, SOC 210, SOC 212, SOC 214, SOC 215, SOC 220.

⁵ MAT 125 or higher.

NOTE: General Education Knowledge and Skills Areas will require a minimum of 7 of 10 categories, four of which are required. Communication-Written and Oral; Diversity; Equity, Inclusion and Social Justice; Mathematics and Natural Science.

In addition, a minimum of three of the following are required: Humanities; Social Science; Arts; US History and Civic Engagement; World History and Global Awareness; and World Languages.

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

CRIMINAL JUSTICE (A.A.S.)

APC — 0640

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

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

PROGRAM LEARNING OUTCOMES

Students will be able to:

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

FIRST YEAR

ENG 103 English I	3	ENG 104 English II	3
CRJ 101 Introduction to Criminal Justice.....	3	POL 204 Constitutional Law	3
CRJ 103 Criminal Law	3	CRJ Elective ²	3
PSY 101 Introduction to Psychology.....	3	SOC 101 Introduction to Sociology.....	3
Mathematics Elective ¹	<u>3-4</u>	CRJ 121 The Corrections Process.....	<u>3</u>
	15-16		15

SECOND YEAR

General Education DEISJ Elective	3	ENG 132 Speech.....	3
CRJ 112 Organization and Management	3	CRJ Elective ²	3
CRJ 113 Private Sector Issues	3	CRJ 289 Professional Development Seminar	2
SOC 209 Criminology.....	3	CRJ 298 Criminal Justice Internship ⁴	3
Science Elective ³	3-4	SOC 225 Professional Ethics	3
Physical Education or Wellness Education.....	<u>1</u>	Physical Education or Wellness Education.....	<u>1</u>
	16-17		15

¹ MAT 115 or higher, MAT 120 recommended.

² Recommended Electives: CRJ 105, CRJ 107, CRJ 123, CRJ 124, CRJ 260, POL 206, PSY 270, SOC 208, SOC 212, SOC 214, SOC 215.

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

⁴ CRJ 298-299 requires permission of Instructor and requires a minimum of 2.5 cumulative GPA. Any student who is ineligible to participate in CRJ 298-299 shall be enrolled in a restricted elective from the following courses: POL 101, POL 206, POL 211, PSY 220, PSY 240, PSY 250, PSY 270, SOC 137, SOC 200, SOC 208, SOC 210, SOC 212, SOC 214, SOC 215, SOC 220.

NOTE: General Education Knowledge and Skills Areas will require a minimum of 7 of 10 categories, four of which are required. Communication-Written and Oral; Diversity; Equity, Inclusion and Social Justice; Mathematics and Natural Science.

In addition, a minimum of three of the following are required: Humanities; Social Science; Arts; US History and Civic Engagement; World History and Global Awareness; and World Languages.

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

**HUMAN SERVICES (A.S.)
APC — 1175**

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

Interested students may also obtain the Office of Alcoholism and Substance Abuse Services (OASAS) Standardized Certificate of Completion of 350 Hours of course work necessary to apply for the Credentialed Alcoholism and Substance Abuse Counselor (CASAC) in New York State by selecting the appropriate courses.

PROGRAM LEARNING OUTCOMES

Students will be able to:

- 1) Distinguish between one’s personal values and ethics and Human Service values and ethics in order that Human Service professional values and ethics guide practice.
- 2) Demonstrate appropriate engagement strategies and utilize interpersonal communication techniques which underlie the Human Services field.
- 3) Explain how the Social Service system and policies are established to meet community and individual needs.
- 4) Apply an approach which utilizes a person in environment and strengths based perspective while engaging in the helping process.

FIRST YEAR

ENG 103 English I	3	ENG 104 English II	3
PSY 101 Introduction to Psychology	3	HUS 101 Intervention, Skills and Practice in the Helping Professions	3
HUS 100 Introduction to Helping Professions	3	General Education Elective ³	3
HUS 120 Foundations in Addiction Services	3	SCI 136 Essentials of Anatomy & Physiology or SCI 137 Human Biology or	
CIS 105 Computer Applications or BUS 148 Office Software Applications.....	<u>3</u>	SCI 170 General Biology ⁴	3-4
	15	SOC 101 Introduction to Sociology.....	<u>3</u>
			15-16

SECOND YEAR

PSY 200 Lifespan Development	3	HUS 297 Human Service Seminar	2
Restricted Electives ^{1,2}	3	SOC 235 Professional Ethics in a Diverse Society	3
MAT 125 Introduction to Statistics	3	HUS 214 Trauma Informed Care	3
General Education Elective ³	3	PSY 235 Counseling the Group and Family	3
PSY 225 Counseling the Individual	3	Restricted Elective ^{1,2}	3
Physical Education or Wellness Education.....	<u>3</u>	Physical Education or Wellness Education	<u>1</u>
	16		15

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

¹Two of the following Restricted Electives must be: HUS, PSY, SOC, EDU, CRJ or HLT courses.

²For the 350 hour CASAC coursework, HLT 145, HUS 212 must be chosen.

³Must be in knowledge areas of Humanities, The Arts, World History and Global Awareness or World Languages, and US History and Civic Engagement.

⁴For 350-hour CASAC coursework, SCI 136 must be chosen.

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

**HUMAN SERVICES (A.A.S.)
APC — 0604**

The Human Services Program is designed to prepare students for the helping professions. The program is appropriate for current agency employees who are upgrading their skills and for students who are preparing for future careers as human service workers. The program combines academic course work with human service field experience (through a 170 hour internship). This approach prepares students to move directly into employment upon graduation. The program is flexible, so students may choose courses and field work experience in accordance with their areas of interest and particular career goals.

Students planning to transfer to a Bachelor’s degree in Social Work or Psychology should consider the A.S. degree program in Human Services. Another option is the Addiction Services A.A.S. Degree which prepares the student for the field of Addiction Services by achieving upon completion the coursework needed to apply for the Credentialed Alcoholism and Substance Abuse Counselor (CASAC) in New York State.

PROGRAM LEARNING OUTCOMES

Students will be able to:

- 1) Evaluate the influence of one’s personal values and ethics and outline Human Service values and ethics in order that Human Service professional values and ethics guide practice.
- 2) Perform appropriate engagement strategies and utilize interpersonal communication techniques which underlie the Human Services field.
- 3) Evaluate how the Social Service system and policies are established to meet community and individual needs.
- 4) Create and apply an approach which utilizes a person in environment and strengths based perspective while engaging in the helping process.

FIRST YEAR

ENG 103 English I	3	ENG 127 Technical/Professional Writing	3
HUS 100 Introduction to Helping Professions	3	HUS 101 Intervention, Skills and Practice in the Helping Professions.....	3
PSY 101 Introduction to Psychology.....	3	SOC 101 Introduction to Sociology.....	3
HUS 120 Foundations in Addiction Services.....	3	PSY 200 Lifespan Development	3
CIS 105 Computer Applications or BUS 148 Office Software Applications.....	3	MAT 125 Introduction to Statistics.....	3
Physical Education or Wellness Education.....	<u>1</u>	Physical Education or Wellness Education.....	<u>1</u>
	16		16

SECOND YEAR

CLC 111 Career Search.....	1	HUS 297 Human Services Seminar	2
CLC 112 Career Success.....	1	INT 294 Internship ²	4
HUS 212 Mental Health Services.....	3	SOC 235 Professional Ethics in a Diverse Society	3
SCI 136 Essentials of A & P or SCI 137 Human Biology.....	3	Restricted Elective ¹	3
Restricted Elective ¹	3	HUS 214 Trauma Informed Care	<u>3</u>
Restricted Elective ¹	<u>3</u>		15
	14		

¹Three restricted electives must be HUS, PSY, SOC, EDU, or CRJ courses. Students should consider micro-credential options.

²Recommendation from Human Service Faculty and “C” or better in HUS 100, HUS 101, CLC 111, CLC 112 or Human Service Faculty permission required. Students not meeting these criteria will take an approved course to fulfill requirements.

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

INDIVIDUAL STUDIES:

Individual Studies provides two different options:

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

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

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

Procedures for the development of Individual Studies include:

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

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

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

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

PROGRAM LEARNING OUTCOMES

Students will be able to:

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

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

**Individual Studies
Designed for Restaurant Management**

FIRST YEAR

CLC 101 Collaborative Career Learning I.....	8	CLC 102 Collaborative Career Learning II.....	8
BUS Principles of Business.	3	BUS 115 Quantitative Business Applications	3
CLC 111 Career Success	1	BUS 117 Hospitality Management	3
CIS 105 Computer Applications.....	<u>3</u>	BUS 141 Marketing	<u>3</u>
	15		17

SECOND YEAR

CLC 103 Collaborative Career Learning III.....	8	CLC 104 Collaborative Career Learning IV	8
ACC 101 Financial Accounting	3	CLC 112 Career Search	1
BUS 137 Business Communication	3	BUS 151 Human Resource Management	3
BUS 207 Business Law I	<u>3</u>	Business Elective.....	<u>3</u>
	17-18		15

Program Total: 64 credits

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

Related electives must include all applicable recommended electives in the COCAL certificate program and additional business and technology course work as approved by the faculty mentor committee and the Dean of Business, Technology and Health Professions.

INDIVIDUAL STUDIES: Collaborative Career Learning (Certificate)

APC – 0987

In this innovative approach to career learning, students learn career skills in fields where jobs are locally available. Although similar to cooperative education and internship programs, COCAL requires that students learn basic career skills at job sites without pay. Students learn from practicing professionals, who follow the competency guidelines prescribed by the College and based on O*NET online specifications, national competency catalogs, and employer input. Students combine Collaborative Career Learning with 12-18 credits of related college course work to earn a one-year certificate in Individual Studies.

Students may include dislocated workers, displaced homemakers, high school graduates who are interested in “hands-on” learning and immediate employment, and students who are interested in career exploration prior to committing themselves to two or four years of college. The primary goal of COCAL is employment upon graduation. Enrollment is competitive. Students should contact the COCAL Office for full details.

PROGRAM LEARNING OUTCOMES

Students will be able to:

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

ONE-YEAR CERTIFICATE

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

PHLEBOTOMIST

CLC 101 Collaborative Career Learning I.....	8	CLC 102 Collaborative Career Learning II.....	8
SCI 136 Essentials of Anatomy and Physiology....	3	HLT 135 Personal and Community Health.....	3
HLT 134 Responding to Emergencies	3	CIS 105 Computer Applications	3
MED 283 Medical Terminology	3	CLC 112 Career Search	<u>1</u>
CLC 111 Career Success.....	<u>1</u>		15
	18		

Program Total: 33 credits.

A partial listing of Collaborative Career Learning fields which have led to an Individual Studies Certificate and which may change from semester to semester, include but are not limited to:

Advanced Manufacturing	Dispatcher	Phlebotomist
Bank-Customer Service	Dispensary Management and	Physical Therapy Aide
Bar & Beverage-Restaurant	Entrepreneurship	Quality Assurance Laboratory Technician
Computer Operator	EKG Technician	(Cannabis or Dairy)
Computer Systems Specialist	Insurance/Medical Office Assistant	Retail Management
Community Health Worker	IT Support Technician	Salon Industry Entrepreneurship
Craft Brewery Management	Medical Office Assistant	
Cultivation Technician	Medical Records/Health	
Cybersecurity	Information Technician	
Dental Assistant	Pharmacy Technician	

**LIBERAL ARTS AND SCIENCES: GENERAL STUDIES (A.A.)
APC — 0250**

This is a university-parallel program that is designed for students who intend to transfer to four-year institutions. The program may be used by students who seek flexibility to explore their options or to tailor electives to align with their transfer goals.

This degree program is offered fully online.

PROGRAM LEARNING OUTCOMES

Students will be able to:

- 1) Communication (Written and Oral): Research a topic, develop an argument, and organize supporting details; demonstrate coherent college-level communication (written and oral) that informs, persuades, or otherwise engages with an audience; evaluate communication for substance, bias, and intended effect; and demonstrate the ability to revise and improve written and oral communication.
- 2) Diversity: Equity, Inclusion, and Social Justice (DEISJ): Describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender; analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity; and apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action.
- 3) Mathematics (and Quantitative Reasoning): Demonstrate mathematical skills and quantitative reasoning, including the ability to interpret and draw inferences from appropriate mathematical models such as formulas, graphs, tables, or schematics; represent mathematical information symbolically, visually, numerically, or verbally as appropriate; employ quantitative methods such as arithmetic, algebra, geometry, or statistics to solve problems.
- 4) Humanities: Demonstrate knowledge of the conventions and methods of at least one of the humanities; and recognize and analyze nuance and complexity of meaning through critical reflections of text, visual images, or artifacts.
- 5) Natural Science (and Scientific Reasoning): Demonstrate scientific reasoning applied to the natural world, including an understanding of methods scientists use to explore natural phenomena, including observation hypothesis development, measurement, and data collection, experimentation, evaluation of evidence, and employment of data analysis or mathematical modeling; and application of scientific data, concepts, and models in one of the natural sciences.
- 6) Social Science: Describe major concepts and theories of at least one discipline in the social sciences; and demonstrate an understanding of the methods social scientists use to explore social phenomena.

FIRST YEAR

ENG 103 English I	3	ENG 104 English II	3
Social Science Elective ³	3	Social Science Elective	3
Mathematics Elective ³	3-4	Science Elective ^{2,3}	3-4
Liberal Arts Elective ^{1,3}	3	Liberal Arts Elective ^{1,3}	3
Elective	3	Elective	3
Physical Education or Wellness Education.....	<u>1</u>	Physical Education or Wellness Education.....	<u>1</u>
	16-17		16-17

SECOND YEAR

Humanities Elective ³	3	Humanities Elective	3
Mathematics or Science Elective ²	3	Social Science Elective	3
Liberal Arts Electives ^{1,3}	6	DEISJ Elective ⁴	3
Elective	<u>3</u>	Electives	<u>6</u>
	15		15

Mathematics elective should be MAT 115 or higher.

¹ Liberal Arts Electives should be chosen to produce a balance among the areas of Humanities, Social Sciences, US History and Civic Engagement, World History and Global Awareness and Mathematics/Science.

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

³ Elective must be used to meet a SUNY General Education requirement (see note below).

⁴ Elective must be selected from the approved SUNY General Education DEISJ category.

Students interested in pursuing a career in Psychology should work with an academic advisor to select courses that align with the following SUNY Transfer Path for Psychology:

Required course: PSY 101 Introduction to Psychology. In addition, choose three courses from the following:

- PSY 240, Abnormal Psychology
- PSY 250, Social Psychology
- One of the following three courses:
 - PSY 200, Lifespan Development
 - PSY 210, Childhood Psychology
 - PSY 220, Adolescent Psychology
- Behavioral Statistics with ANOVA (offered as SOC 125 Behavioral Statistics).

It is recommended that no more than five courses should be taken for the concentration or major.

Students interested in pursuing a career in English should work with an academic advisor to select courses that align with the following SUNY Transfer Path for English:

Required courses: ENG 103, English I, and ENG 104, English II. In addition, choose 1-5 courses from the following:

- ENG 150, Reading and Writing Poetry
- ENG 200, Short Story
- ENG 210, Popular Literature
- ENG 230, Literature and Identity
- ENG 231, Masterpieces of World Literature I
- ENG 232, Masterpieces of World Literature II
- ENG 233, American Literature I
- ENG 234, American Literature II
- ENG 235, Modern Drama
- ENG 239, Modern Novel
- ENG 245, World Drama
- ENG 250, The Graphic Novel
- ENG 252, Studies in Major Authors or Genres
- ENG 257, Creative Writing

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

A minimum of 62 credits are required to complete this program, which must include 45 credits of Liberal Arts and Sciences, plus two different physical or wellness education courses.

**EARLY CHILDHOOD (A.A.S.)
APC — 0605**

The Early Childhood Education program is designed for students who plan to seek employment as educators in settings that serve young children from infants to age eight.

The course work in this program provides a basis for broad understanding of developmentally appropriate practice that is designed to address the needs of children across all domains. Program graduates may find employment opportunities with various types of institutions and agencies serving young children such as Child Care Centers, Nursery Schools, Pre-Kindergarten Programs, Head Start, Day Camps, Recreational Centers, and Social Service agencies.

Although the primary goal is to prepare students for career entry, students who decide to continue their studies at four-year institutions should work with an academic advisor to select concentration courses and other transfer electives to pursue their higher education goals. Students confident in their decision to transfer upon graduation may want to consider enrollment in the AA Liberal Arts and Sciences: General Studies program.

PROGRAM LEARNING OUTCOMES

Students will be able to:

- 1) Promote child development and learning in context (NAEYC Standard 1).
- 2) Build family and community relationships (NAEYC Standard 2).
- 3) Observe, document, and assess to support young children and families (NAEYC Standard 3).
- 4) Use developmentally, culturally, and linguistically appropriate teaching strategies. (NAEYC Standard 4).
- 5) Use content knowledge to build meaningful curriculum. (NAEYC Standard 5).

FIRST YEAR

ENG 103 English I	3	ENG 104 English II	3
EDU 171 Introduction to Early Childhood/ Childhood Education or		EDU 180 Safety, Health, and Nutrition	3
EDU 175 Foundations of Education	3	EDU 210 Infant & Toddler Care and Education or	
PSY 101 Introduction to Psychology	3	Restricted Elective ²	3
Mathematics Elective ¹	3-4	EDU 222 Children’s Literature, Language &	
EDU 230 Creative Arts	3	ELiteracy	3
	15-16	PSY 210 Childhood Psychology	3
			15

SECOND YEAR

SOC 101 Introduction to Sociology	3	INT 294 Internship	4
EDU 185 Early Childhood Curriculum	3	HLT 134 Responding to Emergencies or	
CLC Elective	1	Restricted Elective ^{4,5}	2-3
EDU 280 Exceptional Learners	3	SOC 235 Professional Ethics in a Diverse Society ³	3
Elective ⁵	3	Elective ⁵	3
Science Elective ¹	3-4	Elective ⁵	3
	16-17		15-16

¹MAT115 or higher; SCI elective must include a lab.

²Students considering transfer may enroll in ENG 132 Speech.

³SOC 235 meets DEISJ Gen Ed requirement.

⁴Restricted Elective – EDU elective or elective from the concentration.

⁵Students considering transfer should select electives that fulfill an education concentration. Work with an advisor and the transfer institution to select course work from ENG, HIST, or MAT.

Electives must be used to meet a General Education requirement.

Minimum of 61 semester hours required to complete this program, which must include 20 semester hours of General Education Liberal Arts and Sciences.

**EARLY CHILDHOOD (Certificate)
APC — 0968**

The Early Childhood Certificate is designed for students who plan to seek employment as educators in settings that serve young children from infants to age eight. The course work serves as a foundational understanding of the principles and practices in early childhood education. Designed to provide students with essential knowledge and skills, this program covers key areas such as child development and curriculum planning, emphasizing hands-on experiences, practical application, and interaction with young children. The certificate is stackable, allowing graduates the option to pursue further education and earn a two-year Associate of Applied Science (AAS) in Early Childhood Education or an Associate of Science (AS) degree. This program aligns with industry standards and meets the requirements for the designation of Early Childhood Educator Level I outlined in the *Unifying Framework for the Early Childhood Education Profession*.

PROGRAM LEARNING OUTCOMES

Students will be able to:

- 1) Promote child development and learning in context (NAEYC Standard 1).
- 2) Build family and community relationships (NAEYC Standard 2).
- 3) Observe, document, and assess to support young children and families (NAEYC Standard 3).
- 4) Use developmentally, culturally, and linguistically appropriate teaching strategies. (NAEYC Standard 4).
- 5) Use content knowledge to build meaningful curriculum. (NAEYC Standard 5).

ONE-YEAR CERTIFICATE

Fall Semester:

ENG 103 English I	3
EDU 171 Introduction to Early Childhood/Childhood Education.....	3
EDU 185 Early Childhood Curriculum.....	3
EDU 230 Creative Arts for Early Childhood.....	3
CLC 111 Career Success or CLC 112 Career Search	1
PSY 210 Child Psychology or Education Elective ^{1,2}	3
	16

Spring Semester:

EDU 180 Safety, Health, and Nutrition in Early Childhood.....	3
Education Elective ¹	3
INT 293 Internship.....	3
HLT 134 Responding to Emergencies	2
PSY 210 Childhood Psychology or Education Elective ^{1,2}	3
	14

¹ Education Electives: EDU 210, EDU 222, or EDU 280.

²PSY210 is a requirement. If students takes an EDU elective in the fall, they must take PSY210 in the spring.

A minimum of 30 credits are required to complete this certificate program.

**GENERAL EDUCATION (Certificate)
APC — 0985**

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

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

PROGRAM LEARNING OUTCOMES

Students will be able to:

- 1) Meet the qualifications to apply for a New York State High School Equivalency Diploma based on Earned College Credit.

ONE-YEAR CERTIFICATE

Fall Semester:

English Elective.....	3
CLC 110 Career Preparation I or	
CLC 111 Career Success or	
EDR 110 Research for Success.....	1
Social Science Elective	3
Mathematics Elective.....	3-4
Elective ¹	3
	13-14

Spring Semester:

English Elective.....	3
Science Elective ²	3-4
Humanities Elective.....	3
BUS 115 Quantitative Business Applications or	
Elective ³	3
Elective ³	3
	15-16

¹ CIS 105 recommended.

² SCI 129 does not satisfy lab science graduation requirement.

³ Free Electives.

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

**PHYSICAL EDUCATION AND SPORT MANAGEMENT (A.S.)
APC – 3027**

This program prepares students to explore a variety of careers in physical education, fitness, and sport management. The A.S. degree includes a significant portion of general education courses to facilitate future four-year degree completion, if desired. Students interested in occupations such as athletic training/sport medicine, coaching, personal training or teaching may plan to transfer and continue their education in physical education, sport management and related fields.

PROGRAM LEARNING OUTCOMES

Students will be able to:

- 1) Analyze and discuss how trends and regulations apply to physical education and sport management careers.
- 2) Demonstrate the knowledge and skills necessary to perform the components of fitness and wellness.
- 3) Apply and analyze the principles of the sport management field.
- 4) Apply critical thinking skills from course content to practical projects and scenarios.

FIRST YEAR

ENG 103 English I	3	ENG 104 English II	3
PED 200 Survey of PE & Sports Careers	1	HLT 134 Responding to Emergencies	2
PSY 101 Introduction to Psychology	3	HLT 135 Personal and Community Health	3
CIS 105 Computer Applications	2	SCI 136 Essentials of Anatomy & Physiology	3
General Education Elective ²	3	Mathematics Elective ^{1,2}	3-4
Physical Education or Wellness Education	3	Physical Education or Wellness Education	1
	14	Physical Education or Wellness Education	1
			16-17

SECOND YEAR

PED 202 Intro. to Sport Management	3	DEISJ Elective ³	3
ENG 132 Speech	3	Restricted Elective ⁴	6
Restricted Elective ⁴	3	General Education Elective ²	3
General Education Elective ²	3	General Education Elective ²	3
General Education Elective ²	3	Physical Education or Wellness Education	1
Physical Education or Wellness Education	1		16
	16		

¹ MAT 115 or higher. Recommend MAT125, Intro to Statistics for students interested in Sport Management.

² Required general education electives.

³Select DEISJ General Education Course.

⁴Select three restricted electives from the following: ACC 101, BIO 181, BIO 182, BUS 141, BUS 205, BUS 207, ECO 282, ECO 283, EDU 175, HLT 137, MAT 125, PSY 210, PSY 220, SOC 101, SOC 137.

Restricted Elective Note: Students interested in transfer to Physical Education or Sport Management should work with their advisor to select restricted electives. The following courses are strongly recommended for transfer based on SUNY transfer pathways:

Physical Education-BIO181 Anatomy & Physiology I, BIO182 Anatomy & Physiology II

Sport Management-ECO282 Macroeconomics or ECO283 Microeconomics, BUS141 Marketing

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

A minimum of 62 credits are required to complete this program, which must include 30 credits of General Education Liberal Arts and Sciences, plus required physical education or wellness courses.

**TEACHING ASSISTANT (Certificate)
APC — 1330**

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

PROGRAM LEARNING OUTCOMES

Students will be able to:

- 1) Fulfill the college credit hour requirement for a New York State Level III Teaching Assistant Certificate through this program.

ONE-YEAR CERTIFICATE

Fall Semester:

EDU 201 Introduction to Teaching	1
EDU 175 Foundations of Education	3
ENG 103 English I	3
Mathematics Elective ¹	3-4
PSY 101 Introduction to Psychology.....	3
	15-16

Spring Semester:

CIS 105 Computer Applications	3
ENG 104 English II	3
PSY 210 Childhood Psychology or	
PSY 220 Adolescent Psychology	3
General Education Elective ²	3
Science Elective ³	3-4
	13-14

¹ MAT 110 or higher; MAT 120 recommended for students intending to pursue further education. Students should choose a Mathematics elective from the Approved General Education course list.

² Students must select an Approved General Education Elective from one of the following categories (American History, Arts, Foreign Language, Humanities, Other World Civilizations, or Western Civilization).

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

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

ELECTRICAL TECHNOLOGY (A.A.S.)

APC — 0555

This program is designed for students seeking employment in a wide variety of technical fields, such as microprocessor (chip) fabrication and industrial automation / robotics. Students are prepared for roles including engineering technician, clean-room technician, process technician, electro-mechanical technician, and field service technician. The ELECTRICAL Technology program introduces students to fundamental electronics, circuit design, digital systems, programmable logic controllers (PLCs), troubleshooting, and mechatronic systems, through a variety of lecture and hands-on labs. The Electrical Technology program directly matriculates to various four-year colleges, enabling students to pursue a Bachelor’s degree in Electrical Engineering Technology. An interest in electricity, electronics, computers, and mechanics is an asset.

PROGRAM LEARNING OUTCOMES

Students will be able to:

- 1) Apply concepts and techniques with hands-on skills in the areas of electricity, electronics, logic, industrial control circuits and automation, microprocessors, semiconductor fabrication, telecommunications, and computer simulations.
- 2) Conduct experiments, record and organize data, analyze, interpret, and report results.
- 3) Demonstrate troubleshooting proficiency and the proper use of electrical diagnostic test instruments.
- 4) Demonstrate an ability to work independently and in teams.

FIRST YEAR

ELT 120 Success in Technology Programs.....	1	ENG 103 English I.....	3
ELT 125 Electric Circuit Analysis I	4	ELT 126 Electric Circuit Analysis II	3
Mathematics Elective ¹	4	ELT 131 Industrial Automation and Robotics I.....	3
Physical Science ²	3-4	ELT 229 Electronics I	4
DEISJ Elective ⁴	<u>3</u>	Liberal Arts Elective ³	<u>3-4</u>
	15-16		16-17

SECOND YEAR

ELT 132 Digital Electronics	4	ENG 104 English II or	
ELT 230 Electronics II	3	ENG 127 Technical/Professional Writing ⁵	3
ELT 231 Industrial Automation and Robotics II ...	3	ELT 232 Nanotechnology and Integrated Circuits...3	
Mathematics Elective ¹	<u>4</u>	ELT 236 Microcontroller Fundamentals.....	4
	14	ELT 234 Telecommunications	3
		Science or Math Elective ³	<u>3-4</u>
			16-17

¹Two of the following: MAT 120 (Intermediate Algebra), MAT 140 (Pre-calculus), MAT 170 (Calculus I), MAT 175 or (Calculus II).
²Choose one of the following: SCI 163 (Physical Science), PHY 151 (General Physics I) or PHY 171 (Analytical Physics I).
³Choose one of the following: SCI 170 (Intro to Chem), CHM 173 (General Chemistry I), PHY 152 (General Physics II), PHY 172 (Analytical Physics II), CAD 174 (Computer Aided Drafting)⁵ or MAT 125 (Statistics).
⁴Elective must be selected from the approved SUNY General Education DEISJ category.
⁵ Note : A student cannot take both ENG 127 and CAD 174 (because they will not have enough general education credits).

Students planning to transfer into a BS Electrical Engineering Technology program should see an advisor and consult their transfer institution for appropriate course selection. The following courses are recommended by most four-year institutions: MAT 170, MAT 175, PHY 151, PHY 152, and Computer Programming as available.

A minimum of 61 credits and a maximum of 64 credits are required to complete this program, which must include 20 semester hours of Liberal Arts and Sciences.

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

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

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

PROGRAM LEARNING OUTCOMES

Students will be able to:

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

ONE-YEAR CERTIFICATE

Fall Semester:

HVC 101 Electricity for HVAC/R	3
HVC 102 Fundamentals of Refrigeration	3
ENG 103 English I	3
Mathematics Elective ¹	3-4
Restricted Elective ²	<u>3</u>
	15-16

Spring Semester:

HVC 103 Heating Technology	3
HVC 104 Fundamentals of Air Conditioning	3
Restricted Electives ²	6
CIS 105 Computer Applications	<u>3</u>
	15

¹ Math placement depending upon preparation, competence at level of MAT100 Technical Mathematics or higher required (Not MAT115 or MAT125).

² Restricted Elective - any course with a BUS, SCI designator or INT293.

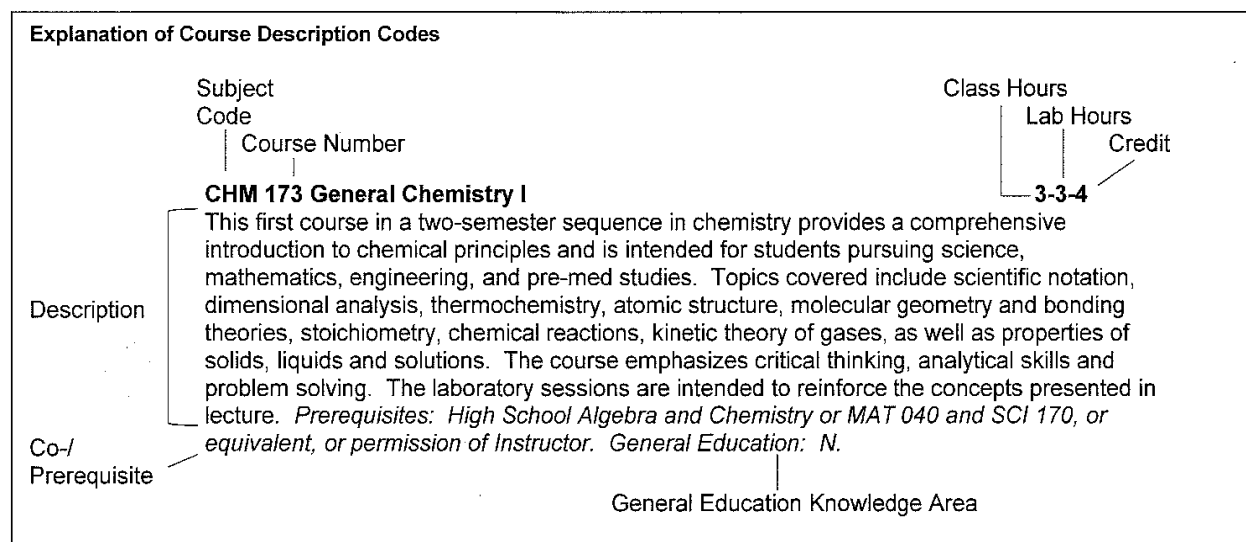
A minimum of 30 credits are required to complete this certificate program.

How to Read Course Descriptions

The following pages include descriptions of courses regularly offered by the College. Courses that are not listed may also be offered. The College reserves the right to cancel any course when the enrollment is insufficient to support the course. The College also reserves the right not to offer a course if resources become unavailable or the course has been dropped from the curriculum subsequent to the printing of this catalog.

Courses are listed alphabetically by department, and are listed numerically within the department.

The General Education Knowledge areas are listed accordingly: A: Arts; C: Communications; DEISJ: Diversity, Equity, Inclusion and Social Justice; F: World Languages; H: Humanities; M: Mathematics; N: Natural Sciences; O: World History; S: Social Sciences; U: United States History; .



Class Hours - The number of hours per week that a particular course meets in a classroom situation during a standard semester.

Co-requisite - Any course which must be successfully completed prior to, or taken during the same semester as, the course.

Course Designation and Number - Each course is assigned a three-letter designation, identifying the course subject or department, along with a three-digit number. Higher course numbers are assigned to upper level classes.

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

Credits - The number of credits to be awarded to the student who successfully completes the course. If the credits are followed by "IC," the course is an Institutional Credit course and will not be used to fulfill degree or certificate requirements.

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

Lab Hours - The number of hours per week that a particular course meets in a laboratory situation during a standard semester. Field work and small group discussions may be included in these hours.

Prerequisite - Any coursework that must be successfully completed before the student is eligible to enroll in the course.

Standard Semester - "Standard Semester" refers to a 15-week Fall or Spring semester. Lectures or labs offered during a Winter, Summer, Modified, or Late-Start semester and/or offered in an online (WB) or blended (BL) format will have adjusted lecture/lab hours to be equivalent to a 15-week semester.

Course Designations

[ACC Accounting](#)

[ART. Art](#)

[ASL. American Sign Language](#)

[BIO. Biology](#)

[BUS Business](#)

[CAD Computer Aided Drafting](#)

[CHM Chemistry](#)

[CIS . Computer Information Systems](#)

[CLC. Collaborative Career Learning – COCAL](#)

[COE Cooperative Education](#)

[CRJ. Criminal Justice](#)

[DMT Media Arts & Digital Technology](#)

[DST Directed Study](#)

[ECO Economics](#)

[EDU Early Childhood and Teacher
_____ Education](#)

[ELT . Electrical Technology](#)

[ENG English](#)

[ESL English as a Second Language](#)

[FRE French](#)

[HIS . History](#)

[HLT. Health](#)

[HUM Humanities](#)

[HUS Human Services](#)

[HVC... Heating, Ventilation,
_____ Air Conditioning, and
_____ Refrigeration](#)

[IDS Interdisciplinary Studies](#)

[IND. Independent Study](#)

[INT . Internships](#)

[MAT Mathematics](#)

[MED Medical Clerical](#)

[NUR Nursing](#)

[PED Physical Education](#)

[PHI . Philosophy](#)

[PHY Physics](#)

[POL Political Science](#)

[PSY. Psychology](#)

[RAD Radiologic Technology](#)

[SCI . Science \(Biology, Chemistry,
_____ Earth Science, Physics\)](#)

[SOC Sociology](#)

[SPA. Spanish](#)

[THR Theatre](#)

[WEL Wellness](#)

ACC 101 Financial Accounting 4-0-4

Financial Accounting introduces the fundamental concepts that comprise financial accounting and generally accepted accounting principles, providing a strong foundation in basic accounting principles and techniques for both general business students and students who intend to pursue an accounting career. Special emphasis is placed on the traditional concepts that comprise a first semester college accounting course, including analysis of business transactions in accordance with accrual basis accounting, the accounting cycle, financial statement preparation and analysis, the hallmarks of internal control, and coverage of accounting elements such as assets, liabilities, equity, and revenue and expenses.

ACC 102 Managerial Accounting 4-0-4

Managerial Accounting emphasizes managerial decision-making and follows ACC 101. Course topics include cost analysis and cost allocations, product pricing and profit analysis, job order and process costing, budgeting concepts and applications, standard costing and the balanced scorecard, manufacturing accounting and incremental analysis. This course will build a solid foundation for both general business students and students who intend to pursue careers in accounting. *Prerequisite: ACC 101.*

ACC 137 QuickBooks Essentials 3-0-3

A hands-on introductory accounting course, Quickbooks Essentials, provides students with real-world exposure to use of the leading microcomputer accounting solution used by small to mid-sized businesses today, Quickbooks. Primary computerized accounting topics covered include Chart of Accounts, Cash, Receivables, Payables, Inventory, Revenues, Expenses and Payroll reporting; culminating in the generation of end-of-period financial statements in conformity with Generally Accepted Accounting Principles. *Prerequisites: CIS 105 and ACC 101. 3 class hours, 0 lab hours, 3 credits.*

ACC 203 Excel for Business and Financial Management 3-0-3

This course covers the six key subject areas in the field of business, bookkeeping and financial management: adjusting entries; error correction; payroll; depreciation; merchandise inventory; and internal controls and fraud prevention. The subject matter covered within

this course will build on the accounting foundations established in ACC101 Financial Accounting and enable an individual to use MS Excel in analyzing financial data to make management decisions for a small to middle sized business. This course may be used to prepare for The American Institute of Professional Bookkeepers (AIPB) certification exam. AIPB certification may provide students an opportunity to advance their careers or enhance previously learned skills. *Prerequisites: ACC101 with a grade of C or better or permission of instructor.*

ACC 218 Federal Income Taxes 3-0-3

This course covers federal tax law and regulations. It emphasizes the tax formula, gross income, exclusions, deductions, tax credits, gains and losses, and the computation of income tax liability. This course also provides practice in the preparation of individual tax returns and the preparation of tax returns for sole proprietorships. *Prerequisite: ACC 101 or permission of Instructor.*

ART 100 Studio Art 4-0-3

A beginner's course, designed to introduce the student to a variety of basic art media and visual aesthetic principles. The course focuses on developing self-expression through the media of design, drawing, painting, printmaking, and sculpture, as well as evaluating art through class critiques. Does not fulfill Fine Arts major requirements.

ART 101 Art History I 3-0-3

Introduction to the history of art. A survey of world painting, sculpture, and architecture, from prehistoric times to the Renaissance. The course emphasizes stylistic developments and the appreciation of human aesthetic achievements. Presentation combines lecture, text, and visual materials. *General Education: A.*

ART 102 Art History II 3-0-3

A continuing introductory course to the History of Art. This course surveys world painting, sculpture, and architecture, from the Renaissance to the present. *Prerequisite: None. ART 101 recommended. General Education: A.*

ART 103 Language of Visual Art 3-0-3

This is an art appreciation course for non-majors, cover-

ing the functioning and meaning of art in various forms and purposes. The course explores how and why the arts exist as human invention for sharing experience and how they are created. Such art forms as painting, sculpture, architecture, photography, crafts, and commercial art will be examined in this course. Does not fulfill Fine Arts major requirements. *General Education: A.*

ART 106 Survey of Non-Western Art History 3-0-3

A survey course that focuses on the cultural and historical heritage of selected non-Western societies, from the ancient world to the present day. Students will gain exposure to painting, sculpture, architecture and decorative arts from a variety of cultures, including those of Africa, Asia, Oceania and the Americas, through multimedia presentations and lectures. *General Education: O.*

ART 108 History of Modern Design 3-0-3

A survey course that focuses on the applied arts and industrial design from the eighteenth century to the present day. The course explores the relationship between design, fine arts, manufacturing, and the technical, social and commercial contexts in which they were produced. The course also traces the cultural and historical influences on major design movements and the styles from a wide variety of global cultures, including those of Europe, Africa, Asia Oceania and the Americas. Students will gain exposure to a wide variety of applied design forms such as architecture, graphic design, furniture, product and commercial design as well as decorative art styles, through multimedia presentations and lectures. *General Education: O.*

ART 110 Introduction to Comics and Sequential Art 3-0-3

This course explores the unique conventions and artistic elements that define comic book art and other sequential art forms. This course delves into the structure of sequential art, including panel transitions, line, color, and the integration of text and images in conveying stories and emotions. Through critical readings, the course aims to equip students with a comprehensive understanding of the visual language of comics and how it functions to create meaning and engage audiences. This foundational knowledge will enable students to appreciate sequential art's complexity and artistic depth within the broader spectrum of art history. *General Education: A.*

ART 115 Drawing I 4-0-3

A preliminary course, which concentrates on development of the technical and creative skills necessary to make drawings as expressive visual language. Topics will include visual composition, line, value, gesture, volume and linear perspective. Drawings will be made from observed and non-observed subjects.

ART 116 Drawing II 4-0-3

An exploration of drawing using a wider variety of media, with emphasis on creative personal expression. Topics include the development of expressive composition, content and technique, drawing from both non-observed and observed subjects. *Prerequisite: ART 115 or permission of Instructor.*

ART 125 Painting I 4-0-3

An introduction to painting with water-based acrylic paint, utilizing traditional and contemporary techniques. Topics to be covered are visual composition, application techniques, material use, color theory, value and texture. An emphasis will be placed on seeking personal creative solutions through the exploration of a variety of techniques. Paintings will be made from observed and non-observed subjects. *Prerequisite: None. ART 115 recommended.*

ART 150 Two-Dimensional Design 4-0-3

An introduction to the elements and principles of two-dimensional design. The course focuses on visual design as a language to be explored through aesthetic creative problems. Topics include organization, balance, contrast, rhythm, texture, visual movement, and color theory.

ART 160 Three-Dimensional Design 4-0-3

An introduction to the elements and principles of three-dimensional design, as they relate to art, architecture and product design. Form, space, balance, proportion, texture, color, and function will be explored through a series of creative visual problems, for which aesthetic solutions will be sought. The course will also focus on the evaluation and analysis of a designed form.

ART 175 Ceramics I 4-0-3

A general course in pottery using a variety of forming techniques, including hand-building, slab, wheel throwing, and ceramic sculpture. It covers concepts relating to clay, glazes, slips, aesthetic and functional

form, and firing techniques. Students are required to furnish their own clay.

ART 210 3-D Digital Modeling 4-0-3

An introduction to digital rendering and modeling utilizing the industry standard program Maya®. This course is designed to provide students with the necessary knowledge and skills to create dynamic three-dimensional digital renderings and scenes. Students will acquire the analytical and critical thinking skills required to conceive, compose, produce and publish original digital renderings. Three-D composition fundamentals as well as concepts of motion will be covered in this course. Equipment will be supplied. *Prerequisites: ART 115 or ART150.*

ASL 101 Elementary American Sign Language I 3-0-3

This course introduces American Sign Language, the visual-gestural language of the deaf and incorporates non-verbal communication techniques, basic sign terminology, basic vocabulary, finger spelling, basic linguistic principles, and conversational skills. Introduces Deaf Culture and the job of the Interpreter. *General Education: F.*

ASL 102 Elementary American Sign Language II 3-0-3

This course expands basic skills in American Sign Language. Emphasis is placed on expressive and receptive conversational skills, including vocabulary expansion, master linguistic principles, classifications, sign fluidity, and transliteration. *Prerequisite: ASL 101. General Education: F.*

BIO 170 General Biology I: Organismal Biology 3-3-4

This course serves as an introduction to animals, plants, and fungi. Students will study the major groups of organisms, focusing on type organisms in each group. An emphasis is placed on organs, organ systems, organisms, and ecosystems, all in the context of evolution. Topics include development, morphology, physiology, behavior, ecology, biodiversity, biosystematics and mechanisms of evolution. *General Education: N.*

BIO 171 General Biology II: Molecular and Cell Biology 3-3-4

A course in general biological principles, relating cell structure to function. Topics discussed include biochemistry, energetics, the molecular basis of cell metabolism, principles of heredity and the genetic control of cell activity, cell division, and the homeostatic regulation of the cell environment for both eukaryotic and prokaryotic cells. Physiological processes at the organismic level are analyzed and correlated with the simpler manifestations at the cell level. The course emphasizes modern research, the nature and philosophy of science, and the art of experimentation, as carried on concurrently in the laboratory portion of the course. *General Education: N.*

BIO 181 Anatomy and Physiology I 3-3-4

This course provides a systems approach to the study of human anatomy. The course will include the concepts of biology and chemistry that are necessary to the understanding of physiology. The remainder of the course will emphasize the structure and function of the cell, skeletal, muscular, and nervous systems as well as tissues, skin, joints and special senses. Laboratory classes are designed to reinforce the lecture material and include dissections of vertebrate specimens as well as experiments on animal tissue and human subjects. *Hours of class per week: 3. Hours of lab per week: 3. General Education: N.*

BIO 182 Anatomy and Physiology II 3-3-4

This course provides a system approach to the study of human anatomy and physiology, emphasizing cardiovascular, respiratory, digestive, urinary, endocrine, and reproductive systems as well as metabolism, acid-base balance, and electrolytes. Laboratory classes are designed to reinforce the lecture material and include dissections of vertebrate specimens and experiments on animal tissue and human subjects. *Prerequisite: BIO 181 or permission of the Instructor. Hours of class per week: 3. Hours of lab per week: 3. General Education: N.*

BIO 282 Microbiology 3-3-4

An introduction to the biology of microorganisms, with a focus on bacteria. Course topics include biochemistry,

cell structure and function, metabolism, microbial ecology, microbial genetics, applied microbiology, microbial control, epidemiology, pathogenesis and microbial disease. Laboratory exercises reinforce those principles discussed in lecture. *Prerequisites: BIO 170 or BIO 181 or permission of Instructor. General Education: N.*

BUS 101 Principles of Business 3-0-3

Principles of Business introduces students to the exciting world of business. Students will learn the language of business, multiple areas of study, and career opportunities that are available to business majors. The course covers topics including, but not limited to: entrepreneurship, marketing, management, human resources, economics, global business, accounting and finance. Additionally, this course is designed to introduce students to systems, techniques and best practices that will help students be successful in business courses and their careers.

BUS 115 Quantitative Business Applications 3-0-3

Quantitative Business Applications is designed to equip students with the fundamental mathematical analytical problems solving skills and basic quantitative accounting concepts needed for success in college-level business and accounting courses. Students taking Quantitative Business Applications will learn to use financial calculators and spreadsheets to analyze and solve challenging everyday problems faced by business managers and owners, including but not limited to: amortization schedules, computation of simple and compound interest, inventory cost-flow assumptions, financial and tax based-depreciation reporting, time value of money, and payroll compliance. Required Supplies: Texas Instruments Business Analyst II or any financial calculator with Time Value of Money functions keys. *Prerequisite: CIS 105 or concurrent registration.*

BUS 117 Hospitality Management 3-0-3

This course will introduce students to the various segments of the hospitality industry including lodging, tourism, restaurants, and resorts. Students will explore the history, development, current trends, and career opportunities in this dynamic industry. The fundamental principles of the industry will be introduced, with a focus on management and operations activities.

BUS 118 Bar and Beverage Management 3-0-3

Bar and Beverage Management is a course designed to introduce students to all facets of managing a full-service bar. Students will learn responsible alcohol service, legal responsibilities, and repercussions of alcohol's effect on the body. Students will also study the history, preparation, mixology, and proper service of beer, wine, and spirits. This course will cover all areas of management, as it relates to bars, including, but not limited to, job descriptions, interviewing, hiring, and training for the various positions. Students will also learn about marketing, inventory management, and cost control in the beverage industry.

BUS 120 Essentials of Entrepreneurship 3-0-3

This course is designed for students who are considering becoming an entrepreneur or working for a small business. The course will emphasize: exploring opportunities, the business plan process, and the challenges of entrepreneurship. It will include an overview of the following business concepts: sales, marketing, building customer relationships, accounting and management.

BUS 137 Business Communication 3-0-3

Emphasis is on composing various types of business communications in a clear and concise manner, while maintaining the readers' goodwill. The course also includes a review of grammar and the mechanics of writing, spelling, and some public speaking.

BUS 141 Marketing 3-0-3

Introduction to the basic principles and terminology that are used in the marketing field. Focus will be on gaining familiarity with the variety of environmental factors that influence marketing decisions and understanding the importance of a customer-oriented philosophy of doing business. Topics covered include determining marketing opportunities, environmental analysis, consumer buying behavior, and product planning, promotion, distribution, and pricing. The importance of market research is also discussed.

BUS 146 Customer Relationship Management 3-0-3

This course will offer a combination of time-proven fundamentals and new practices needed to succeed in customer relationship (CRM). Students will study the techniques of successful selling and (CRM). The course

covers topics including, but not limited to concepts of sales strategies, sales process, interpersonal skills, effective communication and relationship building, prospecting and sales strategies, processes and presentations related to managing customer relationships and selling. Students will gain an understanding of the relationship between marketing and sales plans.

BUS 144 Word Processing Applications 3-0-3

This course combines essential keyboarding skills and MS Word office applications to assist the student in honing their keyboarding skills while learning how to use MS Word applications to create essential office documents used by business personnel. This course will enable the student to develop keyboarding skills by using the alphabetic, and numeric keys by touch while using MS Word. Topics begin with a review of basic word processing skills, such as creating, editing, and formatting followed by Mail Merging documents and labels, creating Web pages and hyperlinks, and sharing documents, using comments, tracking changes, and comparing and merging documents. After this direct review, more advanced topics may include footnotes and endnotes, merging, sorting, and selecting, hyphenation, finding and replacing special characters, auto summarizing, line numbering, objects and images, watermarks and dropped caps, WordArt, styles, macros, custom dictionaries, master documents and subdocuments, index, table of figures, table of authorities, forms, shared documents, including creating multiple versions, protecting documents, customizing documents. Students are required to apply these concepts and skills in the production of office documents and communications, such as memos, reports, merged letters, and flyers.

BUS 148 Office Software Applications for Business Professionals 3-0-3

This course provides experience using an integrated software suite. Microsoft® Office applications are used to complete advanced word processing functions to prepare documents that integrate files from various suite applications and the Internet. Topics include MS Office and Google Applications. This course uses these concepts and applications to solve realistic business problems. The project-based, real-world applications give students hands-on knowledge of these applications in the workplace. Use of language skills, decision making, and working without direct supervision will be emphasized. *Prerequisite: CIS 105 or equivalent.*

BUS 151 Human Resources Management 3-0-3

Introduction to the basic principles, techniques, and terminology used in the human resources field. Topics covered: human resource planning; job analysis and design; equal opportunity laws; employee selection, orientation and training; performance appraisals; and wages, incentives and benefits. Unions and collective bargaining are also discussed.

BUS 162 Personal Finance 3-0-3

Personal Finance, BUS 162, prepares students to manage their current and future financial affairs. Topics include: Planning for financial success; optimizing saving and credit decisions; making the best vehicle and housing choices; basic tax planning and beginning investing in stocks, bonds, mutual funds and ETF's; managing student loans and educational expenses. This is a real world, practical life course intended to help students manage debt, save, and invest for a profitable future.

BUS 201 Principles of Global Business 3-0-3

A study of the basic concepts pertaining to global business and communication, including the cultural, economic, political, legal, and geographic aspects of developed and developing countries. The course addresses global marketing, management, financing, production, sourcing, communication, and ethics. *Prerequisites: Any BUS or ECO elective or permission of instructor.*

BUS 202 Digital Marketing 3-0-3

This course is designed for business students who are interested in marketing using the Internet, social media and E-commerce. The course will emphasize the business side of Internet marketing and the integration of on-line media to meet B2C & B2B marketing objectives. Students will understand the value of research and the use of global data in making marketing decisions. The course will highlight the value of creating and posting content-rich blogs and the development of an Internet value chain. Students will present an on-line marketing campaign and learn how to evaluate on-line marketing performance and marketing opportunities. *Prerequisites: BUS 141 or BUS 137, or permission of Instructor.*

BUS 205 Principles of Management 3-0-3

This course deals with the basic principles of management, with applications to entry-level and management positions. It covers principles, such as the nature and

role of the manager, the decision-making process, and the traditional management functions of planning, organizing, leading, and controlling.

BUS 207 Business Law I 3-0-3

This course is designed to introduce students to the substantive legal areas of constitutional law, crimes, torts, common law contracts, sales contracts, and commercial paper, as they apply to their personal lives and the business environment. The interaction of business ethics and the law is also examined.

BUS 208 Business Law II 3-0-3

This course provides in-depth treatment of the substantive legal areas of agency law, partnership law, corporation law, employment law, and government regulation of business. The interaction of business ethics and law is also examined. *Prerequisite: None. BUS 207 recommended.*

BUS 262 Fundamentals of Investments 3-0-3

In today's challenging economic environment, mastering the fundamentals of investments has become one key to financial security. Students taking this course will be introduced to the basics of stocks, mutual funds, bonds, and key investing principles, such as diversification, asset allocation, and the risk/reward trade off. With the purchase of the new, required textbook for this course, students will receive a subscription to an online investment trading simulation tool, which will be integrated throughout the course.

BUS 270 Business Development and Management 3-0-3

This capstone course is designed for students to apply the concepts they have learned in other courses to develop a comprehensive business plan. Students will develop a business plan for either a new business or to expand an already established business. *Prerequisite: BUS 141; Co-requisite: ACC 102.*

BUS 298-299 Business Internship 1-4

The Business Internship serves as a structure for awarding credit for prearranged academically-applicable work experiences. Students who have satisfactorily com-

pleted relevant business courses may be placed with an approved agency, on a part-time basis. Participation requires the approval of a Business Instructor and the appropriate Academic Dean. Evaluation of the student's performance is the responsibility of the instructor. A maximum of eight credits may be earned by any one student. *Prerequisites: Previous business relevant coursework and approval of Instructor and Academic Dean. Hours of class per week: 1-4. This course is designated to be graded on an S/U system, Satisfactory/Unsatisfactory.*

CAD 174 Computer Aided Drafting: Auto CAD 2-2-3

This course teaches the basics of computer aided drafting, using the AutoCAD software package, as applied to engineering type drawings. Topics include geometric construction basics, object properties, polar and delta positioning, orthographic views, dimensioning and auxiliary and sectional views. Three-dimensional drawing and solid modeling will be introduced, using the AutoDesk Inventor software.

CHM 173 General Chemistry I 3-3-4

This first course, in a two-semester sequence in chemistry, provides a comprehensive introduction to chemical principles and is intended for students who are pursuing science, mathematics, engineering, and pre-med studies. Topics covered include scientific notation, dimensional analysis, thermochemistry, atomic structure, molecular geometry and bonding theories, stoichiometry, chemical reactions, kinetic theory of gases, as well as properties of solids, liquids and solutions. The course emphasizes critical thinking, analytical skills and problem-solving. The laboratory sessions are intended to reinforce the concepts presented in lecture. *Prerequisites: High School Algebra and Chemistry, or MAT 040 and SCI 170, or equivalent, or permission of Instructor. General Education: N.*

CHM 174 General Chemistry II 3-3-4

A continuation of CHM 173, this course stresses concepts designed for students pursuing mathematics, physics, chemistry, engineering, and pre-med studies. Topics covered include kinetics, equilibrium, thermodynamics, acids and bases, solubility, electrochemistry

and descriptive chemistry. *Prerequisites: High School Algebra and Chemistry, or MAT 040 and SCI 170, or equivalent, or permission of Instructor. General Education: N.*

CIS 105 Computer Applications 3-0-3

This course provides an introduction to microcomputers and end-user system/application software. The personal computer is demonstrated as a tool to support other academic or professional disciplines. Topics include basic computer hardware, operating systems, the Internet, word processing software, spreadsheet software, and presentation graphics software. The course emphasizes familiarization with computer components and the operation of the overall computer system.

CIS110 Spreadsheets and Databases for Professionals 3-0-3

Designed for students who have prior hands-on experience with computers and software such as Windows, word processing applications, and presentation/slide-show applications, this course explores the power of spreadsheet and database productivity software. Specific course topics may include basic spreadsheet concepts, formulas, advanced functions, data analysis, large workbooks, macros, VBA, PivotTables, and PivotChart reports as well as basic database concepts, tables, forms, queries, and reports. Students are required to use the microcomputer lab to complete various projects assigned. *Prerequisite: Non majors must have permission of the Instructor.*

CIS 114 Linux Operating System 2-2-3

This course provides an introduction to the various flavors of the Linux operating system. The history of Linux and its relationship to Unix will be explored. Topics will include: desktop vs. server software installation and configuration, access permissions, text editor, file system, piping and redirection, the use of regular expressions, and shell language programming. Study of the client-server features of Linux operating systems from the standpoint of a user and the root administrator will be explored. This course also includes network configuration and system management commands. The lab component will give students the opportunity to learn how to install, configure and administer Linux-based computers.

CIS 116 Computer Science I 3-0-3

This course covers the fundamentals of computer problem solving and programming – techniques, concepts, and vocabulary. Topics include: program development process, differences between the procedural and object-oriented programming methodologies, phases of language translation (compiling, interpreting, linking, executing), and error conditions associated with each phase, primitive data types, memory representation, variables, expressions, assignment, fundamental programming constructs (sequence, selection, iteration), algorithms for solving simple problems, tracing execution, subprograms/functions/methods, and parameter passing. Emphasis is placed on programming in a high-level computer programming language such as C++, Java, or Python. *Co-requisites: CIS110 and MAT120.*

CIS 146 Introduction to Cybersecurity 3-0-3

This course will introduce students to the basics of cryptography, security management, wireless networking, and organizational policy. Topics include operating system security, authentication, attacks, auditing, encryption, and physical security. This course is a first course in the fundamentals of information and network security. It introduces fundamental cybersecurity topics such as institutional security policy, legal aspects of security, computer system infrastructures, types of cyber threats and risk assessment, cryptography, information integrity, and data loss prevention. The course identifies methods of assessing systems to identify critical data, and presents tools and techniques for securing computers and networks. *Prerequisite: CIS 114.*

CIS 160 Database Design and Programming 3-0-3

This course expands on introductory database concepts and explores more powerful applications of database design and management. Students design relational tables, queries, forms and reports, using database software and maintain data dictionaries. Students will apply entity relationships and data normalization. Students will create programs in Structured Query Language (SQL), create stored procedures, and implement Open and Object Linked and Embedded Database Connectivity. Through hands-on experience, students master concepts in data mining, report generation and presentation through a front end application, such as

Crystal Reports. Students will write server-side scripts in either PHP or ASP to connect with MySQL and SQL servers. Students will perform database backups on the server. *Prerequisite: CIS 115 or permission of Instructor. Additional computer hours, as needed.*

CIS 170 Web Site Development 3-0-3

Students will develop and manage integrated Web pages, using HTML/XHTML and Web page developing tools. Students will utilize graphics-processing software to incorporate images. Students will construct Web pages using HTML to incorporate text, lists, tables, frames, and hyperlinks and publish to a server in a multi-browser compatible format. There will be an emphasis on writing client-side scripts (JavaScript) and Cascading Style Sheets (CSS). Advanced topics include incorporating multi-media files, processing user requests and generating dynamic Web pages. Other topics include Web server implementation, and ADA compliance. *Prerequisite: CIS 105 or permission of Instructor. Additional computer hours, as needed.*

CIS 216 Computer Science II 2-2-3

This course covers the fundamentals of algorithms and object oriented software development. Topics include: modern IDE for software development, primitive and reference data types, encapsulation, information hiding, selection, iteration, functions/methods, parameters, recursion, exception handling, generic linear data structures (arrays), file types, file I/O, simple GUIs with event handling, programming to an interface, lambda expressions, semantics of inheritance and use of polymorphism, search (sequential, binary), select (min, max), and sort (bubble, insertion, selection) algorithms, documentation using standard tools, program testing and debugging, reasoning about control flow in a program, and societal impacts related to computing and software. *Pre-requisites: CIS116.*

CIS 230 Internet Programming 3-0-3

(For Computer Science A.S. majors only). This course will cover client and server-side programming concepts and multi-tier architecture that allow students to produce effective, interactive Web applications. Students will create and access MySQL databases, through PHP server-side scripting and SQL SERVER databases through Active Server Pages. Students will demonstrate

functional ability with HTML/XHTML, JavaScript and Cascading Style Sheets. Additional topics include object-oriented programming, authenticating users, and programming automated tasks. *Prerequisites: CIS 160 and CIS 170 or permission of Instructor. Additional computer hours, as needed.*

CIS 231 Mobile Apps. Development: 3-0-3

Android
This course is designed for students who have some programming logic experience and want to move into the exciting world of developing applications (apps) for Android mobile devices on a Windows computer. Using an open source development environment and emulator, students will develop mobile applications (apps) that will operate on Android-based devices such as a smartphone, mini-tablet, or tablet. *Prerequisite: CIS 120.*

CIS 232 Mobile Apps Development: 3-0-3

iOS
This course is designed for students who have some programming logic experience and want to move into the exciting world of developing applications (apps) for iOS Apple mobile devices on a Macintosh computer. Using an Xcode development environment and emulator, students will develop mobile apps that will operate on Apple-based devices such as iPod, iPhone, and iPad. *Prerequisite: CIS 120.*

CIS 238 Introduction to Game Design 3-0-3

This course serves as an introduction to designing games and concepts of game prototyping. It consists of history and theory-based lectures and discussions, as well as a hand prototype and a game-creation project. Course material will cover the strategy, implementation, and nuances of game design and some of the history that has led to where the industry is now. *Prerequisite: CIS116.*

CIS 240 Hardware Concepts 2-2-3

This course provides a hands-on introduction to personal computer hardware setup. Students will install, configure, upgrade, diagnose and troubleshoot desktop personal computers. Students will disassemble and reassemble personal computers, perform preventive maintenance procedures, and maintain safety in a

lab environment, and interact with others in a professional manner. Topics include hardware/software concepts, boot process, command prompts, memory, hard drive configuration, expansion cards, fundamentals of prompts, memory, hard drive configuration, expansion cards, fundamentals of installing/supporting operating systems, and using firmware and diagnostic software. *Additional computer hours, as needed.*

CIS 241 Networking Concepts 2-2-3

This course enables students to recognize networking media and topology. Students will identify protocols and Open Systems Interconnections (OSI) models. Students will identify hardware and software problems of a network and provide network support. Installing and configuring the hardware and software on a local area network of computers is an integral part of the course. Students will install and use proprietary and open-source network operating systems. *Additional computer hours, as needed.*

CIS 246 Cybersecurity Administration 2-2-3

This course will introduce students to the basics of cryptography, security management, wireless networking, and organizational policy. Topics include operating system security, authentication, attacks, auditing, encryption, and physical security. The course will focus on management and troubleshooting concepts and tools such as tracer, nslookup, ipconfig, ping, DNS, and Denial of Service attacks. Additional topics include an overview of malware, disaster recovery, information security policy, and rules for avoiding viruses and vulnerabilities. *Prerequisite: CIS146.*

CIS 250 Project Management 3-0-3

This course will provide information on how good project management skills and effective use of technology can help you manage projects from an information technology perspective. Students will have an understanding of the ten project management knowledge areas including project integration, scope, time, cost, quality, human resource, communications, risk, procurement, and stakeholder management as well as all five process groups which include initiating, planning, executing, monitoring and controlling, and closing. Project management software will be introduced and used through-

out the course. *Prerequisite: CIS 110 or permission of Instructor.*

CIS 256 Data Structures 3-0-3

This course covers the fundamentals of data structures and software modeling. Topics include: modern IDE for software development, design and development of reusable software, software modeling (class diagram, use case, CRC card), introduction to analysis of algorithms, abstract properties, implementation and use of stacks, queues, linked lists, and binary trees, recursion and efficiency of recursive solutions, range of search (sequential, binary), select (min, max, median), and sort algorithms and their time and space efficiencies, software quality assurance, team development of software applications, and professional responsibilities and liabilities associated with software development. *Prerequisite: CIS216.*

CIS 289 Professional Development Seminar 2-0-2

This capstone course surveys the current and anticipated opportunities of a career in Computer Information Systems, through a variety of methods that may include guest lectures, on-site experiences, field surveys, professional publications, and trade shows. Through documented self-assessment, students identify educational strengths and weaknesses and determine formal and informal methods for further professional growth and development. *Additional computer hours, as needed.*

CLC 101 Collaborative Career Learning I 12*-0-8

CLC 102 Collaborative Career Learning II 12*-0-8

These courses provide a structured approach to specialized individual career orientation, training, and development. Competency objectives are identified as a basis for learning. Local business and industry sites are used as classroom/laboratories. The COCAL Director monitors and evaluates students, with input from industry personnel. Areas of career study are limited to those areas not offered by the College in traditional curricula. *Prerequisite: Enrollment in Collaborative Career Learning. Co-requisite: Six to nine credits of on-campus study, related to career area. *Hours per week at business and industry site: 12.*

CLC 103 Collaborative Career Learning III 12*-0-8
CLC 104 Collaborative Career Learning IV 12*-0-8

These courses are designed for students who, because of changes in the job market or individual career goals, need “re-careering” in a structured environment. Competency objectives are identified as a basis for learning. Local business and industry sites are used as classroom/laboratories. The COCAL Director monitors and evaluates students, with input from industry personnel. Areas of career study are limited to those areas not offered by the College in traditional curricula. *Prerequisites: CLC 101 and CLC 102, enrollment in Collaborative Career Learning Program. Corequisite: Six to nine credits of on-campus study, related to career area.*

**Hours per week at business and industry site: 12.*

CLC 110 Career Exploration 3-0-1

Students are provided with instruction in the career decision-making process. Through self-assessment inventories, students identify their interests, skills, work-related values, and experiences. Careers are explored by researching occupations, career paths, and organizations. Emphasis is on employment fields that are appropriate to the background and preparation for the students’ COCAL training experience.

CLC 111 Career Success 3-0-1

Designed for students who are enrolled in COCAL, internships, Work Study, co-ops, or other forms of experiential learning, or for those who are about to graduate and enter the job market. Students are presented with material that relates work ethic, workplace relationships, workplace diversity, and workplace communication skills to career development.

CLC 112 Career Search 3-0-1

Students are presented with material that provides a better understanding of successful career preparation and job searching. Emphasis is on employment for students who are training in fields where entry-level job skills have been identified locally. Content includes practical aspects of the job search and human relations skills, as they relate to career development.

COE 291-299 Co-operative Education
Experience (3-45)-0-(1-8)

This course provides a structured experience that integrates classroom education with supervised employment. Students in good academic standing are eligible to apply for admission to this course. Students must receive approval of their proposed employment, based on well-developed educational objectives. Students are paid entry-level wages and are assigned the same responsibilities as other entry-level employees. Experience will vary from 3-45 work hours per week depending upon credit. *Prerequisites: “B” average in major, 70% of Business courses completed.*

COM 101 Introduction to Mass Media 3-0-3

This general survey course covers the eight mass media: books, magazines, newspapers, movies, radio, television, records, and computers. Students study the history, economics, employment opportunities, and societal impact. Lecture, guest speakers, videos, and the Internet are all used in this course.

COM 105 Basic Audio Production 3-0-3

This course will provide instruction in the theory and practice of audio production. While the course is radio production, the theory and skills taught are the basis for audio production for television and online. Students will study the aesthetics and techniques of production, including scripting and editing.

COM 107 Digital TV & Broadcast Operations 3-0-3

This course provides an introduction to the basics of television production. Students learn the basic procedures of live TV and field production. This includes operating cameras and control room equipment including, but not limited to, the switcher, teleprompter, audio board, and character generator. All stages of production are covered from pre-production to post-production including non-linear video editing.

CRJ 101 Introduction to Criminal Justice 3-0-3

This course examines all three segments of the criminal justice system: law enforcement, courts, and corrections, including study of their evolution, structure, agencies, career opportunities and requirements, responsibilities, and ethics. The Role of Constitution and state and federal laws, and the current problems of each are also covered.

CRJ 103 Criminal Law 3-0-3

A survey of the history and philosophy of criminal law, the scope, purpose, definition and classification of modern criminal law, offenses against the person, property offenses, and a discussion of the relationship between the Constitutional rights of the individual and the protection of society.

CRJ 105 Principles of Criminal Investigation 3-0-3

An analysis of the nature and purpose of criminal investigation. Discussion includes various methods of investigation, the interview, the interrogation of witnesses and suspects, collection and preservation of evidence, the use of informants, techniques of surveillance and special investigation methods used in police science laboratories, ballistics, documents, serology, photography, and related forensic services. *Prerequisite: CRJ 103.*

CRJ 107 Police-Community Relations 3-0-3

Survey of the numerous and complex factors that are involved in the area of human rights. Topics covered include controlling racial prejudice in the community, the role of police as professionals, and examination of prejudice and discrimination and their effects and implications for police in a changing society. The course surveys the history and development of civil rights and liberties.

CRJ 112 Organization and Management 3-0-3

The principles of administration and management, as they apply to criminal justice agencies. A study of organizational structures, responsibilities, and inter-relationships, and an analysis of staff-line relationships and functions, within the context of the criminal justice field. Analysis of the functions within criminal justice organizations, including planning and research, operations, internal affairs, and public relations. Discussion of the principles of personnel management and supervision, labor relations, consideration of alternative and comparative models of criminal justice organizations.

CRJ 113 Private Sector Issues 3-0-3

This course is designed to familiarize the student with the legal and historical aspects of private sector police. Special attention will be given to the differences between public- and private-sector police. Principles

and practices related to internal loss prevention will be covered. The course will consider the legal and ethical responsibilities of private-sector police, in relation to issues of safety and health.

CRJ 121 The Corrections Process 3-0-3

This course covers the history and evolution of corrections, the social organization of prisons, differences between adult and juvenile correction, and probation and parole practices and alternatives to incarceration.

CRJ 123 Probation, Parole, and Community Corrections 3-0-3

This course will engage an examination of Probation, Parole and Community Corrections, using the methodology of the social sciences. This course will present an overview of the history and philosophical foundations of probation and parole in the United States. There will be a critical examination of the efficacy of probation and parole agencies, as extensively-utilized tools of the American justice system. The course will engage a review and evaluation of the continuum of correctional options, from probation, through prisons, to parole and community-based re-entry services. An examination of the legal issues in probation and parole will be considered. Special focus will be applied to the study of the roles of probation and parole officers, along with a review of programs that have been developed for offenders with special needs and public risk mitigation.

CRJ 124 Criminalistics 3-0-3

This course is designed to provide the student with an understanding of advanced crime scene techniques. This course is intended to build upon the knowledge gained in CRJ 105 Principles of Criminal Investigation, and to assist students in advancing their basic skills in the examination of major crime scenes. The latest research and application of new crime scene techniques will be among the topics for discussion. The course includes an overview of how to approach and examine major crime scenes, along with hands-on training and the opportunity to present the physical evidence recovered from mock scenes in a courtroom setting. All advanced instructional techniques will be illustrated with actual case scenarios. *Prerequisites: CRJ 105 or permission of Instructor.*

CRJ 260 Criminal Prosecution Seminar 3-0-3

A practical, realistic, simulated prosecution of a hypothetical criminal case, from investigation through arrest, arraignment, pre-trial hearings, trial, and appeal. Students are required to engage in the same discretionary decision-making as practiced by Police, Prosecutors, and the Courts. The class prepares documents used in the prosecutorial process, including search warrants and their supporting affidavits, arrest and charging documents, pre-trial motions and answering papers, and basic appellate arguments. Students engage in courtroom testimony and presentation of evidence, through role-playing in simulated hearings. *Prerequisites: CRJ 103, POL 204 and CRJ 105 or permission of Instructor.*

CRJ 289 Professional Development Seminar 2-0-2

This capstone course surveys the current and anticipated opportunities for a career in the Criminal Justice field, through a variety of methods that may include on-site experiences, field surveys, professional publications, speakers, and symposiums. Through documented self-assessment, students will identify their educational strengths and weaknesses and determine formal and informal methods for further professional growth and development. Students are expected to investigate and present a professional topic review.

CRJ 298-CRJ 299 Criminal Justice Internship 3-0-3

The Criminal Justice Internship serves as a structure for awarding credit for prearranged academically-applicable work experiences. Students who have satisfactorily completed relevant criminal justice courses may be placed with an approved agency, on a part-time basis. Evaluation of the student's performance is the responsibility of the Criminal Justice faculty. A maximum of eight (8) semester hours of credit may be earned by any one student. *Prerequisites: Registration in Criminal Justice A.S. (1100) or Criminal Justice A.A.S. (0640) program, minimum cumulative GPA of 2.5, Co-requisite: CRJ 289 Professional Development Seminar and permission of the Criminal Justice Internship Coordinator. Criminal Justice A.A.S. (0640) program students who do not meet the prerequisites, shall be enrolled in a restricted elective as an alternative. Hours of class per week: To be determined.*

DMT 101 Digital Drawing and Illustration 2-2-3

This course is an introduction to the development of basic skills and knowledge necessary to begin a successful digital communications career. Course topics include generating creative ideas and concepts across digital media, creative thinking, and introduction to advertising campaigns. Other topics include brand ideas, copywriting concepts and storytelling. Basic digital drawing techniques and digital software applications are taught to engage students to apply digital design concepts to cross-media advertisements. Students learn how to draw and create images using digital drawing tablets. Computer software foundation skills are taught to include an overview of the Apple® OSX operating system and related applications. Labs are structured and equipped for teaching basic and advanced software skills. Software training is focused on Corel® Painter and Adobe Illustrator® CC, Creative Cloud.

DMT 102 Introduction to Web Design 3-0-3

Introduction to Web Design introduces students to web tools, design insight and technical training focused on creating web pages. Students learn page-authoring software to build and preview text in browsers, create CSS style sheets, optimize images and create page links. Students learn how to apply standard HTML formatted templates to create their own web page. Basic flatbed scanning techniques are taught to convert original artwork and photos into graphic file formats acceptable for viewing on the World Wide Web. Adobe® web development software is used with Adobe® image editing software to create a smooth web page workflow. *Prerequisite: DMT 101, DMT 120, or permission of instructor.*

DMT 120 Digital Photography/Adobe Photoshop® 4-0-3

This course introduces students to digital SLR cameras, ISO, memory, white balance, aperture priority, shutter priority, lenses, DNG, RAW files and manual camera settings. It includes photography fundamentals such as light, motion, depth of field, composition and exposure. Students learn how to use digital photography as a way to think visually to communicate and craft photo themes that tell a story. Visual creativity is emphasized to enhance and stimulate original thought processes for technical and aesthetic qualities found in digital photography. Adobe Photoshop® is introduced as

a powerful pixel-based image editing application. The application features a wide range of image editing tools for enhancing photos and artwork. Students learn file management through Adobe® Bridge and learn creative and technical digital workflows. Adobe Photoshop® is an essential application used to apply color correction and retouching techniques to photos. Photoshop® is a versatile application used by graphic designers, digital photographers, web designers and videographers. This course is for beginners to intermediate users who want to become familiar with digital SLR cameras, photo editing applications and tools. Techniques are taught using the Apple® OSX system. A digital SLR camera is required for this course. Apple® or Windows® experience (recommended).

DMT 130 Multimedia Applications 4-0-3

This course provides an introduction to multimedia applications and digital technologies. Definitions of terms and concepts as well as trends in the development and use of multimedia content will be covered. There is a special focus on the tools used to create digital content including: digital images, digital sound, digital video, 2-D animation and introductory multimedia authoring concepts.

DMT 135 Packaging Design 3-0-3

The Packaging Design course is focused on cutting edge technology used in brand identity and custom label printing industry. The coursework provides an overview of the software used to create digital images on a variety of substrates. Students plan and design logos, labels and container structures for 3D prototype packaging. Adobe® software is used to emphasize proper color. Basic FDA design specifications are taught. The course utilizes color printers, a wide format printer, a high tech integrated cutting system, proprietary and Adobe® software.

DMT 208 Studio Photography 4-0-3

The emphasis of this course is to build student experiences using studio lighting equipment. Students photograph objects and subjects in a studio environment and work with the complexities of artificial lighting. Special

emphasis is focused on digital cameras in the studio, light sources, light modifiers, lighting sets, measuring and controlling light. Students are also engaged in learning Adobe® professional software to manage digital photos, TIFF, JPEG, and RAW camera files. Original photographic images are used to present a visual story related to a photographic theme. Adobe® software is used as a tool to craft studio images into creative advertisements for promoting and marketing products. In addition, students will have an opportunity to prepare photographic images and interactive media for entry into the FMCC Annual Juried Student Art Show. *Prerequisites: DMT 120, DMT 140 and Macintosh® PC experience or permission of Instructor. Students must have their own digital SLR camera.*

DMT 240 Digital Publishing 3-0-3

This course is an intermediate approach to digital publishing and graphic design using Adobe® InDesign CS software. This course builds on software and technical skills previously learned. Special emphasis is placed on creative thinking, graphic design principles and visual storytelling to craft successful designs for marketing and promoting business brands. Students' compare and contrast brand concepts, strategies, audiences and construct design approaches through case studies and discussion. Students learn practical team building skills for brand processes and brand identity. Students create cross media solutions for an advertising campaign using print media, interactive media and packaging design. Apple® OSX computer systems and related software applications are taught. *Prerequisite: DMT 101 or DMT 120 or permission of Instructor.*

DMT 250 Media Design Seminar 1-3-3

This course emphasizes a capstone approach to digital and traditional portfolio design. Students plan their own design agency and corporate identity from conceptual stages to the final presentation. Students create pdf print media brochures, digital ads, marketing materials, publishing and interactive media using Adobe® CS applications. Students research college transfer requirements and employment opportunities. The course also emphasizes the concepts and basic principles of building a free-lance media business. Topics include studio layout, the DBA, the sole proprietor, partnerships, cor-

porations, equipment costing, leasing and copyright issues. In addition, students will have an opportunity to prepare graphic designs and interactive media for entry into the FMCC Annual Juried Student Art Show. *Prerequisites: DMT 101, DMT 102, DMT 120, DMT 130, and DMT 140 or permission of Instructor.*

DST 291-294 Directed Study (1-4)-0-(1-4)

Directed Study affords students the opportunity to study a course already listed in the College catalog but not scheduled during a particular semester. Participation requires the sponsorship of an appropriate instructor and approval of the Academic Dean. A student taking the Directed Study is expected to confer regularly with the instructor and meet all course requirements. *Hours of class per week: To be arranged.*

ECO 180 Introduction to Economics 3-0-3

A course designed around topics and problems that emphasize the individual's participation in the economy, both as consumer and supplier of productive resources, and the private and public institutions through which economizing is accomplished. Basic economic concepts are introduced where necessary to explain economic activity. Special attention in discussion sessions is given to topics such as employment and unemployment, poverty and affluence, education and opportunities, incomes and costs of living.

ECO 282 Macroeconomics 3-0-3

An introductory course which views the behavior of the economy as a whole and the problems of economic organization. Students will explore the fluctuations of output and prices. Problems and measurement of economic growth, inflation, unemployment and income will be discussed. Money, credit and financial institutions will be analyzed, as well as their impact on fiscal policies and international trade. *General Education: S.*

ECO 283 Microeconomics 3-0-3

This course provides an analysis of the basic market forces of demand and supply, and economic outcomes under different market structures such as competitive, imperfectly competitive and monopolistic markets. The labor and capital markets are also analyzed. In addition,

the economics of the public sector emphasizes tax policy, externalities, monopoly power and the provision of public goods. The course examines contemporary social issues such as income distribution, poverty and the welfare system as well as global issues such as international trade and protectionism. *General Education: S.*

EDU 171 Introduction to Early Childhood/ Childhood Education 3-0-3

This course is intended for students contemplating a career in education. It is designed to provide an overview of early childhood education and the development of children from Birth-Grades 6. Concepts of developmentally appropriate practice, the learning environment, teachers, diverse learners, classroom management, and issues facing all schools. In addition, students will be introduced to beginning principles of planning and become familiar with the New York State Learning Standards. 20 hours of field observation is required.

EDU 175 Foundations of Education 3-0-3

This course is designed as a comprehensive introduction to the historical, sociological, and philosophical foundations of education. Students examine the social purposes of education in historical and contemporary contexts; explore the study of education through the academic disciplines of sociology, history, and philosophy; examine the significance of social differences (class, culture, race/ethnicity, gender, sexual orientation, religion) for education; develop and express a personal philosophy of education; and examine the relationship of schooling to democratic practices and principles.

EDU 180 Safety, Health and Nutrition 3-0-3

This course addresses basic issues of safety, health, and nutrition in early childhood. It covers such topics as maintaining a safe and healthy environment, appropriate immunizations, recognizing signs of illness, and controlling communicable diseases in early childhood settings. The course includes documenting and reporting child abuse and maltreatment, and it stresses policy development that supports safe and healthy practices in early childhood programs. The course also addresses factors that help promote and maintain the health and well-being of the individual who works with young children.

EDU 185 Early Childhood Curriculum 3-0-3

This course introduces the theories and methods of planning, preparing, and delivering developmentally appropriate curriculum for young children. Students will focus on the role of the teacher in developing a curriculum across content areas that addresses the whole child. Students will create lessons that enhance a child's cognitive, physical, social and emotional development.

EDU 201 Introduction to Teaching 1-0-1

This course will include the following topics: professionalism, observation techniques, behavior management, time management, placement preparation, a code of ethics, portfolio preparation, and career exploration. It is anticipated that students will achieve the Child Abuse Recognition and Reporting certification requirement, while in this class. *Prerequisites: EDU 171 or EDU 175, and PSY 101 (may be taken concurrently.)*

EDU 210 Infant-Toddler Care and Education 3-0-3

This course examines current research, theory, and practices of quality care and education in group settings for children under three years-of-age, emphasizing reflective practice and relationship-based care. Students will explore strategies to promote infant-toddler development and learning through developmentally appropriate, purposeful activity and supportive environments. Students will acquire an understanding of the attachment theory and the importance of forming culturally sensitive, collaborative relationships with children and their families.

EDU 222 Children's Literature, Language and Literacy 3-0-3

This course is an introduction to developmentally appropriate literature and language instruction for children. Students will analyze a range of genres and forms of children's literature and explore how they foster literacy and language development. Topics include print concepts, observations and assessment, literacy rich environments, quality selection of diverse literature, inclusive practices, and activities that foster language development. Emphasis is placed on how to assess early literacy development and create effective instruction that addresses students' diverse needs. Students will plan, implement, and evaluate developmentally appropriate language and literacy experiences in accordance with New York State Learning Standards.

EDU 230 Creative Arts for Early Childhood 3-0-3

This course offers a hands-on approach utilizing materials and techniques for promoting artistic development in young children. Students will explore a variety of art, music, and movement activities that are essential components to child development. Students will gain an understanding of how to encourage individual expression, and its value to the curriculum. Concepts related to creativity, curriculum development, and awareness of cultural diversity in the arts will be explored through developmentally appropriate practice.

EDU 280 Exceptional Learners 3-0-3

This course is an introduction to the education of exceptional children. Characteristics of disabilities, assessment and identification, and policies and procedures affecting students with special needs will be explored. Students will gain knowledge of teaching modifications, prevention and intervention strategies, and support services for children, families, and the community. Topics include strategies for creating inclusive classrooms that support learning for all students, individualized instruction, and behavior supports and interventions to address student and classroom management needs. Emphasis is placed on the foundations and fundamentals of inclusive educational programs and their implementation in school. Hours of class per week: 3.

ELT 120 Success in Technology Programs 3-0-1

This course is designed to help students to be more successful in the Electrical Technology program. The first way is to encourage and excite students about the options available after earning an AAS degree by making connections with employers and other schools. The second way is to promote working relationships and group study, as our grads have pointed out helps them in the workplace. Additionally, we focus on some basic computer skills and file manipulation, so students are prepared with the tools to be successful in future courses.

ELT 125 Electric Circuit Analysis I 3-2-4

The first course offered in both the Electrical and Computer Technology curriculums. The course investigates the fundamental concepts of voltage, current, and power, as applied to both DC and AC circuits, and introduces superposition and Thevenin's Theorem. The

course investigates the nature of resistance, inductance, capacitance, magnetism, and electromagnetism. The course also develops competencies in electronic tests, measurement methods, and troubleshooting techniques.

ELT 126 Electric Circuit Analysis II **2-2-3**

A continuation of ELT 125, where transient circuits containing inductors, capacitors, and resistors are studied. Complex numbers are applied to AC circuit analysis. The course studies concepts of power factor, power factor correction, and maximum power transfer. It uses computer simulation, using software to model circuits and understand circuit transient response and to measure the effects of component tolerance variation and frequency change. Mesh and nodal analysis and Thevenin's and Norton's theorems are applied to DC circuits. It presents many laboratory investigations into resonant circuits and basic filter circuits. *Prerequisite: ELT 125 or permission of Instructor.*

ELT 131 Industrial Automation and Robotics I **2-3-3**

Students study the theory and operation of devices and systems that are used in industrial controls, including fundamentals and applications of automation and robotics. Students become familiar with and are able to troubleshoot and repair systems that contain devices such as photoelectric sensors, inductive and capacitive proximity sensors, timing circuits, relays, pneumatic and hydraulic solenoids, and basic controls. Students will understand and work with systems incorporating instrumentation, pneumatics, and hydraulics. *Prerequisite: ELT 125 or permission of Instructor.*

ELT 132 Digital Electronics **3-3-4**

The course introduces Boolean logic and the devices that are necessary to produce digital computing circuitry. This course covers such fundamentals as AND, OR, NOT, NAND, and NOR logic through more complex devices, such as flip-flops and one-shots. Digital circuits studied include ALUs, counters, shift registers, and state machines. The course uses analytical techniques and software to design efficient combinational and sequential circuits and places strong emphasis on design skills. Standard logic and FPGAs are used to construct circuitry.

ELT 229 Electronics I **3-3-4**

An introduction to the theory, design and application of

the circuits used in the electronics field. Specific areas of study include diodes, rectifiers, filters, regulators, FET and BJT transistor characteristics, transistor bias, small and large signal amplifiers. *Prerequisite: ELT 125 or permission of Instructor.*

ELT 230 Electronics II **2-3-3**

The course delves deeper into the material developed in ELT 229 and investigates additional circuit concepts. It studies the high and low frequency response of amplifiers, using Bode diagrams. Other topics include op amp theory and use, feedback, oscillators, linear and switching circuits. In addition, waveform analysis using the frequency domain is introduced. *Prerequisite: ELT 229 or permission of Instructor.*

ELT 231 Industrial Automation and Robotics II **2-3-3**

Students build on ELT131's study of sensors and actuators by studying the theory, programming, and operation of devices and systems that are used in industrial controls, including closed loop control, PID control, PLC's using ladder logic, robotics, HMI's, and SCADA systems. They become familiar with and are able to troubleshoot and repair systems containing various motor types including DC and AC motor controls, servo systems, and coordinated motion control systems. Understanding and troubleshooting systems (electrical, pneumatic, and hydraulic), with the use of schematics and SPC (Statistical Process Control) analysis, are covered. *Prerequisite: ELT 131 or permission of Instructor.*

ELT 232 Nanotechnology and Integrated Circuits **2-2-3**

This course introduces nanotechnology concepts and characteristics of structures at the nanoscale. The course describes the fabrication process that is involved in producing integrated circuits and semiconductor devices. Various analytical instruments, such as scanning electron microscopes (SEM) and atomic force microscopes (AFM), are used to analyze micro and nano-sized structures. Students are introduced to the steps in the design, fabrication, and testing of integrated circuits and will become familiar with the technologies used in silicon wafer manufacturing. Students will follow proper cleanroom protocols as they work in a cleanroom environment. *Prerequisite: ELT 229 or permission of Instructor.*

ELT 234 Telecommunications 2-2-3

The course introduces the theory governing electronic communication elements and discusses the various systems used to accomplish communication tasks. Theories covered include radio wave propagation, antennas, transmission lines, frequency and time division multiplexing, and modulation techniques. Systems studied include AM, FM, telephone, Ethernet and data communications. *Prerequisite: ELT 125 or permission of Instructor.*

ELT 236 Introduction to Microcontrollers 3-3-4

This course provides an understanding of microcontroller computer architecture. Students learn the hardware and programming details of a microcontroller system, using industry recognized development systems. Topics include microcontroller system organization, registers, memory, addressing, 'C' language programming, interrupts and interfacing. Additional topics include memory technologies, memory system interfacing and programmable logic devices (PLDs). *Prerequisite: ELT 132 or permission of Instructor.*

ELT 241 Automation Systems 3-3-4

Students build on ELT131's study of sensors and actuators by studying the theory, programming, and operation of devices and systems that are used in industrial controls, including closed loop control, PID control, PLC's using ladder logic, robotics, HMI's, and SCADA systems. They become familiar with and are able to troubleshoot and repair systems containing various motor types including DC and AC motor controls, servo systems, and coordinated motion control systems. Advanced troubleshooting techniques are used on systems (electrical, pneumatic, and hydraulic). System prints/schematics are studied. Manufacturing systems and quality initiatives are covered. *Prerequisite: ELT 131 or permission of Instructor.*

ENG 040 Introduction to Writing 3-0-3 I.C.*

This course includes a review of grammar components and paragraph development, followed by intensive work in the development of short essays. It emphasizes the writing process, paying special attention to methods of organizing, revising, and editing. *Prerequisite: Grade of "C" or above in ENG 020 or results of Writing Assessment. Based on the student's academic background,*

*completion of this course may be necessary preparation for enrollment in courses required for graduation in some academic programs. *3 Institutional (non-degree) credits.*

ENG 103 English I 3-0-3

This course is designed to improve effective college-level communication in writing and oral presentations. Assignments include argument development and analysis and current research techniques and procedures for documenting sources. Students plan, draft, and revise original texts and oral presentations. *Prerequisite: Grade of "C" or above in ENG 040 or result of assessment. General Education: C.*

ENG 104 English II 3-0-3

This course expands on the written and oral communication skills learned in ENG 103. Assignments focus on students' understanding, research, and interpretation of such literary genres as short stories, poetry, and drama. *Prerequisite: ENG 103. General Education: C.*

ENG 113 Introduction to Horror in Literature and Film 3-0-3

This course examines the horror genre in literature and film, exploring how it engages with universal human fears and cultural anxieties. Students will explore classic texts and iconic horror films and analyze critical themes such as monstrosity, isolation, body transformation, and the supernatural. Discussions will focus on how horror reflects societal concerns, interrogates identity and morality, and uses fear as a lens to understand the human condition. Students will develop critical thinking and analytical skills as they investigate the genre's capacity to both terrify and provoke thought. *General Education: H.*

ENG 127 Professional and Technical Communications 3-0-3

This course explores the principles of appropriate and effective professional and technical communications. Coursework focuses on building and refining the writing and oral skills required to communicate professionally in industrial, business, and technical settings. Students implement professional and technical writing in a variety of formats, including correspondences, reports, summaries, media, manuals, résumés, and proposals.

Students also practice oral discourse suited for professional settings. *Prerequisite: ENG 103. Hours of class per week: 3.*

ENG 132 Speech 3-0-3

This course aims to enrich the student's ability to communicate. Students are introduced to the forms of public speaking and afforded the opportunity to practice both the formal and informal deliveries of speech while maintaining individual expression and creativity.

ENG 150 Reading and Writing Poetry 3-0-3

This course explores the poetic tradition through creative writing, analytical writing, and close critical reading of published poems and unpublished student poems. Special attention is given to studying poetic forms and traditions. *Prerequisite: Grade of "C" or above in ENG 103 or permission of Instructor. General Education: H.*

ENG 200 Short Story 3-0-3

This course surveys the development of the short story, from its origins in the oral tradition to its present form. Through reading and discussion of a wide variety of 19th- and 20th-century short stories, the course emphasizes the artistic development of this literary genre. Course work includes critical papers and group presentations. *Prerequisites: ENG 103 and ENG 104 or permission of Instructor. General Education: H.*

ENG 230 Literature and Identity 3-0-3

This course examines how identity is represented in the literature of a particular demographic group. Individual semesters may focus on race, economic class, sexuality, gender, ethnicity and ability/disability, among other areas. Topics vary with instructor. *Prerequisites: ENG 103 and ENG 104, or permission of Instructor. General Education: D.*

ENG 233 American Literature I 3-0-3

A survey of the literatures of the United States, from pre-Colonial times through the Civil War, with an emphasis on representative figures and movements. Discussions stress the cultural-historical contexts of the readings, emergence of American myths and values, and formation of an identifiable American style. *Prerequisites: ENG 103 and ENG 104 or permission of Instructor. General Education: H.*

ENG 234 American Literature II 3-0-3

A survey of the literature of the United States, from the Civil War through the present, with an emphasis on representative figures and movements. Analysis includes the general movements of thought, literary techniques, and themes that are revealed in the works of representative writers. *Prerequisites: ENG 103 and ENG 104 or permission of Instructor. General Education: H.*

ENG 235 Modern Drama 3-0-3

An introduction to modern drama as literature, emphasizing such movements as naturalism, expressionism, and theater of the absurd. Readings include such representative European authors as Ibsen, Strindberg, Chekhov, Pirandello, Lorca, and Ionesco as well as American playwrights, such as O'Neill, Miller, and Williams. Some attention is also paid to non-Western dramas. The course develops appreciation of the theater, through class discussion and a required critical writing paper. Students observe a current dramatic production. *Prerequisites: ENG 103 and ENG 104 or permission of Instructor. General Education: H.*

ENG 239 Modern Novel 3-0-3

This course explores the evolution of the novel as a genre, from the late 19th century through the present. It considers the significant cultural, historical, and aesthetic developments of this period, paying special attention to the formal, stylistic, and thematic innovations of the major modern and post-modern authors. *Prerequisites: ENG 104 or permission of Instructor. General Education: H.*

ENG 250 The Graphic Novel 3-0-3

This course surveys the graphic novel in its contemporary form and analyzes its aesthetic and cultural conventions, inventions, and themes. In addition to studying the graphic novel's history and emergence from a pulp and adolescent medium to a complex artistic and literary medium, this course examines the relationship between visual and textual art in the graphic novel. *Prerequisites: ENG 103 and ENG 104. General Education: H.*

ENG 252 Studies in Major Authors or Genres 3-0-3

This course offers an in-depth examination of a particular genre or specific author. Through reading and discussion, literary and artistic development is empha-

sized. Students will be assessed through critical papers, research, and presentations. Topics and authors will vary by semester in accordance with instructor interest. *Prerequisites: ENG 103 and ENG 104 or permission of Instructor. General Education: H.*

ENG 257 Creative Writing 3-0-3

Students will explore the genres of nonfiction, short story, poetry, and drama (one-act plays), through creative writing, critical reading, and oral and written analysis. Emphasis will be placed on the study of literary elements and incorporation of those elements into one's own creative work; the process of creative writing, from the conception of an idea to final editing; and the development of a creative writing portfolio. Students will also be given the opportunity to further develop their work in one of the above genres, based on their particular interests and talents. The course format includes reading, lecture, discussion, in- and out-of-class writing, workshops, and one-on-one conferences. *Prerequisite: ENG 104. General Education: H.*

ENT 101 Introduction to Entertainment Technology 3-0-3

This course is an introduction to the entertainment technology industry and its place within the creative economy. Topics include working methods, techniques, and processes associated with live performance, audio/video production, and interactive entertainment and media environments. Students will investigate various current events, industry models, and career opportunities.

ENT 201 Project Management Seminar 3-0-3

This course serves as a culminating project for students in the Entertainment Technology program. Students will apply practical and philosophical knowledge related to various aspects of project planning, design and realization. The course will also prepare students to present work to employers and clients. Portfolio development skills covered will include visual presentation techniques, graphics, interactive media presentations, and design and technical documentation. *Prerequisites: COM107, ENT 101.*

FRE 101 Elementary French I 3-0-3

This is the first half of a foundation to the French language vocabulary and structure. It is for students with little or no previous knowledge of the language. Included are the fundamentals of speaking, listening, reading and writing, as well as culture relating to the French-speaking world. Grammatical concepts will include the present-tense verbs and basic sentence syntax. This course is not open to Native or Heritage speakers of French. *General Education: F.*

FRE 102 Elementary French II 3-0-3

This is the second half of a foundation course to the French language vocabulary and structure. It is a continuation of Elementary French I. Included are additional fundamentals of speaking, listening, reading and writing as well as culture relating to the French-speaking world. Grammatical concepts will include both preterit and imperfect past-tense verb forms. This course is not open to Native or Heritage speakers of French. *General Education: F.*

FRE 201 Intermediate French I 3-0-3

This is the first intermediate-level French course. It will expand on improving the listening, reading, writing and speaking skills, as well as culture in the French-speaking world. It provides an overall grammar review with the introduction of more advanced structures which will include an introduction to the subjunctive tense. Ninety percent of this class will be conducted in French. This course is not open to Native or Heritage speakers of French. *General Education: F.*

FRE 202 Intermediate French II 3-0-3

This is the second intermediate-level French course. It provides an overall grammar review that seeks to enhance students' active use of French, especially in the areas of conversation (listening and speaking) and writing. It will include further intermediate-level conversation, composition and readings in French on numerous culturally-significant topics. This class will be conducted entirely in French. Successful completion implies a readiness to enter other language courses conducted entirely in French. *General Education: F.*

HIS 101 World History to 1650 **3-0-3**
 This course is a survey of the major developments in political, cultural, intellectual, and scientific/technological history in Africa, the Americas, Asia, Europe, and the world, from the dawn of time to 1650. *General Education: O.*

HIS 102 World Since 1650 **3-0-3**
 This course is a survey of the major developments in political, cultural, intellectual, and scientific/technological history in Africa, the Americas, Asia, Europe, and the world, from 1650 to the present. *General Education: O.*

HIS 103 Western Civilization to 1700 **3-0-3**
 This course is a survey of western civilization, from ancient times until the 18th century. The emphasis is on the major ideas and events that shaped the values and ideas of early Europe. Topics include the rise and fall of the classical civilizations of Greece and Rome, growth of Christianity, Renaissance, and Protestant Reformation. *General Education: O.*

HIS 104 Western Civilization Since 1700 **3-0-3**
 This course is a survey of western civilization, from the 18th century until the present. The emphasis is on the development of the nation-state and the rise of modern political, social, economic, and intellectual concepts. Topics include the religious wars, French Revolution, Industrial Revolution, rise of a middle class, and the two world wars and their ramifications. *General Education: O.*

HIS 105 American History to 1865 **3-0-3**
 This course examines the history of the United States, from its origins until reconstruction, with emphasis on the development of a constitutional system. Topics studied include the colonial period, the American Revolution, the ratification of the Constitution, Jacksonian Democracy, and the various disputes that led to the Civil War. *General Education: U.*

HIS 106 American History Since 1865 **3-0-3**
 This course examines United States history, from 1865 until the present. The emphasis is on the social, political and economic development of the country. Attention is also given to the relationship between the United States and the rest of the world. Topics studied include reconstruction, westward expansion, the industrial

revolution, immigration, the great depression, and the ramifications of the Cold War. *General Education: U.*

HIS 110 History of Russia **3-0-3**
 This course is designed to survey the political, social, cultural, and economic aspects of Russian history up to the era of the Great Reforms. Some of the major themes will include both national and imperial self-definition, Russia in relation to Europe and Asia, the minorities in a multi-national empire. The course will examine the role of such actors as the Tatars, the Orthodox Church, and the rulers in forming a distinct form of government and culture. *General Education: O.*

HIS 120 Women in World History **3-0-3**
 This introductory course explores women's private and public roles, experiences, and contributions to political, intellectual, economic, and social developments in various world societies from ancient times to the present. Topics to be covered include women's involvement in family, reproduction, work, education, commerce, war, and social and political activism. *General Education: D.*

HLT 101 Introduction to Allied Health **2-0-2**
 This course will expose students to a diversity of potential careers in health care and related fields. Students will become familiar with healthcare delivery in the United States. Students will explore employment opportunities and current trends within the industry. Emphasis will be placed on the skills, personal attributes, and academic preparation required for various health related occupations.

HLT 111 Introduction to Patient Care **2-0-2**
 This course is designed to provide the students with an overview of the basics of patient care in Allied Health and related careers such as vital signs, body mechanics, and patient interactions. Emphasis is placed on the core traits of a health care provider, the interdisciplinary team approach to the delivery of patient care, professional accountability in the health care setting, communication and etiquette, consumer education, and cultural competence and diversity. Students will examine the changing health care system, the importance of patient satisfaction, professional conduct, and work expectations of employers and patients in the clinical setting. *Prerequisite: HLT 101.*

HLT 120 Professional Ethics in Allied Health 3-0-3

This course will examine ethical and legal issues in health occupations. Students will explore current topics relevant to the healthcare industry, including Patient's Bill of Rights, confidentiality, informed consent, and documentation. Emphasis will be placed on defining the moral principles and ethical systems that healthcare practitioners and allied personnel must uphold.

HLT 134 Responding to Emergencies 2-0-2

This American Red Cross course provides a comprehensive set of skills that may enable students to save a life. This course offers certification in both First Aid and CPR/AED, and will prepare students to respond to a variety of emergencies involving infants, children and adults.

HLT 135 Personal and Community Health 3-0-3

An examination of health issues and problems related to individuals and communities. Included is an exploration of wellness/health promotion; factors that impact health such as culture, heritage and socioeconomic level; chronic and communicable disease, including HIV/AIDS; nutrition, weight management and fitness; aging and death; relationships, sexuality, reproduction and birth control; stress management; health care delivery; and alcohol, tobacco and other drugs prevention/intervention.

HLT 137 Introduction to Personal Training 3-0-3

Students will gain essential knowledge and practical skills to become an entry level fitness trainer. The course is based on materials from the American Council on Exercise (ACE) and designed to prepare students for the ACE certification exam as a personal trainer. *Prerequisite: None. SCI 136 highly recommended.*

HLT 145 The Physiology of Addictions 3-0-3

This course explores the biological, physical and pharmacological effects of alcohol, tobacco and other drugs on the brain and other parts of body, including their reaction and interaction with other medications. The nature and progression of addiction, genetic factors and the Bio-Psycho-Social model of addiction will also be reviewed. Concepts of toxicology screening, limitations and legal implications in the field of Chemical Abuse Counseling will be explored. Students will gain an overview of the medical issues common to individuals with addictions as well as methods for promoting health and wellness. Prerequisites: HUS 100, HUS 120, and SCI 136 recommended.

HLT 201 Health Science Seminar 2-0-2

In this course, students will explore a health science related career, through a job shadow experience. Each student will develop a personal plan to achieve their academic and career goals. Students will participate in a service learning project that addresses a need of individuals, organizations, schools, or other entities in the community. *Prerequisite: HLT 101.*

HUM 140 Introduction to Humanities 3-0-3

This course introduces students to a sampling of art (including architecture), Literature (including theatre and mythology), music, and philosophy (including religion) comprising the Humanities in western culture. Each of these areas will be framed in a general historical sequence to provide a sense of progression, from the origins to Western culture to today. Students will also consider the place and importance of the addressed areas of the Humanities within varying historical and cultural contexts, and they will speculate about the place and influence of the Humanities in the future. *Prerequisites: "C" or better in ENG 103 or permission of Instructor. Hours of class per week: 3. General Education: H.*

HUM 170 Myth, Story and Symbol 3-0-3

This course will investigate mythology from a variety of world cultures, storytelling and the oral tradition, and symbolism, as they relate to the human experience. Coursework will enlighten students about the powerful connection of the three course topic areas of modern media, societal beliefs, and social mores. Group activities, oral presentations, and a culminating creative project presentation will comprise the bulk of the coursework. *Prerequisite: Grade of "C" or above in ENG 103 or permission of Instructor. General Education: H.*

HUM 171 Comparative Religions 3-0-3

A survey of world religions, major and minor, past and present, from both Eastern and Western cultures. The course traces the historical development of religion through the mythologies of Egypt, Greece, etc. as well as the historical progression of the Semitic religions: Judaism, Christianity, and Islam. The course emphasizes similarities and differences among the various religions and also deals with the influence of religion on science, art, politics, etc. and their influence on religion. *Prerequisite: Grade of "C" or above in ENG 103 or permission of Instructor. General Education: H.*

HUM 180 Survey of Popular Music in America 3-0-3

This course will survey a wide range of American popular music, from the middle of the 19th century to the present, in order to illustrate how music influences and reflects cultural, political, economic, and regional issues in the United States. The basic European and non-European origins of popular music in America, prior to the mid-19th century, will be addressed, as will the similarities and differences among popular American music styles, artists, genres, and contexts of popular music, since the middle of the 19th century. Attention will also be given to the impact of technology on American popular music. *Prerequisite: Grade of "C" or above in ENG 103 or permission of Instructor. General Education: H.*

HUS 100 Introduction to Helping Professions 3-0-3

This course is designed to give students an understanding and working knowledge of the Social Service system and the role and function of the helping professional. This course may be substituted for an Introduction to Social Work course at the four year school and includes elements of the history of social welfare in the United States as well as the values, ethics, knowledge, skills, and fields of practice of the social work profession. Students will gain an understanding of system theory and strength based practice with individuals, families and groups as well as an overview of case management, referral and service coordination services provided by the Generalist practitioner. A variety of ethical principles and values including the National Association of Social Workers (NASW) Code of Ethics and the current Health Insurance Portability and Accountability Act (HIPPA) which govern the fields of Human Services and Addiction Services will be reviewed and applied using case studies. Students will complete the Child Abuse and Maltreatment Mandated reporting training as well.

HUS 101 Intervention, Skills and Practice in the Helping Professions 3-0-3

This course focuses on the Human Services professional and his or her role in providing services. The values and ethics of the Human Service professional, engagement strategies, interpersonal communication techniques, attending behaviors and the helping process are reviewed and applied using case studies. The importance of counselor wellness is empathized including clinical supervision, cultural competence, preven-

tion of compassion fatigue and self-care. Students explore issues related to the counselor-client relationship including the therapeutic alliance, clinical boundaries, transference and countertransference, and self-disclosure. The practice of a Human Service professional is reviewed including record keeping, confidentiality, assessment, treatment plans, progress notes and discharge summaries which comply with regulatory bodies.

HUS 102 Recovery Coach Academy and Ethics 3-0-3

This course is designed to give students the educational component of the Certified Recovery Peer Advocate requirement (CRPA). It provides an understanding and working knowledge of the professional Recovery field and the role and function of the CRPA or Recovery Coach. It focuses on providing individuals with the skills needed to guide, mentor and support anyone who would like to enter into or sustain long-term recovery from an addiction to alcohol or other drugs. Through the course, students will gain an overview of the Recovery Peer field including: concepts, services available and person centered approaches to recovery. Intervention and treatment approaches will be reviewed including medication supported recovery and multiple pathways to recovery or non-traditional recovery methods. Students will have an opportunity to engage in defining the coaching service role and functions, coaching standards, issues of vulnerability, ethical decision making, performance enhancement and legal issues through presentations, small group work, and role play.

HUS 216 DSP I Portfolio 3-0-3

This is a required course which consists of a semester long portfolio development activity for students enrolled in the DSP level I micro-credential. The students will be concurrently enrolled in this activity and required DSP I courses. The faculty member will serve as a mentor for students working through a process to document alignment of each student's field experience with DSP Curriculum. *Co-requisite(s): HUS 215 and HUS100 can be prerequisites or co-requisite courses.*

HUS 217 DSP II Portfolio 3-0-3

This is a required course which consists of a semester long portfolio development activity for students enrolled in the DSP level 2 micro-credential. The students will be concurrently enrolled in this activity and required

DSP 2 courses. The faculty member will serve as a mentor for students working through a process to document alignment of each student's field experience with DSP Curriculum. *Co-requisite(s): HUS 101 and PSY 225 can be prerequisites or co-requisite courses.*

HUS 218 DSP III Portfolio 3-0-3

This is a required course which consists of a semester long portfolio development activity for students enrolled in the DSP level 3 micro-credential. The students will be concurrently enrolled in this activity and required DSP 3 courses. The faculty member will serve as a mentor for students working through a process to document alignment of each student's field experience with DSP Curriculum. *Optional co-requisite(s): HUS 212 and SOC 235.*

HUS 120 Foundations of Addiction Services 3-0-3

This course is designed to give students an understanding and working knowledge of the Addiction Services field and the role and function of the Addictions Counselor. Through the course, students will gain an overview of the Addictions Services field including history, concepts, services available and the continuum of drug use. Intervention and treatment approaches will be reviewed including medication supported recovery, non-traditional treatment methods as well as a review of the theory and practice of recognized intervention and treatment approaches. Students will have an opportunity to engage in patient, family and community education and prevention through guest speakers and a service learning project.

HUS 212 Mental Health Services 3-0-3

This course is designed to equip students with the knowledge of the concepts, terms, theories and structures of the mental health and addiction fields. The entire process of provision of mental health and Addiction Services will be explored including gathering data from the client and collaterals, assessment, diagnosis, treatment planning and provision, referral and discharge planning. The identification of mental and addictive disorders using the DSM V as well as other assessment instruments and diagnostic tools will be reviewed and practiced. Emphasis will be placed on engaging the client to develop the treatment plan including goal setting, measurable objectives, time frames, activities, evaluation, relapse preventing, life skills development

and discharge planning. The interdisciplinary mental health and Addiction Service team's role in carrying out the treatment and discharge plan will be a focus throughout the class. Other topics will include current therapy approaches, the use of psychotropic medication, and appropriate attending skills for mental health and Addictions Counselors. *Prerequisites: HUS 100 and PSY 101.*

HUS 214 Trauma Informed Care 3-0-3

This course examines current Trauma Informed theories, the nature of trauma, how trauma affects the individual including toxic stress and ACEs (Adverse Childhood Experiences), as well as the principles of Trauma Informed approaches and interventions. It covers the following topics: child abuse/neglect, including sexual, physical, and emotional abuse; domestic violence or intimate partner violence; elder abuse; and human trafficking. The impact of trauma across the lifespan and cultural issues will be explored. Students will engage in a Service-Learning Project which relates to education and prevention and will explore the impact of policy and legislation on client populations. Hours of class per week: 3.

HUS 215 Introduction to Disability Studies 3-0-3

This course provides an introduction to the theories, socio-political factors, and models of viewing disability in the U.S. and other countries that have resulted in discriminated (Ableism) and an unequal distribution of power and resources in society. Through the use of assigned readings, research projects, activities, films, narratives, case studies, and critical discussion on such topics as prenatal testing, euthanasia, eugenics, cochlear implants, and self-determination, students will examine their own biases, understand how factors such as race, social class, age stigma, legislation, and the Disability Rights movement affect the diversity of disability identity, and appreciate a more inclusive, diverse, and equitable society. *Prerequisites HUS 100.*

HUS 220 Prevention Framework & Strategy 3-0-3

Prevention Framework and Strategy will focus on the role and function of the Prevention Specialist corresponding to the six performance domains: planning and evaluation, prevention education and service delivery, communication, community organization, public policy

and environmental change and professional growth and responsibility. In addition, students will utilize prevention models, frameworks and strategies used in the field of Prevention. This course will provide details on community organizing for health equity and social justice related to prevention of addiction, chronic disease, mental illness, domestic violence, incarceration and other community health and mental health issues relevant to our society. Throughout the course, students will explore underlying theory and ethical responsibilities essential to the Prevention field.

HUS 225 Prevention Applications 1-0-1

Prevention Applications is designed to be taken concurrently with the Prevention Framework and Strategy course (HUS 220). This course will provide students the opportunity to carry out a prevention plan and implement prevention strategies to address a health or mental health need in the community. Students will work closely with the instructor and community partners to design, implement and evaluate a prevention plan. *HUS 225 will be offered concurrently with HUS 220 starting week 5 of the semester.*

HUS 297 Human Service Seminar 2-0-2

This course will provide students an opportunity to integrate information from courses in human services, psychology, sociology and other fields, and to apply that information to existing social programs. The Human Services Seminar is designed to provide individualized work and learning experiences in the fields of human and addiction services. Students spend 20 hours over the course of the semester completing a project-based learning assignment which is tailored to their interests and goals. In addition, students spend class time in a seminar session where they reflect on their field experiences and integrate insights which are demonstrated through a Portfolio assignment. The seminar sessions and Portfolio assignment develop helping skills, including sensitivity, empathy, attending, questioning, confrontation, and problem-solving. They also address goal setting, case management, case planning, and client assessment. *Hours of class per week: 2, plus additional hours to be arranged.*

HUS 298 Human Services Internship 4-0-4

The Human Services Internship is designed to provide individualized work and learning experiences in the field of human services. Interns spend 10 to 12 hours per week over the course of the semester in a community human services agency. In addition, interns spend one hour per week in a seminar session where they reflect on their field experiences and integrate the insights they have gained. These sessions develop helping skills, including sensitivity, empathy, attending, questioning, confrontation, and problem-solving. They also address goal setting, case management, case planning, and client assessment. *Prerequisites: Grade "B" or above in CLC 111, CLC 112, HUS 100, and HUS 101, and the approval of HUS program faculty and the Academic Dean. Additional hours to be arranged.*

HVC 101 Electricity for HVAC/R 2-2-3

This course will provide the student with instruction in the fundamentals of electrical theory including magnetism, transformers, symbols and diagrams, electrical circuits, and motors, with an emphasis on motors and control devices typically found in heating, refrigeration, and air-conditioning equipment.

HVC 102 Fundamentals of Refrigeration 2-3-3

This course emphasizes refrigeration theory, technical operating knowledge, and service and problem-solving skills for refrigeration equipment and systems. It also prepares students for the United States Environmental Protection Agency recovery and handling certification test.

HVC 103 Heating Technology 2-2-3

This course will provide the student with a working knowledge of the basic components of heating systems, with an emphasis on combustion and combustion efficiency, and skills to apply common techniques to identify, diagnose, troubleshoot, service, and commission heating equipment and systems. *Prerequisites: HVC 101 and HVC 102.*

HVC 104 Fundamentals of Air Conditioning 2-3-3

This course will provide students with the knowledge and skills to identify and apply the principles and strategies necessary for installing, maintaining, diagnosing, troubleshooting, servicing, and commissioning air-conditioning equipment and systems. *Prerequisites: HVC 101 and HVC 102.*

IDS 200 Interdisciplinary Studies (15-90)-0-(1-6)

An international study-abroad course that enhances cross-cultural skills and develops a greater understanding of language skills, and the cultural, historical and political concepts associated with the host country. If the travel experience is part of an existing course being offered by FMCC faculty, then the study abroad experience becomes an enhancement to the material covered in that class that could not be taught in the home classroom. Students will gain exposure to world cultures through on-site lectures, multimedia presentations and site tours. *General Education: 0.*

IND 291-294 Independent Study (1-4)-0-(1-4)

This course affords students the opportunity to investigate in-depth areas not available in existing courses. Provided they obtain the sponsorship of a faculty member and the permission of the Academic Dean, students may submit proposals contracting to undertake from one to four semester hours of independent study in approved areas. Students accepted for independent study are expected to confer regularly with their mentors and demonstrate satisfactory proficiency in the particular area of study they have proposed to investigate.

INT 291-296 Internship CX 291-294
Paid Internship 1-4

This course serves as a structure for the awarding of credit for prearranged academically applicable work experiences. Students who have satisfactorily completed relevant courses may be placed with an approved agency, on a part-time basis. Participation requires the approval of a College Instructor and the appropriate Academic Dean. Evaluation of the student's performance is the responsibility of the Instructor. A maximum of eight (8) semester hours of credit may be earned by any one student. *Prerequisite: Previous relevant course work. Hours of class per week: to be arranged. This course is designated to be graded on an S/U system, Satisfactory/Unsatisfactory.*

MAT 010 Number Sense 2-0-2 I.C.*

A developmental course focused on number sense and arithmetic skills. This course prepares students for a first course in algebra. Topics include the place value system, whole and signed numbers, decimals, fractions, percents, ratios, proportions and measurement systems. *Course is graded pass/fail. This course does*

*not satisfy graduation requirements. *2 Institutional (non-degree) credits.*

MAT 040 Elementary Algebra 4-0-4 I.C.*

This course is designed for students who have a limited mathematics background. Topics include first-degree equations, first degree inequalities, graphs of linear equations and inequalities in two variables, systems of linear equations, equations of lines, verbal problems, and factoring. *This course does not satisfy graduation requirements. Prerequisite: Successful completion of MAT 010, placement by academic advisor, or permission of Instructor. *4 Institutional (non-degree) credits.*

MAT 100 Technical Mathematics 4-0-4

A first course for most students in Automotive, Construction, and Visual Communications Technologies. Topics include review of signed numbers and operations, exponents, algebraic fractions, calculator usage, the metric system, perimeter/area/volume, triangle trigonometry, law of sines and cosines, surveying applications, and dimensional analysis. *Not credited toward the A.S. or A.A. degree mathematics requirements.*

MAT 115 Contemporary Mathematics 3-0-3

This course is designed for students who do not plan to follow a STEM course of study. A course in quantitative literacy intended for students in Liberal Arts, Social Science, and Humanities that provides an overview of quantitative literacy through exploring financial literacy and basic mathematical modeling, with statistics integrated throughout the course. Not open to students who have a "B" or better in Algebra 2 and Trigonometry or its equivalent. Not open to students who have taken Precalculus or higher. *Prerequisite: Successful completion of Algebra 1, placement by academic advisor, or permission of Instructor. General Education: M.*

MAT 120 Intermediate Algebra 4-0-4

This course is designed for students who have had a minimum of high school mathematics and wish to enroll later in MAT 130 or MAT 140. Topics include: absolute value equations and inequalities; second degree (quadratic) equations, inequalities, graphs, and applications; relations and functions; rational expressions, equations, inequalities, and applications; radical

expressions and equations; and complex numbers. *Not open to students who have a "B" or better in Algebra 2 and Trigonometry or its equivalent. Not open to students who have taken Pre-Calculus or higher. Prerequisite: Grade of "C" or above in MAT 040, placement by academic advisor, or permission of Instructor. General Education: M.*

MAT 125 Introduction to Statistics 3-0-3

This course introduces basic concepts of probability, descriptive and inferential statistics including central tendency, variability, correlation, regression, parametric tests. *General Education: M.*

MAT 130 College Algebra 4-0-4

College Algebra covers factoring, rational expressions, solution of equations and inequalities, functions, applications of functions, polynomial, exponential and logarithmic functions, solution of exponential and logarithmic equations. *Prerequisites: Grade of "C" or above in MAT 120, Math 11, Course 3, Math B, or Integrated Algebra 2; placement by academic advisor; or permission of Instructor. General Education: M.*

MAT 135 Trigonometry 2-0-2

This course is a study of trigonometry and its application. Topics include right triangle trigonometry, trigonometric functions and their graphs, trigonometric identities, solving trigonometric equations, and applications. Trigonometry, when paired with College Algebra, will prepare students for MAT170, Calculus I. Not open to students who have credit for MAT140 Pre-Calculus. *Prerequisites: Grade of "C" or above in MAT 120, Math 11, Course 3, Math B, or Integrated Algebra 2; placement by academic advisor; or permission of Instructor.*

MAT 140 Pre-Calculus 4-0-4

This course is designed to prepare a student for Calculus I. Topics include solutions to equations; inequalities; algebraic, exponential, logarithmic, and trigonometric functions. *Prerequisites: Grade of "C" or above on MAT 120, Math 11, Course 3, Math B, or Integrated Algebra 2; placement by academic advisor; or permission of Instructor. General Education: M.*

MAT 165 Survey of Calculus 4-0-4

This course offers a streamlined approach to differentiation and integration of algebraic and transcendental

functions. This condensed version, of a traditional calculus course, makes formulas and theorems reasonable and clear using arguments that can be made rigorous, if desired. *Prerequisite: MAT 140 or satisfactory performance on the placement exam.*

MAT 170 Calculus I 4-0-4

The first semester of a multi-semester sequence of differential and integral calculus. Topics include limits, derivatives and applications, introduction to Riemann sums and integration. Appropriate for math majors and students in partner disciplines requiring understanding of fundamental principles of calculus, with emphasis on deductive reasoning and proof. *Prerequisite: Grade of "C" or above in MAT 140 or High School Pre-Calculus, placement by academic advisor, or permission of Instructor. General Education: M.*

MAT 175 Calculus II 4-0-4

A continuation of Calculus I. Includes more advanced integration techniques and applications, infinite series including Taylor series, and ideally an introduction to polar and parametric equations. *Prerequisite: Grade of "C" or above in MAT 170 or High School Calculus or permission of Instructor. General Education: M.*

MAT 210 Calculus III 4-0-4

Multivariable calculus. Includes Vectors and Geometry in Space, Vector-Valued Functions, Parametric Equations in 3D, Functions of Several Variables (Limits, Continuity and Differentiation), Multiple Integration (over 2D and 3D regions), Multivariate Optimization, Vector Fields, Line Integrals, and Green's Theorem. Ideally, Divergence Theorem and Stokes' Theorem are also included. *Prerequisite: Grade of "C" or above in MAT 175 or permission of Instructor.*

MAT 215 Ordinary Differential Equations 4-0-4

This course includes a study of methods for solving certain first order linear and nonlinear differential equations, second and higher order linear differential equations, and systems of first order linear differential equations, as well as various applications of such equations. Techniques include series solutions and Laplace transforms. *Prerequisite: Grade of "C" or above in MAT 210 or permission of Instructor.*

MAT 220 Linear Algebra 4-0-4
 Systems of Linear Equations. Matrices and matrix algebra. Vectors and vector spaces. Linear Independence. Span of a set of vectors. Basis and dimension of a vector space. Linear transformations of vector spaces. Rank of a matrix and the rank theorem. Determinants and their properties. Eigenvalues and eigenvectors. Diagonalization of matrices. Inner products. Orthogonal basis. Gram-Schmidt Orthogonalization. Orthogonal projection of a vector onto a subspace. *Prerequisite: Grade of "C" or above in MAT 175 or permission of Instructor.*

MED 125 Applied Healthcare Methods and Procedures 3-0-3
 This course provides basic healthcare skills and practice for students preparing for entry-level health careers including Phlebotomy (blood draw), Patient Care Technician, and other direct patient care positions. Students will learn techniques and receive simulated applied learning related to checking and monitoring vital signs, simulated Phlebotomy (blood draw), EKG technology, and universal precautions related to patient safety such as skin and wound care and use of personal protective equipment (PPE). Class lectures and discussions will include an emphasis on healthcare reporting and documentation.

MED 183 Medical Terminology 3-0-3
 Emphasis is on understanding medical terms. The logic behind the formation of medical terms, analysis of words, and interpretive and deductive skills are used. Terms associated with all anatomical systems are covered.

MED 184 Medical Insurance 3-0-3
 This course presents standardized basic concepts and brings all reimbursement systems down to a common denominator that simplifies and clarifies medical insurance. The procedures necessary to successfully file medical claims for reimbursement are covered. This course benefits those who are currently practicing medical assistants and students enrolled in medical-related programs. *Prerequisite: MED 283.*

MED 293 Medical Coding Essentials I 3-0-3
 This course provides an introduction and instruction on the indexing of conditions and procedures using the Current Procedural Terminology (CPT) coding system for entry level health information positions in a physician's office, hospital, or other medical facility. It covers how to code from actual medical records and introduces the current prospective payment system(s). *Prerequisite: MED 283. Strongly suggest SCI 136.*

MED 294 Medical Coding Essentials II 3-0-3
 This course is designed to expand upon the introduction to coding rules for the CPT, ICD-9-CM, and Level II (HCPCS) coding systems and then apply the rules to code patient services primarily in the Outpatient setting. *Prerequisites: MED 293 and SCI 136, or permission of Instructor.*

NUR 099 Nursing Process 1-0-1 I.C.*
 This course focuses on nursing foundation and methodology with emphasis on the use of the nursing process in meeting the care needs of individuals. The course is for Licensed Practical Nurses, or transfer students, accepted into the Nursing Program with advanced placement or students readmitted to the Nursing Program. This course must be completed prior to entrance into NUR 106 Nursing Science II. **Credit hours: 1 institutional (non-degree). Prerequisites: BIO 181 and PSY 101.*

NUR 105 Nursing Science I 5-6-7
 This course focuses on nursing foundation and methodology related to care of patients across the lifespan. Emphasis is placed upon acquiring a body of knowledge that promotes nursing essence and disciplined inquiry. Topics include the nursing process, the role of healthcare team members, therapeutic communication, provisions for meeting basic physical needs, nutrition, medication administration, and the special needs of the aged. Demonstration and evaluation of basic skills occurs in the College laboratory and through selected patient care assignments at long-term care facilities. *Prerequisites: Completion of, or concurrent registration in, BIO 181 and PSY 101.*

NUR 106 Nursing Science II **4-10-7**
 This course builds on the nursing foundation of general education courses. This course expands upon the nursing essence and methodology covered in the prerequisite course, NUR 105, Nursing Science I, through the following topics of study: surgical patients; care of patients with fluid, electrolyte, and acid-base imbalances; care of patients with mobility problems; care of patients with malignancies; care of patients with communicable diseases; and care of pediatric patients. Patient care assignments and observational experiences are provided through health care agency affiliations. *Prerequisites: NUR 105, and completion of or concurrent registration in, BIO 182 AND PSY 200.*

NUR 205 Nursing Science III **5-12-9**
 This course is divided into three major units: Mental Health, Medical-Surgical with emphasis on patients with cardiovascular and respiratory dysfunction, and Maternal-Child Health. The nursing foundation of general education courses and the nursing knowledge of previous nursing courses are built upon in the specialty areas. *Prerequisites: NUR 106, and completion of or concurrent registration in, BIO 282.*

NUR 206 Nursing Science IV **6-11-10**
 This course stresses complex patient healthcare needs. Nursing foundation and nursing knowledge introduced in previous courses are further developed and expanded. Clinical experiences include advanced medical-surgical interventions, application of leadership principles, professional issues. *Prerequisite: NUR 205.*

NUR 207 Pharmacology **3-0-3**
 This course is designed to build upon prior nursing foundation, nursing essence, and methodology of basic pharmacology. Emphasis is placed on concepts of pharmacology, therapeutic drug classifications, commonly prescribed individual drugs, human responses to drug therapy, and applying nursing process in relation to prescribed drug therapy regimens. *Prerequisite: NUR 105 and 106, and completion within 12 months of program completion.*

PED 031 Intramural Activities **1-0-1**
 Students are required to participate satisfactorily in supervised sport activities to complete course requirements. The schedule of activities is available from the

Physical Education faculty. This course may not be used to satisfy Physical Education activity course requirements but may be repeated for additional elective credit.

PED 111 Jogging **2-0-1**
 A course designed to instruct individuals in developing cardiovascular fitness through jogging, with an emphasis on monitoring fitness indicators.

PED 115 Hiking **2-0-1**
 A course designed to instruct individuals in developing strength and cardiovascular fitness, through hiking. This course will include five day-long hikes. Course will meet at sites other than the main campus. Transportation will be provided.

PED 116 Body Shaping **2-0-1**
 This course is designed to instruct individuals to improve cardiorespiratory function, muscle tone, strength, and flexibility, through basic movement exercises.

PED 117 Spinning **2-0-1**
 This course is designed to instruct individuals in developing cardiovascular fitness through spinning on a stationary bicycle. Emphasis will be on monitoring fitness indicators such as heart rate.

PED 118 Weight Training and Conditioning **2-0-1**
 This course includes instruction in technique and safe use of a variety of strength training equipment. Individual programs are designed to improve fitness levels. Emphasis is on familiarizing students with various systems of training and the benefits of each.

PED 123 Bowling **2-0-1**
 Instruction in fundamental bowling skills, rules, etiquette, and selection of equipment. Course meets at sites other than the main campus. Students make their own transportation arrangements and may pay an additional rental fee at off-campus site.

PED 125 Zumba Fitness **2-0-1**
 Zumba Fitness is a dance-fitness class that combines fast and slow rhythms from Latin and international music. The class adheres to a specific interval pacing formula, maximizing caloric output and body toning using easy steps and high energy music. Option to use weights will also be available for portions of the class. No dance experience necessary.

- PED 126 Aerobic Walking** **2-0-1**
 This course is designed to instruct individuals in developing cardio-vascular fitness through walking. Emphasis will be on monitoring fitness indicators, such as heart rate.
- PED 128 Aerobic Dance** **2-0-1**
 A fitness course designed to improve cardio-respiratory function, muscle tone, strength, and flexibility. It emphasizes low-impact activities.
- PED 129 Introduction to Judo** **2-0-1**
 Instruction and practice of basic Judo skills. The course will cover throwing and grappling techniques commonly used in Judo.
- PED 131 Volleyball** **2-0-1**
 An introduction to the skills, rules and strategies involved in the game of volleyball. A progression begins with basic drills and continues through intermediate play. Special emphasis is on volleyball as a recreational activity.
- PED 133 Soccer** **2-0-1**
 An introduction to the skills, rules, and strategies of soccer. A progression begins with basic drills and continues through intermediate play. The course is designed for all levels of ability.
- PED 134 Performance Training** **2-0-1**
 This course is designed to improve the individual's dynamic strength, cardiovascular endurance and flexibility, through a variety of aerobic and anaerobic training activities. A particular emphasis is placed upon the Cooper Aerobics Institute Standards which are commonly utilized to assess the physical ability of candidates within the Criminal Justice field. This class is open to all majors.
- PED 136 Basketball** **2-0-1**
 An introduction to the skills, rules, and strategies of basketball. Both individual and team skills are emphasized, through a variety of drills and game situations.
- PED 150 Yoga** **2-0-1**
 Hatha Yoga is the physical aspect of yoga, consisting of postures that help to increase flexibility and overall physical fitness. The fundamentals of proper alignment and body mechanics, while practicing the postures, will

be covered in this course. Proper breathing and relaxation techniques will be also explored. ***Students must provide their own Yoga mat.***

- PED 200 Survey of Physical Education and Sport Careers** **1-0-1**
 This course will provide students with a brief overview of the physical education and sports management major. In addition, students will learn and apply strategies for college success and lifelong learning.
- PED 201 Introduction to Physical Education** **3-0-3**
 This course provides a historical background and understanding of physical education and related fields. Experiences in classroom observation and group and individual presentations are interspersed with lectures. Individual objectives and qualifications are reviewed, as are opportunities in the profession. Course meets at sites other than the main campus. Students must make their own transportation arrangements.
- PED 202 Introduction to Sport Management** **3-0-3**
 This is an introductory course on administrative and management theories and the application of such theories to sport management. Topics such as career opportunities, roles, and competencies of sport managers; public relations in sport; as well as managerial styles and roles will be examined.
- PED 203 Introduction to Teaching and Coaching** **1-0-1**
 An introduction to the field of teaching and coaching. Topics include practice and lesson plan components, the realities of coaching and teaching as a career, certification requirements, professional expectations, and an introduction to teaching and coaching strategies.
- PED 236 Introduction to Care and Prevention of Athletic Injuries** **3-0-3**
 This course emphasizes the scientific and clinical foundations of athletic training and sports medicine. It focuses on athletic injury prevention, recognition, and initial care, along with laboratory time for the practice of taping and wrapping techniques. Not credited toward Physical Education activity course requirements.

PHI 150 Introduction to Philosophy 3-0-3

This course introduces students to fundamental areas of philosophical inquiry, including but not limited to metaphysics, epistemology, ethics, political philosophy, philosophy of religion, and aesthetics. Students will read several primary texts from major philosophers and contextual material via secondary sources, and they will develop critical, analytical, and synthetic thinking skills through the study and application of related philosophical issues. *Prerequisite: Grade of "C" or above in ENG 103 or permission of Instructor. General Education: H.*

PHI 258 Ethics 3-0-3

An introduction to the basic ethical theories and their applications to human behavior and choices. Students study and compare non-normative theories, such as subjectivism and relativism, and normative theories, such as utilitarianism, deontology, virtue theories, natural law, natural rights, and Platonism. *Prerequisites: ENG 103, and any one of the following: ENG 104, any PHI, or permission of Instructor. General Education: H.*

PHI 260 Introduction to Philosophy of the Arts 3-0-3

This course confronts issues related to the production, interpretation, critical analysis, and media of art (which includes painting, music, architecture, photography and film, literature, and popular/mass art) within Western culture. This course asks: 1) what is deemed to be art, and by what philosophical, cultural, and historical standards are such determinations made; 2) what can be considered a philosophical study of art; 3) can one objectively interpret art, or is such interpretation always based on one's personal beliefs, attitudes, values, and experiences; 4) what are the historical, ethical, and cultural ramifications of art and the philosophical analysis of it; and 5) how has technological advancement, from the alphabet to contemporary forms of "new media," transformed the creation, experience, interpretation, and place of art in Western culture? *Prerequisites: ENG 103 and any one of the following: ART 101, ART 102, ART 106, ENG 104 or any PHI course, or permission of Instructor. General Education: H.*

PHY 151 General Physics I 3-3-4

This first course, in a two-course algebra-based physics sequence, introduces students to mechanics, including kinematics, Newton's Laws, energy conservation, momentum, simple harmonic motion, sound, elasticity,

pressure, buoyancy, surface tension, fluid dynamics, and molecular transport phenomena. Designed for students who are pursuing studies in biological sciences, medical and health sciences, environmental science, and general science. The course places major emphasis on helping students develop problem solving skills, deepen conceptual understanding, and increase appreciation of the applications of physics in the health sciences. A laboratory is a required part of the course. *Prerequisites: High School Algebra and Trigonometry or permission of Instructor. General Education: N.*

PHY 152 General Physics II 3-3-4

A continuation of PHY 151 College Physics I, this course introduces students to electricity and magnetism, including such topics as Maxwell's Equations, basic electric circuits, waves, optics, and an introduction to atomic and nuclear physics with emphasis on radiation and health. Designed for students who are pursuing studies in biological sciences, medical and health sciences, environmental science, and general science. The course places major emphasis on helping students develop problem solving skills, deepen conceptual understanding, and increase appreciation of the applications of physics in the health sciences. A laboratory is a required part of the course. *Prerequisites: PHY 151, or High School Algebra and Trigonometry, or permission of Instructor. General Education: N.*

PHY 171 Analytical Physics I 4-3-4

This first course in the calculus-based physics sequence introduces students to mechanics, including kinematics, Newton's Laws, energy conservation, momentum conservation, torque, moment of inertia, angular momentum conservation principle, and oscillatory motion. Designed for students who are pursuing studies in engineering, mathematics, and science. The course places major emphasis on developing the analytical ability and problem-solving skills of the student. A laboratory is a required part of the course. *Prerequisite: Previous or concurrent registration in MAT 170 or permission of Instructor. General Education: N.*

PHY 172 Analytical Physics II 4-3-4

A continuation of calculus-based PHY 171, this course introduces students to electricity and magnetism, including such topics as Maxwell's Equations, basic electric circuits, waves and optics. Designed for students

who are pursuing studies in engineering, mathematics, and science. The course places major emphasis on developing the analytical ability and problem-solving skills of the student. A laboratory is a required part of the course. *Prerequisites: PHY 171 and MAT 170 or permission of Instructor. General Education: N.*

POL 101 Introduction to American Politics 3-0-3

This course will introduce students to American democracy and its founding, contemporary governmental institutions and national politics. In addition to historical development of American government, the course will explore citizenship, political parties, interest groups, media, Federalism, Congress, the Presidency, the Supreme Court, and the policy-making that results from their interactions. *General Education: S.*

POL 204 Constitutional Law 3-0-3

This course is a comprehensive analysis of the rules of evidence and criminal procedural law, judicial notice, presumption, real and circumstantial evidence, burden of proof, providence of court and jury, documentary evidence, hearsay, confessions and admissions, laws of arrest, and search and seizure.

POL 206 Terrorism and Homeland Security 3-0-3

This course examines the historical and contemporary threat posed by terrorism to the United States. The causation and organization of terrorism will be examined along with the impact of terrorism on intelligence, law enforcement and homeland security agencies. An examination of the challenge posed by the desire to maintain safety and security in a free society while preserving civil liberties will also be addressed.

POL 211 Public Administration 3-0-3

A study of the theory and basic principles of public administration in the United States, including discussions related to the development, organization, functions, and problems of national, state, and local administration.

PSY 101 Introduction to Psychology 3-0-3

An introduction to research and theory in the scientific study of mind and behavior. Surveys topics in areas such as learning, perception, cognition, biopsychology, development, personality, and abnormal and social psychology. *General Education: S.*

PSY 200 Lifespan Development 3-0-3

Concepts and contemporary theories of human development throughout the life span. Considers biological, intellectual, emotional, and social maturation and typical problems from infancy through adulthood. *Prerequisite: PSY 101 or permission of Instructor.*

PSY 210 Childhood Psychology 3-0-3

A study of the person, from conception to adolescence, including the cognitive, physical, emotional, moral, and social phases of development. *Prerequisite: PSY 101 or permission of Instructor.*

PSY 220 Adolescent Psychology 3-0-3

Focus is on the physical, cognitive, social, and moral developments of adolescents and contemporary adolescent problems and issues. *Prerequisite: PSY 101 or permission of Instructor.*

PSY 225 Counseling the Individual 3-0-3

This course focuses on the role and function of the individual counselor when providing mental health and Addiction Services. The essentials of mental health and addictions counseling with individuals including theory and practice of evidence-based practices, the application of diagnostic criteria, crisis management, and counselor communications skills are reviewed and practiced. Another focus is on skills and techniques which minimize the barriers to recovery of individuals. All aspects of the individual are integrated to prevent substance use and relapse and promote recovery including the biological, psychological, social, emotional and spiritual. A variety of recovery and relapse strategies are explored including the use of addiction medications and life skill education. *Prerequisites: PSY 101.*

PSY 230 Ecopsychology and Environmental Justice 3-0-3

This course is designed to explore the relationship between psychology and the environment within the ecological and social context in which we live. Students will explore the relationships between environmental health, mental health, and social inequality, within a framework of interdependence. We will explore, how minority groups due to structural violence, are exposed to a disproportionate number of environmental hazards that lower the quality of life and lead to poorer health

outcomes. Students will explore develop and implement solutions to these issues on both theoretical and practical levels. *General Education: D.*

PSY 235 Counseling the Group and Family 3-0-3

This course explores the essentials of counseling with groups and the provision of services to the family as part of treatment for mental health and substance use disorders. Group theory including the stages of group development and tasks of the counselor at different stages of the group are reviewed. The opportunity to learn about and practice group dynamic techniques and interventions used in group settings is provided. The benefit of support groups including 12 Step and Mutual aid groups are reviewed as well as the history, theory, principles and practices of these groups is presented. The theory and skills needed to work effectively with family members, significant others and entire families, including co-dependency, issues relating to children of persons with mental health and substance use disorders is provided. Another focus of work with the families is on their role and commitment to helping the individual with their recovery and their part of the relapse prevention plan. *Prerequisite: PSY 101. General Education: S.*

PSY 240 Abnormal Psychology 3-0-3

Theory and description of the major behavioral disorders and the psychopathology of everyday life. Examines both causes and treatment of these disorders. *Prerequisite: PSY 101 or permission of Instructor.*

PSY 250 Social Psychology 3-0-3

An overview of theories and empirical data of the study of the individual in society. Topics include the social self, interpersonal attraction, aggression, obedience and conformity, stereotypes and prejudice, formation and measurement of attitudes, and group processes. *General Education: D.*

PSY 260 Personality Theories 3-0-3

A study of personality, as a theoretical construct that includes an organized system of structures and processes. Major models, and how they are derived, are used to pursue basic concepts of personality. *Prerequisites: PSY 101, PSY 200, or permission of Instructor.*

PSY 270 Forensic Psychology 3-0-3

The science of psychology, as applied to the legal domain. The course examines the relationship between psychology, criminality, and the legal context in which forensic psychology is practiced. The course is concerned with the prevention, detection, and reduction of crime. *Prerequisite: PSY 101. PSY 240 recommended.*

RAD 101 Introduction to Radiologic Technology 2-0-2

This course provides the students with a basic understanding of the science of Radiology and Imaging Modalities. Students will explore culturally competent care as it relates to health. Students will learn medical terminology and the role of medical language in allied health studies. The role of a health care provider and radiographer responsibilities will be discussed. Students will learn about the professional organizations and standards affiliated with Radiologic Technology. Investigation of critical thinking and problem solving strategies, as they relate to clinical education, will be a focus.

RAD 102 Patient Care 2-0-2

This course offers students a clinical overview of medical imaging as it pertains to patient care. The major topics include: patient education and communication, infection control, patient assessment, medical emergencies, and patient preparation for imaging examinations. This course will introduce students to various patient equipment, pharmacology, and contrast media. Professional ethics and implication for the radiographer will be examined. This course includes a one-week clinical assignment at an affiliate hospital. *Clinical requirement included. Prerequisite: Successful completion of RAD 101.*

RAD 110 Radiographic Procedures I 2-2-3

Students learn to perform the principles of radiographic positioning of the chest, abdomen, upper extremity and lower extremity. Practice in positioning skills will be provided in a lab setting. Emphasis will be placed upon the quality of the diagnostic radiograph, and the principles of safety and radiation protection. Students develop and demonstrate appropriate positioning, technical and communication principles as it pertains to the radiographic exam. *Prerequisite: completion of, or concurrent registration in BIO 181.*

RAD 111 Radiographic Procedures II 2-2-3

Students learn to perform the principles of radiographic positioning of the shoulder girdle, pelvis, vertebral column, bony thorax, and gastrointestinal system. Practice in positioning skills will be provided in a lab setting. Emphasis will be placed upon the quality of the diagnostic radiograph, and the principles of safety and radiation protection. Students develop and demonstrate appropriate positioning, technical and communication principles as it pertains to the radiographic exam. *Prerequisite: successful completion of RAD 110.*

RAD 120 Clinical Experience I 0-16-4

In this hands-on clinical experience course, students will translate what they have learned in the didactic and lab environments and apply the knowledge gained into the clinical setting. Students will observe, assist and perform radiographic examinations in local area hospitals and affiliated satellite locations under the supervision of Radiologic Technologists, and designated Clinical Preceptors. In this first clinical experience course, students will focus on radiographic examinations that have been covered in RAD 110 Radiographic Procedures I. These include but are not limited to examinations of the Chest, Abdomen, Upper Extremity and Lower Extremity. Students are evaluated on the progression of their psychomotor, cognitive and affective skills and traits as they relate to Radiologic Technology. Students will further be evaluated on competency in radiologic procedures, image production, applying proper patient care skills, and concepts of radiation safety to patients, themselves, and other ancillary members of the healthcare team. Students are to adhere to site-specific hospital policies and regulations. *This course is designated to be graded on an S/U (satisfactory/unsatisfactory) bases.*

RAD 121 Clinical Experience II 0-16-4

In this hands-on clinical experience course, students will translate what they have learned in the didactic and lab environments and apply the knowledge gained into the clinical setting. Students will observe, assist and perform radiographic examinations in local area hospitals and affiliated satellite locations under the supervision of Radiologic Technologists, and designated Clinical Preceptors. In this second clinical experience course, students will focus on radiographic examinations that have been covered in RAD 111 Radiographic

Procedures II. These include but are not limited to examinations of the Shoulder Girdle, Pelvis, Vertebral Column, Bony Thorax, and Gastrointestinal system. Students are evaluated on the progression of their psychomotor, cognitive and affective skills and traits as they relate to Radiologic Technology. Students will further be evaluated on competency in radiologic procedures, image production, applying proper patient care skills, and concepts of radiation safety to patients, themselves, and other ancillary members of the healthcare team. Students are to adhere to site-specific hospital policies and regulations. *This course is designated to be graded on an S/U (satisfactory/unsatisfactory) bases. Prerequisite: Successful completion of RAD 120.*

RAD 122 Clinical Experience III 0-40-7

In this hands-on clinical experience course, students will translate what they have learned in the didactic and lab environments and apply the knowledge gained into the clinical setting. Students will observe, assist and perform radiographic examinations in local area hospitals and affiliated satellite locations under the supervision of Radiologic Technologists, and designated Clinical Preceptors. In this third clinical experience course, students will continue executing radiographic examinations that have been covered in RAD 110 Radiographic Procedures I and RAD 111 Radiographic Procedures II. Additionally, students will learn radiographic examinations of the Skull and Facial Bones, Operating Room/C-Arm procedures and perform Patient Care competencies. For most weeks, students will attend 40 hours per week at their clinical assignment. In this course, students begin rotating through specialty and modality rotations. Students are evaluated on the progression of their psychomotor, cognitive and affective skills and traits as they relate to Radiologic Technology. Students will further be evaluated on competency in radiologic procedures, image production, applying proper patient care skills, and concepts of radiation safety to patients, themselves, and other ancillary members of the healthcare team. Students are to adhere to site-specific hospital policies and regulations. *This course is designated to be graded on an S/U (satisfactory/unsatisfactory) bases. Prerequisite: Successful completion of RAD 121 and completion of, or concurrent registration in BIO 182.*

RAD 130 Radiographic Physics I 3-0-3

This course provides the students with a review on basic mathematical principles that will be applied to radiographic physics formulas. Students will gain knowledge on atomic structure and theory. Students will learn about the electromagnetic spectrum and the nature of radiation. Students will learn about the properties of x-rays, and the laws of electrostatics and electromagnetism. Emphasis will be placed on different types of x-ray equipment, the components within the x-ray circuit, the parts of the x-ray tube, and the production of x-rays. Interaction of photons with matter will be introduced. The use of filtration to minimize patient dose will be included. The basics of radiation protection will be covered in this course.

RAD 131 Radiographic Physics II 3-0-3

This course is a continuation of RAD 130 Radiographic Physics I. Beam restriction, the use of grids and their impact on patient dose and image quality will be covered. The use of Automatic Exposure Control (AEC) and the development of exposure technical factors to be used in the clinical environment will be discussed. A brief overview will be provided on the history of analog imaging. Emphasis will be placed on digital image acquisition, processing and display. Students will solve complex exposure problems. Mobile, fluoroscopic, and tomographic equipment operation will be covered. *Prerequisite: successful completion of RAD 130.*

RAD 202 Radiographic Image Analysis 2-0-2

This course is designed to critique and evaluate radiographic images for diagnostic quality as well as pathology compared to normal anatomy. It is in the practice of obtaining high quality diagnostic images that the radiographer employs optimum patient care. This course includes the study of the radiographic appearance associated with common diseases and injuries, which requires alteration of standard radiographic exposure techniques. The study of image quality will incorporate the knowledge of radiographic procedures, as applied to patient positioning as well as varied exposure techniques to achieve optimal diagnostic images. *Prerequisite: successful completion of RAD 102.*

RAD 210 Advanced Radiographic Procedures I 2-0-2

This course is an investigation into advanced radiographic procedures including trauma, mobile, and surgical radiography. Students will produce trauma radiographs. Students will examine current practices for imaging the biliary tree, urinary system, pediatrics, the cranium, and special procedures. Students will compare various contrast agents used in special procedures.

RAD 211 Advanced Radiographic Procedures II 2-0-2

This course provides the student with an introduction to other types of imaging modalities available in medical imaging that may be of interest as students pursue their careers. Students learn the principles of these imaging modalities, which may include but is not limited to digital angiography, magnetic resonance imaging, diagnostic ultrasound, nuclear medicine, bone densitometry, positron emission tomography and radiation oncology. In addition, this course will survey the entire scope of the student's education in preparation for The American Registry of Radiologic Technologists (ARRT) Board Examination. Students will prepare for entry into the professional field of diagnostic radiography. *Prerequisite: successful completion of RAD 210.*

RAD 212 Computed Tomography 1-0-1

This course focuses on computed tomography protocols and procedures, image production, sectional anatomy, patient care, and patient safety. This course is designed to meet the 16 hours of structured education required by the American Registry of Radiologic Technologists (ARRT) upon successful completion.

RAD 220 Clinical Experience IV 0-24-6

In this hands-on clinical experience course, students will translate what they have learned in the didactic and lab environments and apply the knowledge gained into the clinical setting. Students will observe, assist and perform radiographic examinations in local area hospitals and affiliated satellite locations under the supervision of Radiologic Technologists, and designated Clinical Preceptors. In this fourth clinical experience course, students will focus on radiographic examinations that have been covered in RAD 210 Advanced

Radiographic Procedures I. These include but are not limited to radiographic examinations in trauma situations and special procedures. Students are evaluated on the progression of their psychomotor, cognitive and affective skills and traits as they relate to Radiologic Technology. Students will further be evaluated on competency in radiologic procedures, image production, applying proper patient care skills, and concepts of radiation safety to patients, themselves, and other ancillary members of the healthcare team. Students are to adhere to site-specific hospital policies and regulations. *This course is designated to be graded on an S/U (satisfactory/unsatisfactory) bases. Prerequisite: Successful completion of RAD 122.*

RAD 221 Clinical Experience V **0-24-6**

In this hands-on clinical experience course, students will translate what they have learned in the didactic and lab environments and apply the knowledge gained into the clinical setting. Students will observe, assist and perform radiographic examinations in local area hospitals and affiliated satellite locations under the supervision of Radiologic Technologists, and designated Clinical Preceptors. In this final clinical experience course, once students gain competency in the required 52 radiographic examinations, students will complete a Final Exit Day at the assigned clinical site location. Students are evaluated on the progression of their psychomotor, cognitive and affective skills and traits as they relate to Radiologic Technology. Students will further be evaluated on competency in radiologic procedures, image production, applying proper patient care skills, and concepts of radiation safety to patients, themselves, and other ancillary members of the healthcare team. Students are to adhere to site-specific hospital policies and regulations. *This course is designated to be graded on an S/U (satisfactory/unsatisfactory) bases. Prerequisite: Successful completion of RAD 220.*

RAD 230 Radiographic Health **3-0-3**

A study of the effects of **ionizing radiation** on **biological** systems. Factors affecting biological response are presented, including acute and chronic effects of radiation. This course includes an overview of the principles of radiation protection for personnel and the public including methods of dose measurement. Radiation health and safety requirements of federal and state regulatory agencies, accreditation agencies and health care organizations are incorporated.

RAD 231 Radiographic Image Quality **2-0-2**

This course will prepare students to differentiate between the photographic and geometric components that relate to radiographic image quality. The photographic properties relating to the radiographic image including image receptor exposure and contrast will be discussed. The geometric properties affecting radiographic image quality including spatial resolution and distortion will be investigated. Quality management includes the topics of quality assurance and quality control that are associated with today's medical imaging departments. Each medical imaging department must develop and adhere to standards for the safe operation of the radiographic equipment. These standards are mandated by federal and state regulatory agencies. This course will detail quality management guidelines for radiographic equipment. *Prerequisite: successful completion of RAD 131.*

SCI 129 Nutrition **3-0-3**

This course includes: the biological roles of energy, protein, vitamins, and minerals; digestion, absorption, and storage of nutrients; the chemical nature of foods and food processing; assessment of nutritional status; interactions of nutrients and disease; food supplementation; and community nutrition. *Does not satisfy the FMCC lab science graduation requirement.*

SCI 135 Introductory Biology: Molecules and Cells **2-3-3**

This course is designed for people with no or minimal background in biology. It prepares students to take upper-level biology courses such as BIO 170, BIO 171 and BIO 282. The course introduces students to the characteristics of life, cellular anatomy and physiology, Mendelian and molecular genetics, and evolution. Laboratory investigations apply the concepts presented in lecture. The course integrates observation, interpretation, and library research, by means of written laboratory reports and investigation into scientific literature. *General Education: N.*

SCI 136 Essentials of Anatomy and Physiology **2-3-3**

This course is designed for the study of basic human anatomy and physiology, including anatomical terminology, cells, and the following systems: skeletal, muscular, nervous, endocrine, cardiovascular, respiratory, digestive, urinary, and reproductive. An introduction

to common human disease processes, for non-science majors or as preparation for students who intend to take advanced anatomy and physiology courses. *General Education: N.*

SCI 137 Human Biology 2-3-3

This course focuses on how the systems of the human body operate and how various illnesses interfere with that operation. Lectures cover organ systems from a functional aspect and then diseases from a malfunctional perspective, with special attention given to the connection between malfunctions and symptoms. The course also covers how treatment for disease is related (or not) to system malfunction. Labs cover simple internal anatomy, disease-causing organisms, simple diagnostics, and such topics as medical ethics and epidemiology. Laboratory approaches vary from hands-on dissection to group discussion. *General Education: N.*

SCI 139 Introductory Biology: Animals and Plants 2-3-3

A phylogenetic approach to plant and animal groups, both living and extinct, using representative fossils and live specimens, when available. An understanding of the inter-relationships between and among plant and animal species is complemented by topics from comparative anatomy and physiology. The course integrates observation, interpretation, and library research, by means of written laboratory reports and investigation into scientific literature. Included are dissections and micro-anatomy of representative invertebrates, vertebrates, plants, field collection, identification, and the study of plants and animals of biologic interest. *General Education: N.*

SCI 143 Earth Systems 2-2-3

A perspective on the Earth that emphasizes the structure, dynamics, and resources of the planet and examines human use and misuse of finite resources. Major topics: rocks, minerals, and mining soils, from a geologic perspective; surface and underground waters, their movement, origins, use, and abuse; the atmosphere and its pollution; natural geological hazards, such as landslides, earthquakes, and faults; geothermal, tidal, and other sources of energy; landforms and land use; wastes and their treatment; environmental action, and the future. Labs include practical identification of minerals and rocks and topographic maps. *General Education: N.*

SCI 144 The Ancient Earth 2-2-3

A look at the earth's history, ancient environments, and the fossil record. The dimension of time is a unifying theme that links: the history and present state of the oceans; fossil fuels; landscapes and their "evolution"; fossilization and the endangered species of the past; evolution and the fossil record of invertebrates and fishes; dinosaurs, mammals, humans, and glaciers; and the geological history of New York State and the Northeast. Labs include detailed study of the fossil record and nearby sedimentary rock sequences. *General Education: N.*

SCI 152 Introduction to Forensic Science 2-2-3

This is an introductory natural science course designed for the non-science major student, with an interest in the criminal justice major. The course will cover those biological and chemical fundamentals necessary for the student to understand the topics of instrumentation and techniques employed in a crime laboratory. Topics such as matter, atomic theory, chemical bonding, chromatography, hair and fiber examination, blood and drug analysis, toxicology and DNA will be included. The laboratory will include demonstrations and hands-on activities of methods used to study chemical and biological evidence. *Prerequisites: High School Algebra, MAT 040 or permission of Instructor. General Education: N.*

SCI 161 Introduction to Physics I 2-3-3

This is the first of a two-course sequence in physics, designed for technology students and other non-science majors. The course uses lecture, supported by laboratory investigation, to achieve a hands-on, practical approach to understanding important concepts and the physical laws of nature. Topics include: quantitative methods for describing motion; Newton's three laws of motion and their applications; Newton's law of gravitation and its applications; work, power, and energy; momentum methods for analysis of collisions and explosions; and torque and rotational motion. *Prerequisites: High School Algebra, MAT 040 or equivalent, or permission of Instructor. General Education: N.*

SCI 162 Introduction to Physics II 2-3-3

This is the second of a two-course sequence in physics, designed for technology students and other non-science majors. The course uses lectures, supported by

laboratory investigation, to achieve a hands-on, practical approach to understanding important concepts and physical laws of nature. Topics include heat and thermodynamics, vibrations and waves, sound, basic electricity and magnetism, electromagnetic waves, geometric and wave optics, atoms and spectra, and atomic nuclei and nuclear energy. *Prerequisites: High school algebra, MAT 040 or equivalent, or permission of Instructor. SCI 161 recommended. General Education: N.*

SCI 163 Physical Science 2-3-3

This course is designed for technology students and other non-science majors to learn about physical science fundamentals through an exploration of the world around us. Through hands-on labs and light research into engaging topics (such as alternative energy, how we use energy, and everyday life situations), we will discover the whys of what we observe by learning about and applying some basic physical science principles. We will take a practical approach to learn fundamental concepts such as work, power, energy, heat, thermodynamics, vibrations, waves, sound, light, basic electricity, and magnetism. *Prerequisites: High school algebra, MAT 040 or equivalent, or permission of Instructor. Hours of class per week: 2. Hours of lab per week: 3. General Education: N.*

SCI 170 Introductory Chemistry 2-3-3

This course provides a comprehensive introduction to chemical principles, and is intended for students having little or no chemistry background who seek entrance into allied health careers. Topics covered include: scientific notation, dimensional analysis, stoichiometry, modern atomic theory, bonding, chemical formulas, molarity, pH, gases, and an introduction to organic chemistry. The course emphasizes critical thinking, analytical skills, and problem solving. The laboratory sessions are intended to reinforce the concepts presented in lecture. *Prerequisite: High School Algebra (MAT 040), or permission of Instructor. General Education: N.*

SCI 181 Introduction to Environmental Science 2-3-3

This course serves as an introduction to environmental concepts and issues. Topics include issues that span the study of ecology, social sciences, economics, eth-

ics and governmental policy. Emphasis is placed on the scientific tools and techniques needed to understand and analyze environmental topics related to resource depletion, pollution, and waste disposal. *General Education: N.*

SOC 101 Introduction to Sociology 3-0-3

An introduction to the sociological approach to understanding human behavior and society. Introduces fundamental ideas and concepts of sociology, including culture, norms, status, roles, socialization, organizations, social institutions and social inequalities such as social class, race/ethnicity, and gender. *General Education: S.*

SOC 121 Sociology of Human Rights 3-0-3

This course is an introductory course designed to explore the concept of human rights through an interdisciplinary approach including but not limited to personal, economic, political, and environmental rights. Human rights are fundamental rights which all human beings are entitled to, without discrimination, regardless of race, sex, nationality, ethnicity, religion, or any other status. Some of these rights include the right to: life, liberty, freedom of speech, freedom of religion, freedom from slavery, education, equality before the law, information, movement, and nationality. Students will explore various definitions of human rights, the development over time of human rights, and instances of human rights violations in a variety of contexts. Students will also develop solutions to human rights issues on a theoretical and practical level. *General Education: D.*

SOC 122 Sociology of Happiness & Health 3-0-3

An introductory course designed to explore the concept of health and happiness through an interdisciplinary approach including but not limited to personal, cultural, economic, workplace, political, and environmental rights. Some of the questions we will address include how our perceived happiness affects our mental, physical, and spiritual health and how happiness and health outcomes vary among different racial, ethnic, religious, gender, age, and social class groups. Students will also develop and implement approaches to improve happiness and health on a theoretical and practical level. *Hours of class per week: 3. General Education: D.*

SOC 125 Behavioral Statistics 3-0-3

Quantitative data analysis in psychology and the behavioral sciences. Basic concepts of probability, descriptive, and inferential statistics including central tendency, variability, correlation, analysis of variance, and parametric tests. *Prerequisite: MAT 040.*

SOC 137 Human Sexuality 3-0-3

An examination of sexual development, with a view toward patterns that are self-actualizing. Some of the areas of study are human sexuality as one expression of personality, functions of the anatomy involved in reproduction and sexuality, birth control, family planning, pregnancy and childbirth, STDs, HIV, coercive behavior, courtship, relationship, marriage, parenthood, and sexuality, through the life cycle.

SOC 200 Diversity in America 3-0-3

This course examines the sociological concepts and principles that help determine the nature of intergroup relations, especially the outcomes of dominant-subordinate relationships. These concepts and principles are then applied to the American experiences of ethnic, religious, and racial minority groups. *Prerequisite: None. SOC 101 recommended. General Education: D.*

SOC 208 Juvenile Delinquency 3-0-3

This course considers the methods and philosophy of the juvenile court system, police programs for the prevention and control of juvenile delinquency, and the role of various social work agencies in the care and treatment of juveniles. Special attention is given to the police techniques that are used in handling juveniles, with emphasis on the use of existing community resources. The course examines prevailing professional philosophy, existing law, public policy, and knowledge of current delinquent behavior theories. *Prerequisites: SOC 101 and PSY 101.*

SOC 209 Criminology 3-0-3

A survey of the nature and scope of prevalent forms of criminology. The course considers the major theories of criminal conduct drawn from psychological, social, and cultural modes of explanation. It includes a discussion of various classifications and topologies, the role of crime statistics, and the relevance of these factors for understanding, prevention, control, and prediction. *Prerequisites: SOC 101 and PSY 101.*

SOC 210 The Sociology of Families 3-0-3

An examination and analysis of marriage and family, from an interdisciplinary perspective. The course addresses communication of information, theories and ideas about marriage, and family as a social institution. Issues may include: cross-cultural variations of marital and family types, gender roles, love, mate selection, parenting, the challenges of combining work and marriage, communication in marriage, family crises (such as violence and divorce), and factors behind lasting relationships. Students are encouraged to make connections between the course material and their own experiences. Students are also encouraged to develop their own questions and answers about marriage and family, through assignments and class discussions. *Prerequisite: SOC 101 or permission of Instructor. General Education: S.*

SOC 212 Sociology of Law 3-0-3

A study of the legal order, the creation of norms in simple societies, and the role of laws in contemporary society. The course also examines the creation of formal rules of law, basic principles of criminal law, enforcement of criminal law, the control of the police, and issues of corruption.

SOC 214 Victimology 3-0-3

This course is a study of victims and their relationship to the crime and the offender, which allows the students to explore various typologies of victims and their victimization. Typologies examined include the elderly, inner-city youth, family members, children of criminals, and the victims of random violent offenders. The course also examines the role of the law enforcement officer, victims' advocacy groups, the function of victim impact statements, and the victims' roles and their rights in the prosecution of their cases. *Prerequisites: PSY 101 and SOC 101 or permission of Instructor.*

SOC 215 Comparative Criminal Justice Systems 3-0-3

This course is designed to provide students with a basic understanding of the range and diversity of criminal justice systems and their components and processes throughout the world. The course will identify, analyze and compare the criminal justice systems in the United States with those of other nations. A specific emphasis will be placed upon crime rates, forms of criminality,

police, courts, and corrections, and the thematic issues common among nations worldwide. Descriptive material on selected countries will be analyzed and compared along with an insight into the various traditions employed by those nations in administering criminal justice. *Prerequisites: CRJ 101 or permission of Instructor.*

SOC 225 Professional Ethics 3-0-3

This course is an inquiry into the relationship between morality and the rule of law. A wide range of moral dilemmas, within the fields of applied social sciences and criminal justice, will be examined. This track will familiarize the student with the history and philosophy of the Criminal Justice System as well as the culture and behaviors within its major components: police, court, corrections, and human services personnel. The lessons will examine a variety of ethical controversies associated with the contemporary Criminal Justice System, in order to develop a critical perspective on the nature of justice and the key decision-making processes that individuals face as part of their professional responsibilities. Current ethical issues will be brought into the classroom throughout the semester.

SOC 230 Building Peace: History, Theory and Practice 3-0-3

This course is designed to explore the concept of peace, with emphasis on the rich history, theory, and successful practice of peace through nonviolent action. Students will explore conditions that lead to peace and/or conflict, with a focus on structural violence as well as inequities in economic, political, and social conditions, which contribute to the manifestation of either war or peace. Students will explore and develop solutions to these issues on both theoretical and practical levels. *General Education: D.*

SOC 235 Professional Ethics in a Diverse Society 3-0-3

As our society changes and becomes more diverse, the professional ethics of the human service worker and addictions counselor become more complex. This course will review specific treatment needs and the development of skills necessary for counseling and providing human services to diverse populations including those defined by race, minority/protected status, ethnicity, gender, religion, legal status, HIV/AIDS status, age and other characteristics. This class will review methods

and provide opportunities to increase the ability to understand, communicate with and effectively interact with people across diverse cultures. Individual physical, psychological, emotional and spiritual developmental theories will be explored and applied to the client population of human service and addiction service fields. The course will provide opportunities to practice cultural competence through exploration of ethics, values, confidentiality and other legal issues with a variety of client populations. *General Education: D.*

SOC 285 Gender and Society 3-0-3

This course explores what is seen as feminine and masculine in a contemporary world. The focus is on the social construction of masculinity and femininity (i.e. gender) and how these constructed definitions become institutionalized into culture. The course investigates how gender norms are constructed, maintained, and challenged in language, personal relationships, popular culture, the family, education, work arrangements, and other social institutions. Emphasis is on a sociological analysis of gender issues but also draws upon areas of anthropology, biology, history, and psychology, for a broader perspective. *General Education: D.*

SPA 101 Elementary Spanish I 3-0-3

This is the first half of a foundation to the Spanish language vocabulary and structure. It is for students with little or no previous knowledge of the language. Included are the fundamentals of speaking, listening, reading and writing, as well as culture relating to the Spanish-speaking world. Grammatical concepts will include the present-tense verbs and basic sentence syntax. This course is not open to Native or Heritage speakers of Spanish. *General Education: F.*

SPA 102 Elementary Spanish II 3-0-3

This is the second half of a foundation course to the Spanish language vocabulary and structure. It is a continuation of Elementary Spanish I. Included are additional fundamentals of speaking, listening, reading and writing, as well as culture relating to the Spanish-speaking world. Grammatical concepts will include both preterit and imperfect past-tense verb forms. This course is not open to Native or Heritage speakers of Spanish. *General Education: F.*

SPA 201 Intermediate Spanish I 3-0-3
 This is the first intermediate-level Spanish course. It will expand on improving the listening, reading, writing and speaking skills, as well as culture in the Spanish-speaking world. It provides an overall grammar review with the introduction of more advanced structures which will include an introduction to the subjunctive tense. Ninety percent of this class will be conducted in Spanish. This course is not open to Native or Heritage speakers of Spanish. *General Education: F.*

SPA 202 Intermediate Spanish II 3-0-3
 This is the second intermediate-level Spanish course. It provides an overall grammar review that seeks to enhance students' active use of Spanish, especially in the areas of conversation (listening and speaking) and writing. It will include further intermediate-level conversation, composition and readings in Spanish on numerous culturally-significant topics. This class will be conducted entirely in Spanish. Successful completion implies a readiness to enter other language courses conducted entirely in Spanish. *General Education: F.*

THR 101 Introduction to Theatre 3-0-3
 The course is intended as a survey to introduce students to theatre as a technique apart from, though closely related to, literature. Students study acting techniques, stage devices, set design, costuming, and make-up. The student reads significant plays to consider drama as art, audience reactions and needs, methods of expression, and interpretation. The course requires textbooks and provides laboratory experience. *General Education: A.*

THR 102 Theatre History 3-0-3
 The course considers the interactions of dramatic art with cultural, political, economic, and scientific forces, and the implications for modern movements in dramatic theory and practice. Students trace the development of the theatre, from its beginnings to the present. The course focuses on European and American theatre, with some attention to non-Western traditions. *General Education: A.*

THR 120 Stagecraft 4-0-4
 The course provides students with theory and practice in the visual, aural, and construction facets of theatre, through attention to scenery, sound, and lighting equipment. Workshop is required.

THR 201 Theatre Practicum 4-0-4
 This course includes rehearsal and participation in an FMCC theatrical production, under the direction and instruction of a faculty member. Course registration occurs after casting, and all cast members are required to register. May be repeated for credit.

THR 250 Introduction to Film Studies 3-0-3
 This course will introduce students to the history and theory of cinema as an art form, examining formative directors, styles of filmmaking, and artistic movements in world cinema. Students will concentrate on close textual analysis of films and will learn, through readings, lectures, class discussion and written assignments, to recognize and analyze film language (editing, cinematography, sound, special effects, etc.) and will be introduced to recent theoretical approaches to cinema. *Prerequisite: ENG 104. General Education: A.*

WEL 109 Weight Management 1-0-1
 This course provides students with practical ways to put healthy eating and active lifestyles into practice. Topics such as what, why, where and how you eat; physical activity; food safety; and nutrition throughout one's lifespan will be discussed.

WEL 110 Stress Management 1-0-1
 This course is designed to expose students to the principles, theories and skills needed to effectively manage personal stress. Emphasis will be on coping skills and relaxation techniques.

English as a Second Language Intensive Language Program (ESL)

Fulton-Montgomery Community College (FMCC) offers a full-time non-credit Intensive English as a Second Language (ESL) Program for students who need to improve their language ability before beginning full-time study in a college degree program. The ESL Language Program is also intended for those who want to study English for career or social purposes. Students are given instruction in listening, reading, writing and speaking skills as well as American culture studies. A placement exam is required before enrollment. For more information contact the Office of International Student and ESL Programs.

All ESL courses beginning with the ESL prefix are non-credit/credit-equivalent remedial courses and may be used to meet credit requirements of any athletic, enrollment, financial aid and immigration requirements. However, they may not be used as electives toward graduation and may not be substituted for any English requirement of any curricula. Students seeking to meet these requirements are required to be matriculated into a degree program and have a pre-filed program of study form completed prior to enrollment. Tuition charged for credit-equivalent hour courses are consistent with credit hour charges.

The core courses of the Intensive English Language Program include the following four skill areas: Listening Skills, Reading Skills, Writing Skills, and Speaking Skills. Courses are available in multiple language proficiency levels. Each course has 75 hours of intensive language classroom instruction; 5 credit-equivalent hours. Advice and recommendation of the ESL faculty may also allow students to enroll in credit-bearing courses related to their academic goals.

Listening Skills 5-0-5 C.E.*

Practice in aural comprehension, sound discrimination, vocabulary building, and comprehension of main ideas and inferences. Related reading, writing and note-taking activities. This course may lead to further English language studies at higher levels or be repeated, depending on the progress of the student. **5 credit-equivalent (non-degree) hours.*

Reading Skills 5-0-5 C.E.*

Practice in comprehension of basic written communication, simple descriptive and narrative texts to more advanced academic materials, study skills, and expository writing. Dictionary usage, vocabulary expansion. Related writing and speaking activities. This course may lead to further English language studies at higher levels or be repeated, depending on the progress of the student. **5 credit-equivalent (non-degree) hours.*

Writing Skills 5-0-5 C.E.*

Written reinforcement of grammatical concepts and basic writing tasks and handwriting improvement to the development of written communication skills in preparation for college expository and argumentative composition. Composition from sentence level activities to the paragraph and short essay levels. Integration of related skills. This course may lead to further English language studies at higher levels or be repeated, depending on the progress of the student. **5 credit-equivalent (non-degree) hours.*

Speaking Skills 5-0-5 C.E.*

Development from simple speaking skills to skills for conversational and academic contexts. Practice in exposition, guided discussion and debate. Related listening, reading and writing activities as well as note-taking and academic study skills. This course may lead to further English language studies at higher levels or be repeated, depending on the progress of the student. **5 credit-equivalent (non-degree) hours.*

Orientation to American Culture 5-0-5 C.E.*

Assistance through lecture/workshop/field trip and guest speaker series in adjusting to life and studies at FMCC and the surrounding community, and in understanding specific and broader aspects of American culture. Mandatory for all incoming full-time international students. **5 credit-equivalent (non-degree) hours.*

Content Based ESL I 5-0-5 C.E.*

Students are taught English language skills while also studying various topics and themes related to a subject matter class. Vocabulary, discussion, and written activities, including note-taking and essay preparation, will center on various academic themes. This course may lead to further English Language Studies at higher levels or be repeated, depending on the progress of the student. **5 credit-equivalent (non-degree) hours.*

Non-Credit Laboratory Courses

The purpose of these labs is to provide supplementary instruction for students who desire it, on a non-credit basis. Fees are covered as part of credit tuition and/or lab fees.

C001 Computer Laboratory Non-Credit

This course has been designed to provide supervised hands-on computer experience for those students who are enrolled in data processing and mathematics courses that require understanding of computer operation and use of computer terminals. *Hours vary according to student needs.*

C002 Business Technology Laboratory Non-Credit

This course is designed to provide instructional support for those students who are enrolled in office technology and word processing courses and to provide alternate instructional experiences for those who wish to learn independently. *Hours vary according to student needs.*

C003 Nursing Laboratory Non-Credit

This course has been designed to provide instructional support for those students who are enrolled in nursing courses and to provide alternate instructional experiences for those who wish to learn independently. *Hours vary according to student needs.*

C004 Mathematics Laboratory Non-Credit

This course has been designed to provide remedial assistance in mathematics for students who are planning to enroll or are currently enrolled in any of the traditional mathematics courses offered at the College. *Hours vary according to student needs.*

C005 Accounting Laboratory Non-Credit

This course has been designed to provide remedial support experiences for those students who are enrolled in traditional accounting courses and to provide alternative experiences for those who wish to learn independently, as they update their vocational skills in accounting. *Hours vary according to student needs.*

C006 Study Skills Laboratory Non-Credit

Students work independently under the supervision of the instructor, who sets up an individualized remedial program to enhance the students' study skills and college-level performance. *Hours vary according to student needs.*

C007 Electricity Laboratory Non-Credit

This course has been designed to provide hands-on electric circuitry experience for those students who are enrolled in electrical programs that require additional work in electricity. *Hours vary according to student needs.*

C008 Academic Software Skills Non-Credit

This course has been designed to provide academic computing skill experience for those students who are enrolled in Career/Liberal Arts and Sciences programs that require additional work with various software packages. *Hours vary according to student needs.*

	Term Expires
Bethany Schumann-McGhee, Esq., Chair	2025
Edmund Jasewicz, Vice Chair	2017
Taiyebah Ghazi-Moghadam	2019
James Landrio	2017
Geoffrey Peck	2022
Wendy Perry	2027
Jack Wilson	2030
Roberta Winsman	2023
Matthew Cole (Student Trustee)	2025



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|--------------------------------------|--------------------------------|-------------------------|------------------------------|
| 1 Administrative Services | 8 Allen House | 15 Day Care | Faculty / Staff Parking Lots |
| 2 Visual Arts & Communications Bldg. | 9 Student Welcome Center | 16 Public Safety Office | Student Parking Lots |
| 3 Evans Library | 10 Student Union | | Blue Light Safety Phones |
| 4 O'Connell Hall | 11 Raider Trader College Store | | Smoking Shelters |
| 5 Physical Education Bldg. | 12 Vietnam Veterans Memorial | | Bus Stop |
| 6 Fitness Center | 13 World Trade Center Memorial | | |
| 7 Facilities | 14 Perrella Sculpture Garden | | |

****Date in parenthesis indicates year of initial appointment to the College.****

GREG TRUCKENMILLER, Ph.D., **President**

B.A., Ph.D., University of Iowa (2000)

LENA C. ANDERSSON, **Assistant Professor, English**

B.A., University of New Orleans; M.A., University of Denver (2006)

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A.A.S., Fulton-Montgomery Community College; B.S., SUNY Empire State College; M.S. University at Albany (2016)

SELENA BARBER, **Education Support Specialist I, Admissions Counselor**

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M.S., Walden University (2021)

MATTHEW BURDICK, **Librarian**

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B.A., SUNY Oswego, Chancellor's Award for Excellence in Professional Service 2020 (2008)

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B.A., SUNY Geneseo (2023)

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B.S., Siena College (2019)

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University (2015)

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KEVIN JONES, ***Education Support Specialist IV, Director of Athletics***

B.S., Alfred University (1997)

CARLIE KRZYS, ***Education Support Specialist I, Outreach and Program Engagement Specialist***

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Award for Excellence in Teaching 2019 (2008)

LESLEY LANZI, ***Chief Advancement Officer, Executive Director - Foundation of FMCC***

B.S., Russell Sage (2010)

JULIE LINDH, ***Assistant Professor, Human Services, Division Chair of Social Sciences***

B.S.W., Robert Wesleyan College; M.S.W., University of Albany (2016)

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SCOTT (PAUL) MARSHALL, ***Director of Facilities***

Superintendents Training School (2021)

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KATHY (MADELINE) NORMAN, ***Education Support Specialist II, Coordinator of Accessibility, Counseling & Alternative Testing Services***

A.A.S., Fulton-Montgomery Community College; B.A., M.A., Russell Sage College (2023)

GWENDOLYN OSSENKOP, ***Educational Support Specialist II, Montgomery Cares Coalition Coordinator***

A.A. Fulton-Montgomery Community College; B.A., SUNY Plattsburgh; M.S., University of New England (2008)

JASON RADALIN, ***Associate Professor, Humanities***

B.A., The College of Saint Rose; M.A., Washington University (1999)

JOHN RAMOSKA, ***Associate Dean of Enrollment Management***

B.A., Siena College; M.S., Northeastern University (2023)

LISA RENDINA, ***Instructor, Nursing***

A.A.S., Hillsborough Community College; B.S., M.S., University of Phoenix (2023)

JULIE RISLEY, ***Instructor, Science***

B.S., SUNY Brockport; M.S., Ithaca College (2024)

THOMAS J. ROGAN, ***Associate Professor, Physical Education and Sport Management***

B.S., M.S., SUNY Cortland; Ph.D., University of South Carolina (1997)

COLLEEN SANDERS, ***Assistant Professor, Writing Center Coordinator***

A.A.S., Hudson Valley Community College; B.A., M.A., The College of Saint Rose (2008)

KIM SCOTT, ***Education Support Specialist I, Apprenticeship and Career Planning Specialist***

A.A.S., Hudson Valley Community College; B.A., State University of Plattsburgh; M.S., Rensselaer Polytechnic Institute (2024)

RUTH SCOTT, ***Associate Professor, Mathematics, Division Chair***

B.A., M.S., M.A., University at Albany (2010)

ANDREA SCRIBNER, ***Education Support Specialist III, Director of Advising***

B.A., SUNY Cortland; M.S., The College of Saint Rose (2012)

RYOKO SEKIGUCHI, ***Education Support Specialist II, Academic Advisor, Articulation and Career Specialist***

B.A., SUNY Geneseo; M.Ed., Springfield College (2015)

ALLISON SNELL, ***Education Support Specialist I, Coordinator of Student Involvement***

A.A.S., Fulton-Montgomery Community College; B.S., Coastal Carolina University (2024)

ARLENE M. SPENCER, ***Acting Dean of Student Affairs***

B.A., M.S., University at Albany; Chancellor's Award for Excellence in Professional Service 2005 (1989)

JAMES STASACK, ***Instructor, Nursing Simulation Lab Coordinator***

A.A.S., Maria College; B.A., Thomas Edison State University (2024)

MARK SWAIN, ***Assistant Professor, Business***

B.A., Brunel University; M.B.A., University at Albany; Ed.D., Russell Sage College (2013)

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B.S., Syracuse University (2021)

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A.A., Fulton-Montgomery Community College, B.F.A., Long Island University; M.S.I.S., University at Albany (2007)

FLOR TRESPALACIOS, ***Assistant Professor, Health Science/Health Studies***

B.A., Brown University; M.S., Ph.D., Trident University International (2015)

JOHN van BLADEL, ***Assistant Professor, Social Sciences***

B.A., SUNY Geneseo; M.S.W., Adelphi University (2011)

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B.A., M.A., College of Saint Rose; M.A., University at Albany; Ph.D., University at Buffalo (2025)

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B.S., Hope College; M.S., State University of New York at Stony Brook; M.B.A., Webster University (2014)

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B.A., Hartwick College; M.F.A., Emerson College (2007)

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B.A. Drew University; M.S., University at Albany; Certified Public Accountant (2006)

ADJUNCT FACULTY

MONICA ARMSTRONG, *Health Professions*

STACI ARANA-GREGORY, *Health Professions*

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A.A.S., Fulton-Montgomery Community College; B.S., SUNY Delhi; M.S., Walden University

CHARLES BAKER, *Science and Technology*

A.A., Orange County Community College; B.A., SUNY New Paltz; M.S.T., Union College

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B.A., SUNY Empire State University; M.S., Saint Joseph's University

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HEIDI BLACKFORD, *Nursing*

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SHARI BRAEMER, *Social Sciences*

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DARCY BROMLEY, *Health Professions*

A.A.S., Fulton-Montgomery Community College; B.S., Capella University

ROBIN BROWNELL, *Health Professions*

STANLEY BUYCE, *Mathematics, Electrical Technology*

M.S., College of St. Rose

SHANTILLE CAMP, *Health Professions*

ADAM CANCIO, *Technology*

B.S., SUNY Oswego; M.S., University at Albany

JANEL CANNONIER, *Science*

A.A.S., Greenfield Community College; B.A., University at Albany; M.S., SUNY Utica

JOHN CAREY, *Social Science*

M.P.A., Marist College

HEIDI CARPENTER, *Health Professions*

ANTHONY CLAY, *Science*

A.A.S., Fulton-Montgomery Community College; B.A., University at Albany; M.S., SUNY Utica

DEBORAH CHAN, *Technology*

A.A.S., Fulton-Montgomery Community College; B.S., Excelsior College

JAIME COSTELLO, *Human Services*

RYAN CROOKER, *Health Professions*

LYNN DE MARIA, *Science*

Doctorate, Albany Medical College

WILLIAM DICKSON, *Science*

B.A., University at Albany

DIANA DOMINGO, *Physical Education*

B.S., University of Nevada; M.S., Pacifica Graduate Institute

WILLIAM DORAN, *Social Sciences*

B.A., University at Albany

JULIE ERNST, *Health Professions*

SUSANNE FITZGERALD, *Humanities*

B.A., M.A., Union College

LISA FRASIER, *Health Professions*

MELISSA GEIER, *Social Sciences*

A.A.S., Fulton-Montgomery Community College B.S., SUNY Plattsburgh; M.S., Purdue University

JENNIFER GOOKINS, *Health Professions*

JENNIFER HAZZARD, *Science*

B.A., Oneonta State; M.S.Ed College of Saint Rose

MARISA HOWLAN, *Mathematics*

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A.A.S., Schenectady County Community College

MEGAN KINNEY, **Art**

B.A., California State University; M.A., Claremont University

JESSICA LA POINT, **Health Professions**

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B.A., M.A.T., Colgate University

SEAN MAHON, **Technology**

B.S., SUNY Oswego; M.S., SUNY Albany

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BRENDA MAYNOR, **Health Professions**

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JAMES McMANUS, **Social Science**

B.S., Fordham University; M.A., St. Johns University; M.P.A., SUNY Brockport

JAMES R. MEEHAN, **Physical Education and Sport Management; Science**

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RYAN MULLIGAN, **Mathematics**

B.S., Utica University; M.S., University at Albany

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B.S., Ithaca College; M.S., The College of Saint Rose

CHERYL MYCEK, **Health Professions**

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JIM NAVILIO, **Health Professions**

CRAIG NEWKIRK, **Technology**

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DENISE PASSERO, **Technology**

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MARC PORTER, ***Social Science***

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ERIKA QUALITERO, ***Health Professions***

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A.A.S., Fulton-Montgomery Community College; B.S, M.S., Sait Joseph's College

ABBIE SAMPLE, ***Health Professions***

ERIKA SERRANO, ***Health Professions***

MICHELLE SOWICH-SHANLEY, ***Medical Coding***

RYAN STAUDE, ***Humanities***

B.A., M.A., University at Albany

RONALD SUTLER, ***Electricity for HVAC, Fundamentals of Refrigeration***

A.A.S., Delaware Technical & Community College

JANET TETRAULT, ***Health Professions***

HANNA TOMLINSON, ***Health Professions***

A.A.S., Maria College; B.S., Capella University

JENNILEE TONER, ***Science***

A.A., Key West Community College; B.A., Burlington College; M.A., Pacifica Graduate Institute;
M.A., Sofia University

COURTNEY VALACHOVIC, ***Health Professions***

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A.A.S., SUNY Cobleskill

MICHAEL WASHCO, ***Social Sciences***

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DARRYL WHITE, ***Science***

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B.A., SUNY Fredonia; M.A., SUNY Brockport; Ed.D., Nova Southeastern University

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New York State Municipal Police Academy

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A.A.S., Fulton-Montgomery Community College; B.S., SUNY Oswego; M.A., University of Phoenix;
Chancellor's Award for Excellence in Professional Service, 2001

KATHLEEN B. SMITH, *Bursar*

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FACULTY EMERITI

JOHN J. ARMSTRONG, *Criminal Justice*

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A.A.S., Suffolk County Community College; B.S., Empire State College; Chancellor's Award
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RITA MARY BURKE, *Foreign Language*

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A.A., Fulton-Montgomery Community College; B.S., Skidmore College; M.F.A., University at Albany; Chancellor's Award for Excellence in Teaching, 2002

SUSAN CHRISTIANO, **Registrar**

B.A., SUNY Oneonta; Chancellor's Award for Excellence in Professional Service, 2004

ANDREW DeMARCO, **Business**

B.S., Rochester Institute of Technology; M.B.A., Syracuse University

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B.A., Siena College; M.S., The College of Saint Rose; M.S., C.A.S., University at Albany; Chancellor's Award for Excellence in Professional Service, 2015

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B.A., SUNY Geneseo; M.S.L.S., University of North Carolina, Chapel Hill; Chancellor's Award for Excellence in Librarianship, 2003

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A.A.S., Mohawk Valley Community College; B.A., SUNY Oswego; M.S., Sam Houston State University

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B.S., Wagner College; M.S., SUNY Plattsburgh; Ed.S., Ed.D., Florida Atlantic University; Chancellor's Award for Excellence in Teaching, 1976

DEBORA FITZDAM, **Physical Education and Sport Management**

B.S., SUNY Cortland; M.Ed., University of Virginia

ELDORA M. FOSMIRE, **Academic Success**

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JACK M. FREDERICK, ***Social Sciences***

B.A., Saint Lawrence University; M.A., Columbia University

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B.E., Stevens Institute of Technology; M.A., City University of New York; Chancellor's Award in Faculty Service, 2010

MARLENE W. GUIFFRE, ***Social Sciences***

B.S., M.S., Ph.D. University at Albany

PATRICIA O'M. HAIGHT, ***English***

B.A., Marymount College; M.A., The College of Saint Rose; Chancellor's Award for Excellence in Teaching, 1996

ANITA N. HANABURGH, ***Food Service Administration***

B.A., SUNY Oneonta; M.A., University at Albany

JAMES E. HINKLE, JR., ***Media Communication***

B.S., M.S., Ohio University; Chancellor's Award for Excellence in Teaching, 2014

BELMONT C. HURLEY, ***Science***

B.A., Thiel College; M.Ed., University of Pittsburgh

GERALD A. IANNOTTI, ***English***

B.A., LeMoyne College; M.A., Niagara University; M.S., Ed.S., University at Albany; Chancellor's Award for Excellence in Teaching, 1991

LAUREL ILAGAN, ***Nursing***

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LYNNE ILLSLEY, ***Nursing***

A.A.S., Fulton-Montgomery Community College; B.S., SUNY Plattsburgh; M.S.N. Walden University

SALLY JAMES, ***Business Technology and Applications***

A.A., Fulton-Montgomery Community College; B.S., M.S., SUNY Oneonta

DANIEL JARVIS, ***Physical Education and Sport Management***

A.S., Fulton-Montgomery Community College; B.S., Springfield College; M.S., University at Albany

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B.A., Marywood College; M.S., Union College

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B.S., Fordham University; M.A., New York University

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B.S., SUNY ESF; M.S., Syracuse University; M.A., Dartmouth College; M.S., Yale University

JONAS KOVER, **Social Sciences**

A.A.S., New York State Ranger School; B.A., Montana State University; M.A., University of New Hampshire; Chancellor's Award for Excellence in Teaching, 1998

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B.S., Salem State College; M.Ed., Ed.D., Boston University

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B.S., Carnegie Mellon University; M.S., SUNY Oswego

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B.A., M.A.T., Colgate University

ALFRED MASTRANGELI, **Business**

B.S., M.B.A., Roosevelt University

DEAN J. McCREIGHT, **Mathematics**

B.S., Lock Haven State College; M.Ed., The Pennsylvania State University

ROBERT E. MEACHAM, **Mathematics**

B.S., North Adams State College; M.S., University of Notre Dame

HAROLD R. MORRELL, **Humanities**

B.A., M. Ed., SUNY Buffalo. Chancellor's Award for Excellence in Professional Service, 1991

JUDITH MUNN, **Nursing**

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ROBERT T. OSBORNE, JR., **Business**

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DENISE L. PASSERO, **Information Technology**

A.A.S., Fulton-Montgomery Community College; B.P.S., M.A., Empire State College; Chancellor's Award for Excellence in Professional Service, 2011

WILLIAM PIERCE, ***Social Sciences***

B.S., Buffalo State College; M.S., University at Albany; Chancellor's Award for Excellence in Professional Service, 1994

GEORGE P. PILKEY, ***Advisement, Counseling and Testing***

B.A., M.A., University of Rochester; Ph.D. Buffalo State College. Chancellor's Award for Excellence in Professional Service, 1992

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A.A., Fulton-Montgomery Community College; B.A., SUNY Potsdam; M.S., SUNY Oneonta; Chancellor's Award for Excellence in Professional Service, 2014 (1984)

RICHARD J. PRESTOPNIK, ***Electrical Technology and Computer Technology***

A.A.S., Mohawk Valley Community College; B.E.T., Rochester Institute of Technology; M.S.E.E., Syracuse University; Chancellor's Award for Scholarship and Creative Activities, 2003; Chancellor's Award for Excellence in Faculty Service, 2011

VARGHESE D. PYNADATH, ***Science***

B.S., Madras University, India; M.Sc., Sardar Vallabhai University; M.S., Fordham University; Ph.D., University of Sarasota; Chancellor's Award for Excellence in Teaching, 1979

ARTHUR J. RECESSO, ***Business***

A.A.S., SUNY Cobleskill; B.S., M.Ed., University at Albany

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B.A., University of South Florida; M.A., University at Albany

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B.S., M.A., University at Albany

DONALD W. ROGERS, ***Mathematics***

B.S., Mansfield State Teachers College; M.S., Alfred University

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ROBERT F. SCHULTZ, ***Social Sciences***

B.S., SUNY Geneseo; M.S., University at Albany; Chancellor's Award for Excellence in Teaching, 1997

SHERYL GERHEIM SEPPA, ***Early Childhood Education***

B.S., Indiana University of Pennsylvania; M.S., The College of Saint Rose; Chancellor's Award for Excellence in Teaching, 2007

EDWARD H. SERPA, **Electrical Technology**

B.A., Catholic University of America; M.S.T., Union College; M.S.E.E., Clarkson University

WILLIAM SMITHERS, **Social Sciences**

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WALTER J. THEURER, **Mathematics**

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Chancellor's Award for Excellence in Teaching, 2003

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Chancellor's Award for Excellence in Teaching, 2006

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FRANK J. YUNKER, III, **Professor, Computer Science/Computer Information Systems**

B.S., M.A., M.B.A., University at Albany; Chancellor's Award for Excellence in Teaching, 2010

*224-a. Students unable because of religious beliefs to attend classes on certain days.

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that they are unable, because of their religious beliefs, to attend classes or to participate in any examination, study or work requirements on a particular day or days.
2. Any student in an institution of higher education who is unable, because of their religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from an examination of any study or work requirements.
3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of their religious beliefs, an equivalent opportunity to make up any examination, study or work requirement which they may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.
4. If classes, examinations, study or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or make-up classes, examinations, study or work requirements shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements held on other days.
5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of their availing themselves of the provisions of this section.
6. Any student, who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section, shall be entitled to maintain an action or proceeding in the supreme court of the country in which such institution of higher education is located for the enforcement of his rights under this section.
 6. a. A copy of this section shall be published by each institution of higher education in the catalog of such institution containing the listing of available courses.
7. As used in this section, the term "institution of higher education" shall mean schools under the control of the Board of Trustees of the State University of New York or of the Board of Higher Education of the City of New York or any community college.

The State University of New York (SUNY) is the largest, centrally managed, multi-level system of public education in the nation. Its sixty-four campuses bring the opportunity for college education within commuting distance of almost every New York citizen. The University system offers a wide range of certificate programs and associate, baccalaureate and graduate degree courses of study.

A Board of Trustees appointed by the governor governs the State University of New York. The Board establishes the overall academic policy of the University and determines the specific policies to be followed by the thirty-four state supported campuses. Each of the thirty community colleges also has its own local Board of Trustees, which develops local policies and goals. New York State contributes one-third to forty percent of the operating costs and one-half of the capital costs of the community colleges.

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UNIVERSITY CENTERS AND DOCTORAL DEGREE
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New York State College of Ceramics at Alfred University
 Binghamton University
 College of Optometry
 New York State College of Agriculture and Life Sciences
 at Cornell University
 New York State College of Human Ecology at
 Cornell University
 New York State College of Veterinary Medicine at
 Cornell University
 New York State School of Industrial and Labor Relations
 at Cornell University
 Stony Brook University (Health Sciences Center at Stony
 Brook University Center)¹
 SUNY Buffalo (Health Sciences Center at Buffalo
 University Center)¹
 SUNY Downstate Medical Center
 SUNY ESF
 University at Albany
 Upstate Medical University

UNIVERSITY COLLEGES

The College at Brockport
 Buffalo State College
 Empire State College
 Old Westbury
 Purchase College
 SUNY Cortland
 SUNY Fredonia
 SUNY Geneseo
 SUNY New Paltz
 SUNY Oneonta
 SUNY Oswego
 SUNY Plattsburgh
 SUNY Plattsburgh at Queensbury
 SUNY Potsdam

COLLEGES OF TECHNOLOGY

Alfred State College
 Farmingdale State College
 Maritime College
 Morrisville State College
 State University of New York College of Nanoscale Sci-
 ence and Engineering at Albany
 SUNY Canton
 SUNY Cobleskill
 SUNY Delhi
 SUNY Polytechnic Institute

**COMMUNITY COLLEGES
(Locally-sponsored, two-year colleges under the
program of State University)**

Adirondack Community College
 Broome Community College
 Cayuga Community College
 Clinton Community College
 Columbia-Greene Community College
 Corning Community College
 Dutchess Community College
 Erie Community College
 Fashion Institute of Technology at New York City
 Finger Lakes Community College
 Fulton-Montgomery Community College
 Genesee Community College
 Herkimer County Community College
 Hudson Valley Community College
 Jamestown Community College
 Jefferson Community College
 Mohawk Valley Community College
 Monroe Community College
 Nassau Community College
 Niagara County Community College
 North Country Community College
 Onondaga Community College
 Orange County Community College
 Rockland Community College
 Schenectady County Community College
 Suffolk County Community College
 Sullivan County Community College
 Tompkins Cortland Community College
 Ulster County Community College
 Westchester Community College

¹The Health Sciences centers at Buffalo and Stony Brook are operated under the administration of their respective University Centers.

²While authorized to offer such baccalaureate and master's degree programs as may be approved pursuant to the provisions of the Master Plan, in addition to the associate degree, the Fashion Institute of Technology is financed and administered in the manner provided for community colleges.

GLOSSARY OF TERMS

This catalog provides our students with a resource of information pertaining to the program requirements and College policies and procedures about academic and student services the College offers. This section identifies and defines college terms that will help students gain a full understanding of the information within our catalog.

Academic Dismissal: Students who have received a warning or probation semester and who failed to meet standards again will be academically dismissed for two semesters. Students interested in returning to the College after two semesters must apply for admission and submit a request for academic probation. Academically dismissed students will not be permitted to enroll until securing academic probation.

Academic Probation: Students on Academic Dismissal may file an application for academic probation within the application deadline if they have extenuating circumstances or have taken two or more semesters off from college. Students who are granted academic probation must meet with the Coordinator of Retention to create an Academic Success Plan and will have their enrollment limited to twelve credits.

Academic Warning: Students not meeting academic standards for the first time will be placed on academic warning for the following semester. Students will then have one semester to meet the academic standards. Students on academic warning will be limited to twelve credits. Students who do not meet the academic standards at the conclusion of their warning semester will be academically dismissed for two semesters. Students interested in returning to the College after two semesters must apply for admission and submit a request for academic probation.

Articulation Agreement: A formal agreement between Fulton-Montgomery Community College and a baccalaureate degree granting institution. These agreements are established for specific academic programs and depending on the transfer institution, may assure transfer with junior standing upon completion of the appropriate coursework and achievement of a minimum grade average.

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

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

Audit: Enrolling in a course without earning credit or a grade.

BrightSpace: Online Learning Management System. All online and blended learning coursework is done through BrightSpace. BrightSpace is also used in many traditional courses to enhance the learning process and provide resources for students.

Bursar's Office: The Bursar's Office is responsible for the invoicing and subsequent collection of tuition, fees, and other related college charges. The Office is also responsible for the disbursement of State and Federal financial aid as governed by the appropriate regulation. In addition, the Office issues student refunds, collects Certificates of Residence, and partners with the bookstore to allow students to charge books using the student's actual financial aid award. In addition, the Bursar's Office is responsible for the collection of monies owed by financially delinquent students and works with an outside collection agency to provide arrangements for these collections.

Certificate: A document issued to a student signifying completion of a specific series of skill courses.

Certificate of Residence Form: Form used to verify that a student is an In-State resident, eligible for in-state tuition rate. The student is required by New York State Education Law-6305, to submit a valid Certificate of Residence form each academic year, from their home county. Fulton/Montgomery County residents may complete and have it notarized at the Bursar's Office, located in the Administration Bldg (A-107).

Change of Major: The process of changing a student's matriculation in one program to a different program. A student should initiate the change by contacting his/her current academic advisor, located in the Student Development Center.

College Store: Located in the Student Union building, the Raider Trader College Store provides a place where textbooks, school supplies, clothing, snacks and FMCC gear may be purchased.

Common Hours: Times during the week when no classes are held. These hours are used for student activities, and for SGA, faculty, committee and club meetings. At FMCC, common hours are Monday, Wednesday and Friday 12:00 p.m. – 1:00 p.m., Thursday 12:30 p.m. – 2:00 p.m. and Friday, 3:00 p.m. – 4:30 p.m.

Course Description: Located in the back of the catalog, the course description tells the student what is taught in the course, and identifies any prerequisites for the course.

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

Course Load: The number of courses or credit hours taken in a given semester.

Course Withdrawal: If a student is unable to complete a course, for whatever reason, the student must withdraw from the course within the published date guidelines or risk receiving a grade of "F" for the course.

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

Credit Hours: The number of credits associated with a course; sometimes, but not always equal to clock hours spent in class. Sometimes referred to as semester hours.

Degree Works: Degree Works is a powerful and comprehensive degree auditing program adopted by FMCC to provide students with the ability to review their academic coursework, course completion, and progress toward graduation.

Distance Learning: Courses delivered online via the Internet. Most courses are delivered completely online, while some courses include a mix of online and traditional classroom instruction. A computer with an up-to-date Internet browser and Internet access is required. The Evans Library provides an open computer lab during published business hours.

Drop/Add: The procedure utilized when a student decides to change his/her schedule, after the initial registration, by dropping or adding a course without academic penalty.

Dual Admission: An agreement between FMCC and another college which provides for admission to both FMCC and the partner institution at the same time for individual programs at each institution. A student enrolls at FMCC for the first two years of the program and transitions seamlessly to the partner institution for the second two years of the program, as long as the student maintains the academic progress specified in the agreement.

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

Experiential Credit: Experiential Learning Credit may be awarded for non-collegiate life experience that is educationally relevant and is equivalent to course content according to specific criteria. Students are responsible for documenting the experience and should contact the Academic Dean's office for further information no later than mid-term of the semester prior to the one in which credit is given.

FAFSA: The Free Application for Federal Student Aid (FAFSA) is a form that must be completed annually by current and prospective college students to determine their eligibility for student financial aid (including the Pell Grant, Federal Student Loans and Federal Work-Study).

FERPA: The federal Family Educational Rights and Privacy Act (FERPA) of 1974 concerning access to and confidentiality of students' educational and related records.

Financial Aid: Grants, loans, and scholarships available to assist students with paying the costs of attending college. Students must be matriculated and in good academic standing to receive financial aid.

Full-time Student: A student enrolled for 12 or more credit hours per semester.

General Education Coursework: Courses which represent the common areas of knowledge and skills that pertain to educated persons and those which offer a coherent and broadly comprehensive academic foundation.

Good Academic Standing: The status of a student who has met or exceeded the requirements specified in the Academic Standards. A student must be in good academic standing to be eligible for financial aid, intercollegiate athletics, and other campus activities.

In-State Resident: A legal resident of New York State for a minimum of one calendar year. Student must submit a valid Certificate of Residence form, from their home county, each academic year in order to receive in-state tuition rate.

Institutional Credit: Institutional Credit courses are designated by course numbers below 100. Institutional Credit courses will not be counted in the semester credits earned in the Grade Point Average. These courses will not be used

to fulfill degree or certificate requirements. The # symbol is used after the mid-term and final grade to designate an Institutional Credit course.

Major: A set of courses which awards a certificate or associate degree with the purpose of preparing a student to enter the work world immediately or to transfer to a degree program at another college.

Matriculated Student: A matriculated student has been accepted for admission to the College, has registered in a major and is pursuing courses toward a degree or certificate. Students must maintain good academic standing to keep their matriculated status.

Mid-Term Grades: Mid-term grades are indicators of a student's progress. Mid-term grades are not recorded on official transcripts.

MyFM: FMCC's Student Services Portal which contains links to the various Web-based services available to students.

Non-Matriculated Student: A non-matriculated student is one who has not yet been accepted for admission to the College or has lost matriculated status by not enrolling in coursework for one term. Courses taken by a non-matriculated student may later count toward a degree, however, the student will not be eligible for financial aid.

Notice of Admission: Upon applying to FMCC, students will be notified in writing of their admission to the College. Notice of Admission to the College does not guarantee admission to programs requiring a separate application for competitive admission.

Online Registration: FMCC's implementation of Web-based registration for credit courses. Currently registered students can access online registration through the MyFM portal.

Out-of-State Resident: Legal Resident of a state other than New York. Student pays out-of-state tuition rate.

Part-time Student: A student enrolled for fewer than 12 credit hours per semester.

Prerequisite Course: A course that a student must successfully complete before enrollment in a particular subsequent course.

Registered Student: A registered student is one who has scheduled classes.

Registrar's Office: The Registrar's Office, located in the Student Development Center, N107, maintains the official academic record of each student. The Office is responsible for: the clearance of all students for course registration; registration of part-time, self-advised students for credit-bearing courses; collection of grades from instructors and recording them on student transcripts; collection of immunization records; issuance of academic transcripts and immunization records upon student request; coordination of the evaluation and recording of transfer credit from documents issued by other institutions; review of student credentials for graduation; certifying student enrollment; and processing changes of name or address.

Satisfactory Academic Progress (SAP): The status of a student who has met or exceeds both the qualitative and quantitative measurements of academic progress according to the Academic Standards. A student must meet the Satisfactory Academic Progress requirements to be eligible for financial aid.

Student Development Center: The Student Development Center is located near O'Connell Hall and houses the Registrar's Office, Accessibility Services, career center and academic advisement offices.

Student Union: The campus building which houses the Raider Trader college store and PTECH high school.

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

Total Withdrawal: The procedure whereby a student may withdraw from all coursework. The withdrawal process must be started at the Student Development Center and finalized through the Provost and Vice President for Aca-

demical Affairs. A student who withdraws and then desires to return in a subsequent semester must reapply to the College.

Transcript: A student's official academic record maintained by the Registrar's Office. It shows all academic work attempted and grades earned, as well as transfer credits accepted from other schools.

Transfer Credit: Credit from coursework taken at a previous institution which is accepted toward a degree requirement at Fulton-Montgomery Community College. Transfer credit is not used in computing the student's grade point average at FMCC.

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